

4-5-2010

2010 April 5

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MINUTES OF THE UNIVERSITY SENATE
April 5, 2010

1. The regular meeting of the University Senate for April 5, 2010 was called to order by Moderator Spiggle at 4:02 PM.
2. Approval of the Minutes

Moderator Spiggle presented the minutes from the regular meeting of March 1, 2010 for review.

Senator Schultz requested two changes to the minutes:

The first change is to page 09/10-50, final paragraph, second sentence to read: “This committee ~~is comprised of~~ *comprises* 18 graduate educators and researchers.”

The second change is to page 09/10-55, item #9: “Senator Schultz summarized the report and stated that the full Courses and Curricula Committee has adopted the report and plans to propose ~~additions and changes to the W program~~ *motions developed from the report’s recommendations* to the Senate at future meetings.”

The minutes were approved as amended.

3. Report of the President

Provost Nicholls provided comments on behalf of the President Hogan. He began by discussing the proposed construction and renovation projects at John Dempsey Hospital. He announced that there has been intense interest in these projects and so he and others have written a “white paper” report on the subject that will be posted to the Provost’s web site. The Governor has announced a plan for the hospital that should create between 5,000 and 7,000 new jobs. Execution of the plan would result in the construction of a new bed tower at John Dempsey and would provide for extensive renovation of the current buildings. This plan would cost about \$332 million in total. About \$25 million will come from Health Center’s current 21st Century UConn allocation. In addition, \$100 million will come from federal or other non-state funds. The Provost expressed hope that these are funds identified for distribution to the states in the recent Federal health care bill. The remaining funds will come from an increase in bonding amounts for 21st Century UConn. The plan is to create a 180 to 190 bed patient tower, and renovate much of the current clinical facilities. There is likely to be an impact on the Storrs portion of 21st Century UConn: namely it will limit the amount of bonding available for the rest of the 21st Century UConn program. This is all described in the White Paper. While there will be no net change in the amount of bonding for the Storrs and Regional campuses, that bonding will be stretched out over time.

The University will stick with our current priorities through 2011, including building the first classroom building in its entirety and we expect to begin construction of the second classroom building earlier than first anticipated, with construction now beginning in the fall. The Storrs Hall project will also stay on track. These activities are all explained in the White Paper. There will be no diminution in progress in campus construction during FY 2011. The Provost says that this “Is a big win for the University.” Provost Nicholls reiterated his previous explanations

concerning the present and near term future funding and stated that the University of Connecticut might be facing as much as a \$20 to \$21 Million budget gap in 2012.

Report of the Committee for Excellence in Graduate and Professional Programs (*CEGaPP*) is now posted to the Provost's web site. Meetings concerning the report have been held with the deans as a group and Provost Nicholls will continue to meet individually with the deans. This report comprises one part of the information that will be used for decision making.

Senator Lowe inquired concerning the construction of the new John Dempsey Hospital bed tower, asking if this plan would take care of the \$20 million per year deficit at the UCHC. The Provost said it would. Senator Lowe commented that it was difficult for the university to make savings knowing that any savings we make might be swept. The Provost suggested that we have been trying to get to a position where the reserves are not such a tempting target.

Senator Shultz commented that the \$100 million from the Feds are actually a competition among six or so states. He asked if there is any contingency plan if we fail to win that competition. The Provost expressed optimism, stating that the description of the competition is "tilted" in our favor to a large extent. In any case he believes we have "a pretty fair shot."

4. Senator Clausen presented the Report of the Senate Executive Committee. (Attachment #46)
5. Senator Schultz presented the Report of the Curricula and Courses Committee. (Attachment #47)

a) The Curricula and Courses Committee presents a motion regarding the W Task Force

Background

At its 4 April 2009 meeting, the Senate referred a motion to eliminate the W requirement to the Senate Curricula and Courses Committee, with a report to be presented to the full Senate the following February. A task force comprising expertise in writing instruction across the University was convened in September 2009. This task force completed a timely and comprehensive report that was delivered to the Senate at its 1 March 2010 meeting. The Task force report recommended continuation of UConn's General Education W Course Requirements subject to certain refinements and further research. In particular, the Task Force Report recommended that work continue on two unfinished surveys, of students and of faculty.

The Motion

The Senate recommends that the W Task Force be reconvened in the 2010-2011 Academic Year, to continue the work that was begun in the 2009-2010 Academic Year, particularly to disseminate surveys to students and faculty regarding W courses, and to interpret the results, possibly with additional focus groups, and to report to the Senate at the March 2011 meeting.

The motion carried.

- b) The Curricula and Courses Committee recommends approval to ADD the following to General Education Content Area 1, Arts and Humanities**
- A. CLCS 3211 Indigenous Film Worldwide
 Three credits. Lecture and discussion. Discussion includes weekly three-hour periods and film screening.
 A survey of films by and about Indigenous, American Indian, First Nations, Native, and Aboriginal people. Course will focus on contemporary films and artists.
- c) The Curricula and Courses Committee recommends approval to ADD the following to General Education Content Area 4, Diversity and Multiculturalism International**
- A. ENGL 3629 Introduction to Holocaust Literature
 Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to sophomores and higher. Not open for credit to students who have passed ENGL 3623 (217) or ENGL 3619 when taught as Holocaust literature.
 Introduction to literature of the Holocaust.
- B. CLCS 3211 Indigenous Film Worldwide
- d) The Curricula and Courses Committee recommends approval of the following course for inclusion in the Writing Competency**
- A. BADM 4080W Business Communications
 Either semester. Three credits. Prerequisite: Open only to juniors or higher admitted to the School of Business; ENGL 1010 or 1011 or 3800. Students may not receive credit for both BADM 4080W and BADM 4070W (formerly MGMT 3070W).
 Techniques for improving professional writing and oral communications skills and ways in which visual communications, document design, and use of workplace technologies shape the message.
- e) The Curricula and Courses Committee recommends revision of the following Writing Competency courses**
- A. HORT 2560W Written Communications in Horticulture
 Current Catalog Copy
 First semester. one credit. prerequisite ENGL 1010 or 1011 or 3800. Corequisite HORT 2092. Lubell.
 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 corequisite HORT 2092.
- Revised Catalog Copy
 First semester. One credit. prerequisite ENGL 1010 or 1011 or 3800. Lubell.
 Writing as a component of communicating facts and opinions in the theory and practice of Horticulture. Assignments will reflect forms of writing commonly encountered by

professional horticulturists, including descriptive brochures, articles for mass media, extension bulletins, and technical manuals.

B. AH/OSH 3277W Hazardous Chemicals

Current Catalog Copy

(277W) (Formerly offered as GS 277.) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

A writing course that has as its subject hazardous chemicals and their use in the workplaces, their effects on the environment, and the hazards caused by exposure to them.

Revised Catalog Copy

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to CCS students and Allied Health Sciences OSH concentration majors junior or higher; others with consent of instructor.

Hazardous chemicals and their use in the workplaces, their effects on the environment, and the hazards caused by exposure to them.

C. AH/OSH 4221W Trends in Environmental and Occupational Safety

Current Catalog Copy

(221W) Either semester. Three credits. Prerequisite: Completion of two or more OSH/AH or equivalent courses; ENGL 1010 or 1011 or 3800; open only to BGS and Allied Health Sciences majors; others with consent.

Impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment.

Revised Catalog Copy

Either semester. Three credits. Prerequisite: AH 3570 or OSH 3570; ENGL 1010 or 1011 or 3800; open to CCS students and Allied Health Sciences OSH concentration majors juniors and higher; others by consent of instructor.

Impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment.

f) The Curricula and Courses Committee recommends approval of S/U grading for the following course

A. BADM 4892 Practicum in Professional Sales

Proposed Catalog Copy

Either or both semesters. Three credits. Hours by arrangement. Prerequisite: completion of BADM 3750 and consent of instructor; open to juniors or higher. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Provides students with an opportunity for supervised field work in professional sales. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

g) For the information of the Senate, the GEOC has approved the following CA1 courses for intensive session teaching

A. ARTH 1137 Introduction to Art History I

B. PHIL 1102 Philosophy and Logic

Items b through g were presented as one motion.

The motion carried.

6. Senator Recchio presented the Report of the Scholastic Standards Committee.

(Attachment #48)

Senator Recchio presented the following motion to amend the By-Laws, Rules and Regulations of the University Senate, Section II.E.12 on Semester Examinations:

II.E.12.a.

During the semester, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule can be granted by the deans of the school or college in which the course is offered. Courses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from examinations given during the semester decisions regarding possible make-up examinations shall be the prerogative of the instructor.

~~Written final examinations are held at the end of each semester in all undergraduate level courses except that the requirement may be waived at the discretion of the instructor in those courses defined as independent study courses by each department. Other exceptions to the rule may be made in the case of seminars, practicums and purely laboratory courses. In these courses and others where a convincing case can be made for final evaluation of students' work by means other than a written examination, departments can make exceptions to the rule with the approval of the dean of the school or college before the beginning of the semester in which the course is to be offered. Instructors are at liberty to give seniors oral rather than written final examinations. Examinations in courses numbered 5000 and above may be given or omitted at the discretion of the instructor.~~

~~All final undergraduate examinations shall be administered at the times scheduled by the University during exam week, and at no other times. A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam [. . .]~~

[Add:] It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, such assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to projects in project based courses, portfolios in writing intensive courses, take-home finals, and oral defenses of seminar papers, for example. In all undergraduate courses that require written, proctored final examinations, however, those examinations must be administered at the times and in the places scheduled by the university during the week set aside for final examinations, and at no other times, so as not to compromise instructional time at the end of the semester.

Senator Chambers then stood and presented an amendment from the Student Welfare Committee to change the last sentence to read as follows:

Change the last sentence to read (additions in **bold**, strike-throughs deleting prior language):

*In all undergraduate courses **final assessments** ~~that require written, proctored final examinations, however, those examinations~~ must be **administered or due as a completed project** at the times - **and in the case of final examinations**, in the places - scheduled by the university during the week set aside for final examinations, and at no other times, so as not to compromise instructional time at the end of the semester and to avoid **bunched final assessment completion dates both prior to the end of the semester and during the finals week period.***

Senator Paul asked for the opinion of the Scholastic Standards Committee regarding the amendment from the Student Welfare Committee. Senator Recchio reported that the SSC is generally in favor of the amended language. Discussion ensued.

Moderator Spiggle presented the amended motion for the Senate's consideration.

The motion to amend carried 24-13 with two abstentions.

Moderator Spiggle directed the Senate's attention back to the main motion.

Senator Moiseff moved to amend the by-laws changing references to "examinations" to "final assessments" in the first paragraph of the original main motion. The motion was seconded.

The motion to amend was defeated.

Moderator Spiggle directed the Senate's attention back to the main motion.

Senator Scianna moved to change the title of this section of the by-laws to II.E.12. ~~Semester Examinations~~ **Assessments**.

The motion carried 16 to 14.

Moderator Spiggle directed the Senate's attention back to the main motion.

After considerable discussion, there was a motion to return the motion to the Scholastic Standards Committee for its further consideration.

The motion to return the motion to the SSC carried.

Senator Mannheim suggested that whatever the form of the final assessment might be, that form must be outlined for students at the beginning of the semester.

7. Senator Recchio presented a second Report of the Scholastic Standards Committee which contained a proposal to modify the academic calendar. The motion was presented for the information of the Senate and will be voted on at the meeting of May 3, 2010.

(Attachment #49)

Background: On October 5, 2009 the Academic Calendar Task Force presented a report to the Senate in which it recommended a number of changes to the Academic Calendar. The Task Force had been organized after President Hogan requested the Senate to consider changes to the calendar that would do two things: enable classes to begin after Labor Day and accommodate a single university-wide May commencement ceremony. In the course of its work the Task Force concluded the former change would be unworkable and that the latter had no real bearing on the calendar. The Task Force decided that any recommendations should be driven by “what would be best for the educational mission of the University” (Task Force Report 6). When the Report was presented to the Senate, it was then passed on to the Scholastic Standards Committee, which was charged to make recommendations to change the calendar (or not). For most of the Fall 2009 semester and the Spring 2010 semester, Scholastic Standards discussed the calendar in detail, beginning with a lengthy meeting with representatives from the Task Force. Based on the Committee’s charge to address matters of scholastic standards across the university, the Committee’s review and recommendations were driven by a concern with what calendar features would best support learning throughout all the schools and colleges. As the Task Force report notes, “It became obvious [. . .] that there was no calendar format that would accommodate every group’s preferences” (Task Force Report 6). So of necessity the recommendations Scholastic Standards decided to make are a compromise that in our best judgment offers the best balance to support student learning. While most of SSC’s recommendations are in line with the Task Force’s recommendations, some are not.

Current Calendar Language:

By-Laws, Rules, and Regulations of the University Senate

II. Rules and Regulations

University Calendar

The Academic calendar will be determined according to the schedule given (and is on file in the University Senate Office and the Board of Trustees) and will adhere to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

2. The general class schedule will be as shown in the file copy.

3. **Fall Semesters** will adhere to the following principles:
 - a. Classes shall begin on the Monday preceding Labor Day.
 - b. Residence Halls shall open no later than the weekend before classes start.
 - c. Classes shall not meet on Labor Day.
 - d. Classes shall not meet on the week of Thanksgiving.

4. **Spring Semesters** will adhere to the following principles:
 - a. Spring semester classes shall begin on the Tuesday after Martin Luther King Day.
 - b. Residence halls shall open no later than the weekend before classes start.
 - c. A one-week spring break shall take place after 7 weeks of classes, counting the week with Martin Luther King Day as the first week.
 - d. Commencement will be held on the weekend at the end of final examinations.

Proposed Revisions to the Calendar (changes indicated by *italics*):

University Calendar

The Academic calendar will be determined according to the schedule given (and is on file in the University Senate Office and the Board of Trustees) and will adhere to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

2. The general class schedule will be as shown in the file copy.

3. **Fall Semesters** will adhere to the following principles:

- a. Classes shall begin on the Monday preceding Labor Day.
- b. Residence Halls shall open no later than the weekend before classes start.
- c. Classes shall not meet on Labor Day.
- d. *Classes shall not meet on the second Monday of October (commonly known as Columbus Day).*
- e. *Classes shall not meet on the Wednesday through Saturday of the week of Thanksgiving.*
- f. *No final examinations shall be held on the first Thursday of final examination week, which shall be known as a Reading Day.*

4. **Spring Semesters** will adhere to the following principles:

- a. Spring semester classes shall begin on the Tuesday after Martin Luther King Day.
- b. Residence halls shall open no later than the weekend before classes start.
- c. A one-week spring break shall take place after 8 weeks of classes, counting the week with Martin Luther King Day as the first week.
- d. Commencement will be held on the weekend at the end of final examinations.

Summary of changes:

There is asymmetry between the fall and spring semesters in number of class and of reading days. There will be 70 class days and 3 reading days in the fall term, the third reading day scheduled on the Thursday of exam week. There are 69 class days in the spring and two reading days.

There will be 13 Monday classes (the same number as the current calendar), 14 Wednesday, Thursday, and Friday classes, and 15 Tuesday classes.

There will be a one-day holiday in October (Columbus Day), which will provide a three-day weekend. This missing Monday will be made up on the Monday of Thanksgiving week.

Thanksgiving break will begin on the Wednesday of Thanksgiving week.

The spring break will come after the 8th week rather than the 7th week of classes.

Discussion ensued. Questions were posed and answered. Senator Paul noted that the Law School calendar is presently different from the Storrs calendar and will remain so.

- 8. Senator Ogbar presented the Report of the Growth and Development Committee. (Attachment #50)
- 9. Senator Singha presented the Annual Report of the Graduate School. (Attachment #51)

Senator Singha reported the details of the Office of Sponsored Programs Annual Report for 2009 have been posted to the Sponsored Programs web site. Senator Singha reviewed increases in research awards from FY 2005-2009, and pointed out that these numbers are generated by tenured and tenure-track faculty. Senator Singha also described the differences in Federal Funding sources for the Health Center and the Storrs campus, and stated more information is contained on the Sponsored Programs website.

Senator Singha congratulated the faculty on their willingness to propose work for the American Reconstruction and Recovery Act (ARRA). He described the receipt of AARA awards and again pointed out that this demonstrates well the competency of the faculty.

Senator Singha addressed internal research program support and also described the UCIG awards which have as a goal cooperation between the Storrs and Farmington campuses. He then

described the \$1.6M major equipment awards and \$0.9M intermediate Research Equipment Awards competitions.

Vice President Singha then outlined several important individual innovative research programs that will support the state's economy and security in future years.

Vice President Singha then described steps that we are taking in response to the Competitive Federal Graduate Student Awards and our recent AAALAC accreditation for our animal care.

He then introduced to the Senate Lee Aggison, who now serves as Interim Dean of the Graduate School.

Singha ended his presentation by presenting statistics concerning masters and doctoral enrollments and graduations and minority enrollments.

10. Dana Wilder presented the Annual Report of the President's Athletic Advisory Committee, attached.

(Attachment #52)

11. Senator Holsinger presented the Annual Report of the University Budget Committee.

(Attachment #53)

Senator Holsinger reported to the Senate that work by the committee concerning external funding of graduate students and tuition on grants is ongoing. The committee is still gathering data concerning the implementation of the new policy.

12. Senator Deibler presented the Annual Report of the University Senate Diversity Committee.

(Attachment #54)

13. Senator von Munkwitz-Smith presented the Report of the Nominating Committee

(Attachment #55)

The committee moves to appoint Alexander Shvartsman to the General Education Oversight Committee for a term beginning immediately and ending June 30, 2012.

The motion carried.

Senator von Munkwitz-Smith then presented the proposed membership slate for the standing committees of the University Senate for the 2010/2011 academic year. The final slate will be presented to the Senate for a vote at the May 3, 2010 meeting.

(Attachment #56)

14. There was a motion to adjourn.

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

The meeting adjourned at 6:04 PM.

Respectfully submitted,

Robert Miller
Professor of Music
Secretary of the University Senate

The following members and alternates were absent from the April 5, 2010 meeting:

Accorsi, Michael
Albert, Arlene
Anderson, Amy
Armando, Kayla
Bansal, Rajeev
Basu, Ashis
Bouchard, Norma
Boyer, Mark
Bramble, Pamela
Brown, Scott
Bushmich, Sandra
Callahan, Thomas
Croteau, Maureen
D'Alleva, Anne
D'Amelio, Krista

Darre, Michael
DeFranco, Francine
Desai, Manisha
Faustman, L. Cameron
Higgins, Katrina
Hogan, Michael
Hoskin, Robert
Hussain, Shaznene
Hussein, Mohamed
Jordan, Eric
Kerstetter, Jane
Laurencin, Cato
Letendre, Joan
LoTurco, Joseph
Majumdar, Suman

McCoy, Patricia
Munroe, Donna
Neumann, Michael
O'Neill, Rachel
Pane, Lisa
Roe, Shirley
Segerson, Kathleen
Sewall, Murphy
Skoog, Annelie
Strausbaugh, Linda
Thompson, YooMi
Thorson, Robert
Trumbo, Stephen
Ward, J. Evan
Woodward, Walter

Report of the Senate Executive Committee
to the University Senate
April 5, 2010

The Senate Executive Committee has met twice since the March 1st meeting of the University Senate.

On March 26th 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. We discussed spring weekend, health center funding, the construction schedule for the second replacement building for Arjona and Monteith, the BOT efficiency study, emeritus guidelines, and the structure of the Committee of Three.

On April 2nd the Senate Executive Committee met with Provost Nicholls, Vice Presidents Barry Feldman, Richard Gray, Lee Melvin, and John Saddlemire. VP Melvin reported that the number of W courses offered in the summer has declined. He also indicated applications by international students are up, that diversity of the pool is very good, and regional campus deposits have increased. We also discussed HuskyMail, the Dean of the Graduate School search, access/parking issues this summer related to improvements being made, and legislative activities related to the budget. Afterwards the SEC endorsed the changes in the Consulting policy forwarded by the Faculty Standards Committee. These are to be voted on by the BOT. The FSC continues to review the consulting procedures document which contains more detail than the policy. The SEC also discussed Arboretum Committee issues, and set the calendar for Senate meetings next year.

Finally, election ballots for the Senate's Nominating Committee and the Senate Executive Committee as well as the Committee of Three have been distributed via email. Please vote.

Respectfully submitted,
John C. Clausen
Chair, Senate Executive Committee
April 5, 2010

**University Senate Curricula and Courses Committee
Report to the Senate
April 5, 2010**

I. The Curricula and Courses Committee presents a motion regarding the W Task Force

Background

At its 4 April 2009 meeting, the Senate referred a motion to eliminate the W requirement to the Senate Curricula and Courses Committee, with a report to be presented to the full Senate the following February. A task force comprising expertise in writing instruction across the University was convened in September 2009. This task force completed a timely and comprehensive report that was delivered to the Senate at its 1 March 2010 meeting. The Task force report recommended continuation of UConn's General Education W Course Requirements subject to certain refinements and further research. In particular, the Task Force Report recommended that work continue on two unfinished surveys, of students and of faculty.

The Motion

The Senate recommends that the W Task Force be reconvened in the 2010-2011 Academic Year, to continue the work that was begun in the 2009-2010 Academic Year, particularly to disseminate surveys to students and faculty regarding W courses, and to interpret the results, possibly with additional focus groups, and to report to the Senate at the March 2011 meeting.

II. The Curricula and Courses Committee recommends approval to ADD the following to General Education Content Area 1, Arts and Humanities

- A. CLCS 3211 Indigenous Film Worldwide
Three credits. Lecture and discussion. Discussion includes weekly three-hour periods and film screening.
A survey of films by and about Indigenous, American Indian, First Nations, Native, and Aboriginal people. Course will focus on contemporary films and artists.

III. The Curricula and Courses Committee recommends approval to ADD the following to General Education Content Area 4, Diversity and Multiculturalism International

- A. ENGL 3629 Introduction to Holocaust Literature
Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to sophomores and higher. Not open for credit to students who have passed ENGL 3623 (217) or ENGL 3619 when taught as Holocaust literature.
Introduction to literature of the Holocaust.
- B. CLCS 3211 Indigenous Film Worldwide

IV. The Curricula and Courses Committee recommends approval of the following course for inclusion in the Writing Competency

A. BADM 4080W Business Communications

Either semester. Three credits. Prerequisite: Open only to juniors or higher admitted to the School of Business; ENGL 1010 or 1011 or 3800. Students may not receive credit for both BADM 4080W and BADM 4070W (formerly MGMT 3070W).

Techniques for improving professional writing and oral communications skills and ways in which visual communications, document design, and use of workplace technologies shape the message.

V. The Curricula and Courses Committee recommends revision of the following Writing Competency courses

A. HORT 2560W Written Communications in Horticulture

Current Catalog Copy

First semester. one credit. prerequisite ENGL 1010 or 1011 or 3800. Corequisite HORT 2092. Lubell.

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 corequisite HORT 2092.

Revised Catalog Copy

First semester. One credit. prerequisite ENGL 1010 or 1011 or 3800. Lubell.

Writing as a component of communicating facts and opinions in the theory and practice of Horticulture. Assignments will reflect forms of writing commonly encountered by professional horticulturists, including descriptive brochures, articles for mass media, extension bulletins, and technical manuals.

B. AH/OSH 3277W Hazardous Chemicals

Current Catalog Copy

(277W) (Formerly offered as GS 277.) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

A writing course that has as its subject hazardous chemicals and their use in the workplaces, their effects on the environment, and the hazards caused by exposure to them.

Revised Catalog Copy

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to CCS students and Allied Health Sciences OSH concentration majors junior or higher; others with consent of instructor.

Hazardous chemicals and their use in the workplaces, their effects on the environment, and the hazards caused by exposure to them.

C. AH/OSH 4221W Trends in Environmental and Occupational Safety

Current Catalog Copy

(221W) Either semester. Three credits. Prerequisite: Completion of two or more OSH/AH or equivalent courses; ENGL 1010 or 1011 or 3800; open only to BGS and Allied Health Sciences majors; others with consent.

Impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment.

Revised Catalog Copy

Either semester. Three credits. Prerequisite: AH 3570 or OSH 3570; ENGL 1010 or 1011 or 3800; open to CCS students and Allied Health Sciences OSH concentration majors juniors and higher; others by consent of instructor.

Impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment.

VI. The Curricula and Courses Committee recommends approval of S/U grading for the following course

A. BADM 4892 Practicum in Professional Sales

Proposed Catalog Copy

Either or both semesters. Three credits. Hours by arrangement. Prerequisite: completion of BADM 3750 and consent of instructor; open to juniors or higher. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Provides students with an opportunity for supervised field work in professional sales.

Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

VII. For the information of the Senate, the GEOC has approved the following CA1 courses for intensive session teaching

A. ARTH 1137 Introduction to Art History I

B. PHIL 1102 Philosophy and Logic

Respectfully Submitted by the 09-10 Senate Curricula and Courses Committee.
Eric Schultz, Chair, Michael Accorsi, Keith Barker, Norma Bouchard, Marianne Buck, Janice Clark, Michael Darre, Andrew DePalma, Dean Hanink, Kathleen Labadorf, Susan Lyons, Maria Ana O'Donoghue, Tulsi Patel, Felicia Pratto, Yoo Mi Thompson

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
April 5, 2010

Background:

Because the language on semester examinations in the By-laws is dated—it assumes, for instance, that a timed, written final examination is the overwhelming standard practice and it makes an odd exception that allows seniors to be given oral examinations—and because the By-laws do not acknowledge the emergence of other forms of assessment linked to the particular nature of and learning goals for a range of courses--the increase in project based courses and the wide spread use of portfolio assessment, for instance--the By-laws are out of sync with what has emerged as best practices for assessment, practices that faculty are in the best position to judge.

Motion:

The Scholastic Standards Committee proposes that the By-laws language quoted in strike through below be deleted and replaced with the language that follows:

By-Laws, Rules and Regulations of the University Senate. Section II. E. 12. Semester Examinations

a. During the semester, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule can be granted by the deans of the school or college in which the course is offered. Courses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from examinations given during the semester decisions regarding possible make-up examinations shall be the prerogative of the instructor.

~~Written final examinations are held at the end of each semester in all undergraduate level courses except that the requirement may be waived at the discretion of the instructor in those courses defined as independent study courses by each department. Other exceptions to the rule may be made in the case of seminars, practicums and purely laboratory courses. In these courses and others where a convincing case can be made for final evaluation of students' work by means other than a written examination, departments can make exceptions to the rule with the approval of the dean of the school or college before the beginning of the semester in which the course is to be offered. Instructors are at liberty to give seniors oral rather than written final examinations. Examinations in courses numbered 5000 and above may be given or omitted at the discretion of the instructor.~~

~~All final undergraduate examinations shall be administered at the times scheduled by the University during exam week, and at no other times. A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam [. . .]~~

Add: It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, such assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to projects in project based courses, portfolios in writing intensive courses, take-home finals, and oral defenses of seminar papers, for example. In all undergraduate courses that require written, proctored final examinations, however, those examinations must be administered at the times and in the places scheduled by the university during the week set aside for final examinations, and at no other times, so as not to compromise instructional time at the end of the semester.

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
April 5, 2010

Proposal to modify the Academic Calendar

Background: On October 5, 2009 the Academic Calendar Task Force presented a report to the Senate in which it recommended a number of changes to the Academic Calendar. The Task Force had been organized after President Hogan requested the Senate to consider changes to the calendar that would do two things: enable classes to begin after Labor Day and accommodate a single university-wide May commencement ceremony. In the course of its work the Task Force concluded the former change would be unworkable and that the latter had no real bearing on the calendar. The Task Force decided that any recommendations should be driven by “what would be best for the educational mission of the University” (Task Force Report 6). When the Report was presented to the Senate, it was then passed on to the Scholastic Standards Committee, which was charged to make recommendations to change the calendar (or not). For most of the Fall 2009 semester and the Spring 2010 semester, Scholastic Standards discussed the calendar in detail, beginning with a lengthy meeting with representatives from the Task Force. Based on the Committee’s charge to address matters of scholastic standards across the university, the Committee’s review and recommendations were driven by a concern with what calendar features would best support learning throughout all the schools and colleges. As the Task Force report notes, “It became obvious [. . .] that there was no calendar format that would accommodate every group’s preferences” (Task Force Report 6). So of necessity the recommendations Scholastic Standards decided to make are a compromise that in our best judgment offers the best balance to support student learning. While most of SSC’s recommendations are in line with the Task Force’s recommendations, some are not.

Current Calendar Language:

By-Laws, Rules, and Regulations of the University Senate

II. Rules and Regulations

H. University Calendar

The Academic calendar will be determined according to the schedule given (and is on file in the University Senate Office and the Board of Trustees) and will adhere to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King Day. There will be two calendar days between

the last day of classes and the first day of final examinations which shall be known as Reading Days.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

2. The general class schedule will be as shown in the file copy.
3. **Fall Semesters** will adhere to the following principles:
 - a. Classes shall begin on the Monday preceding Labor Day.
 - b. Residence Halls shall open no later than the weekend before classes start.
 - c. Classes shall not meet on Labor Day.
 - d. Classes shall not meet on the week of Thanksgiving.
4. **Spring Semesters** will adhere to the following principles:
 - a. Spring semester classes shall begin on the Tuesday after Martin Luther King Day.
 - b. Residence halls shall open no later than the weekend before classes start.
 - c. A one-week spring break shall take place after 7 weeks of classes, counting the week with Martin Luther King Day as the first week.
 - d. Commencement will be held on the weekend at the end of final examinations.

Proposed Revisions to the Calendar (changes indicated by *italics*):

University Calendar

The Academic calendar will be determined according to the schedule given (and is on file in the University Senate Office and the Board of Trustees) and will adhere to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

2. The general class schedule will be as shown in the file copy.

3. **Fall Semesters** will adhere to the following principles:

- a. Classes shall begin on the Monday preceding Labor Day.
- b. Residence Halls shall open no later than the weekend before classes start.
- c. Classes shall not meet on Labor Day.
- d. *Classes shall not meet on the second Monday of October (commonly known as Columbus Day).*
- e. *Classes shall not meet on the Wednesday through Saturday of the week of Thanksgiving.*
- f. *No final examinations shall be held on the first Thursday of final examination week, which shall be known as a Reading Day.*

4. **Spring Semesters** will adhere to the following principles:

- a. Spring semester classes shall begin on the Tuesday after Martin Luther King Day.
- b. Residence halls shall open no later than the weekend before classes start.
- c. A one-week spring break shall take place after 8 weeks of classes, counting the week with Martin Luther King Day as the first week.
- d. Commencement will be held on the weekend at the end of final examinations.

Summary of changes:

There is asymmetry between the fall and spring semesters in number of class and of reading days. There will be 70 class days and 3 reading days in the fall term, the third reading day scheduled on the Thursday of exam week. There are 69 class days in the spring and two reading days.

There will be 13 Monday classes (the same number as the current calendar), 14 Wednesday, Thursday, and Friday classes, and 15 Tuesday classes.

There will be a one-day holiday in October (Columbus Day), which will provide a three-day weekend. This missing Monday will be made up on the Monday of Thanksgiving week.

Thanksgiving break will begin on the Wednesday of Thanksgiving week.

The spring break will come after the 8th week rather than the 7th week of classes.

Growth and Development Committee
Jeffrey O. G. Ogbar, G&D Chair
April 5, 2010

University Senate Report, International Hiring Guidelines

- I. In the 2008-2009 academic year, Provost Nicholls requested a proposal for new guidelines for the international hiring process. He requested that the Growth and Development Committee of the University Senate be the body to review these proposed guidelines.
- II. On April 6, 2009 G&DC met with members of the Visa Policy Committee, including Elizabeth Mahan, Nancy Bull, Mihwa Lee and Robert Chudy as guests to discuss the university's Visa policies. The guests provided several pages of proposed policies from the Department of International Services and Programs (DISP). The G&D Committee agreed to review the proposals, secure input from department heads and present a proposed Visa policy document to the Senate Executive Committee and, ultimately, to the full Senate.
- III. On March 26, 2010 the chair of the G&DC reported the progress of the draft proposal to the Senate Executive Committee. It was reported that the draft guidelines were sent to the university's department heads via the "3-D LISTSERV" on March 8, requesting feedback by March 22, 2010. As several department heads had already reviewed the document, there were no questions, or comments offered.
- IV. The G&D Committee endorses the guidelines as presented from the Visa Policy Committee and the DISP. They are available at the DISP website:
<http://disp.uconn.edu/visas/hiring.html>
- V. Because these are guidelines, and not policies, they can be modified as federal law and institutional needs require without Board of Trustee approval.

Report on Research and Graduate Education

Suman Singha

Vice President for Research

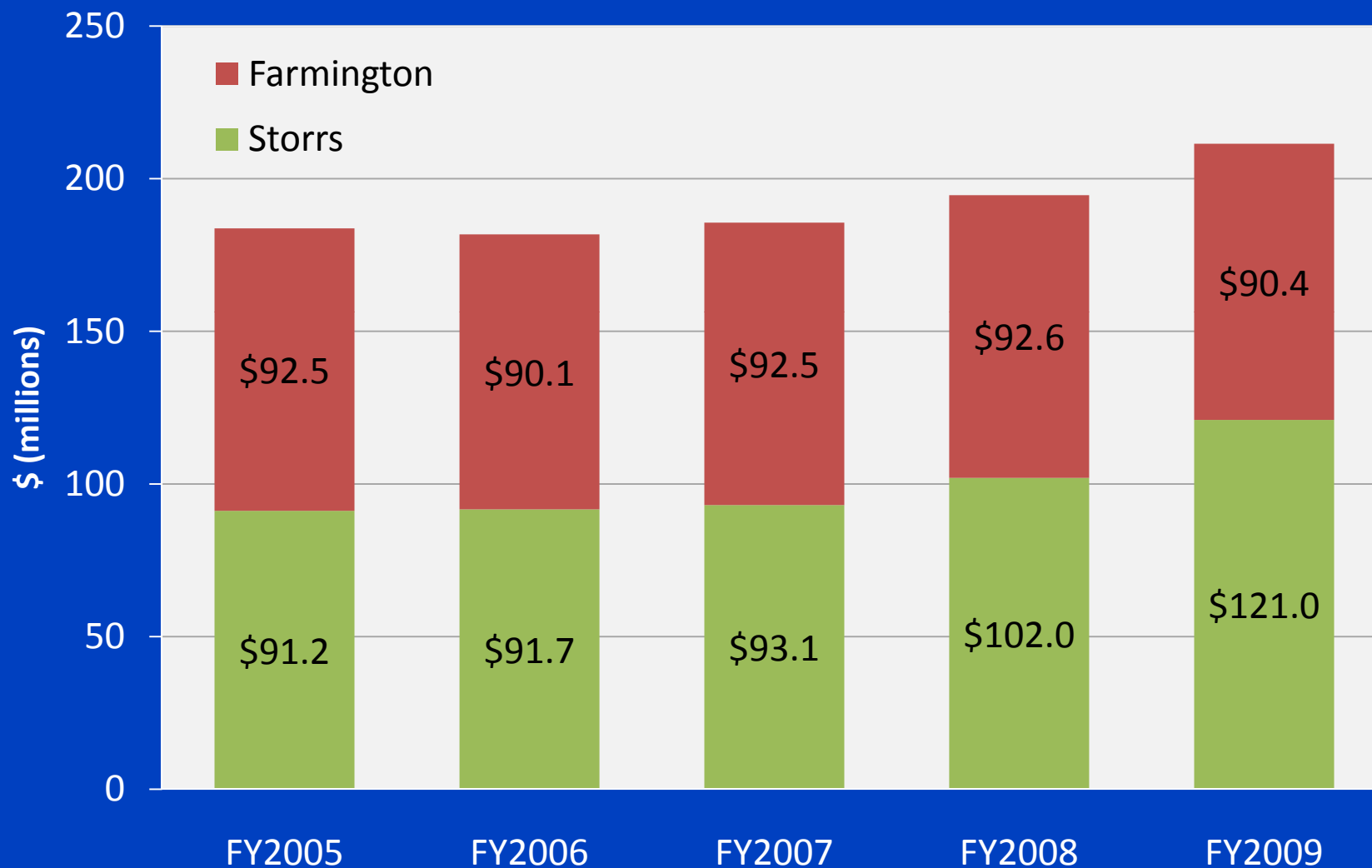




Office of Sponsored Programs Annual Report FY2009

The UConn Storrs OSP Annual Report can be found at
<http://research.uconn.edu/viewnews.cfm?articleid=547>

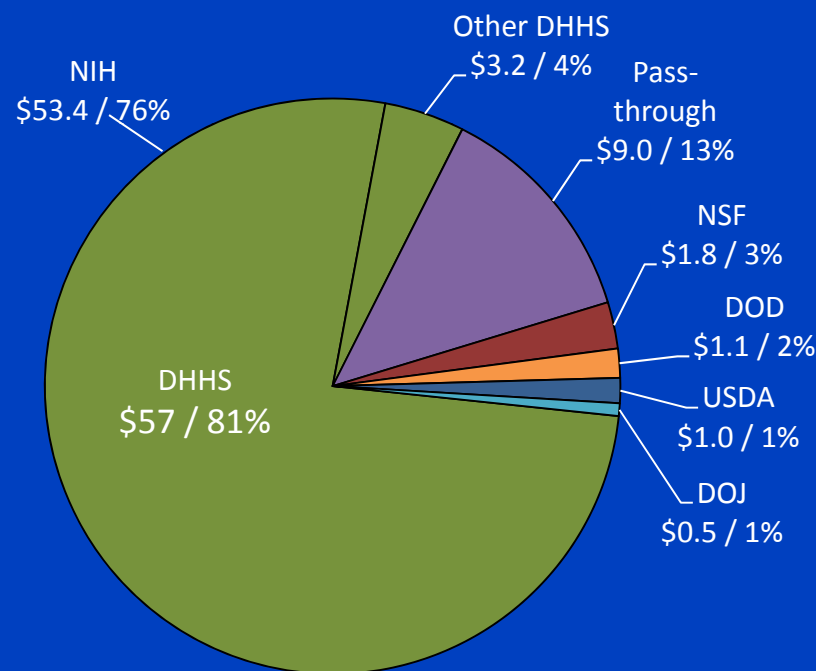
Research Awards FY 2005-FY 2009



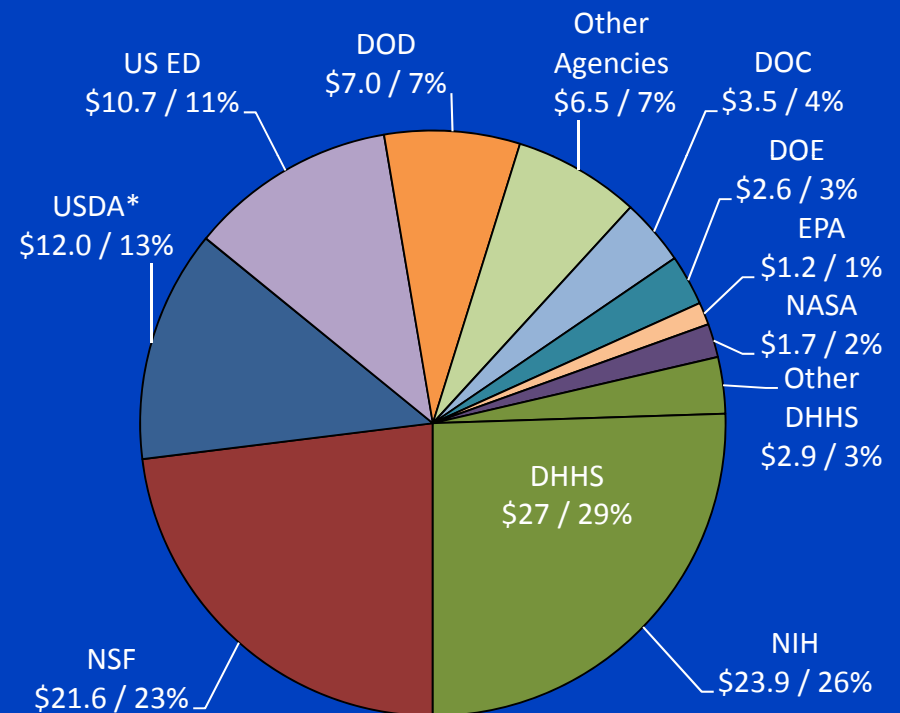
Federal Awards by Agency FY 2009

(Total dollars in millions and percent)

Farmington



Storrs



* USDA awards include formula funds (e.g. Smith-Lever and Hatch Act), which are distributed as individual awards to multiple PIs.



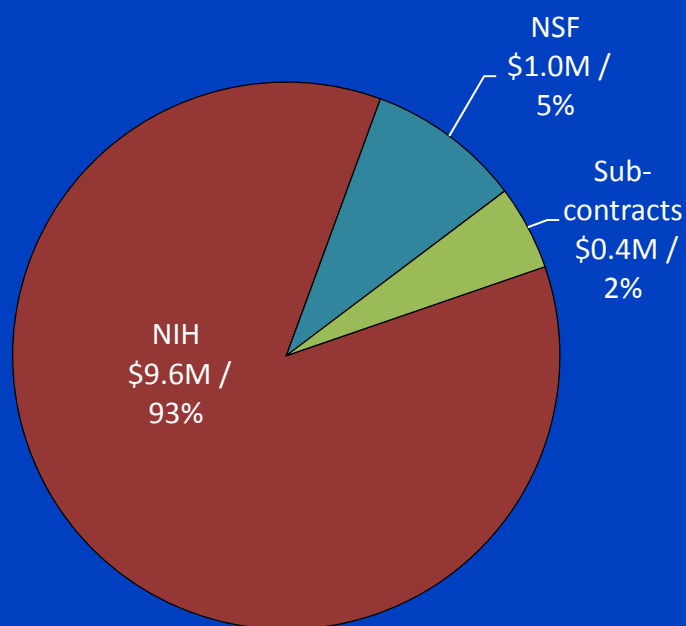
ARRA Proposals through December 31, 2009

	Proposals	Requested Amount
Farmington	219	\$190.5M
Storrs	164	134.1M
Total	383	\$324.6M



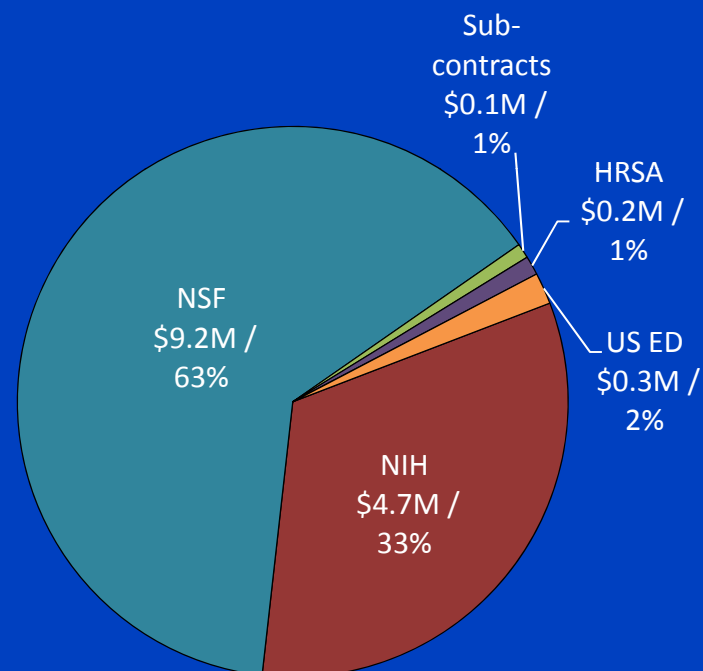
ARRA Awards by Agency through December 31, 2009

Farmington



40 Total ARRA Awards
(\$11.2M)

Storrs



43 Total ARRA Awards
(\$14.5M)



Selected ARRA Awards

- NIH Facilities grant \$9.1M (pending) - Lalande
- Biomed Res Core Centers - new faculty recruitment - Hesselbrock, Weller
- NSF CAREER awards – Gascon, Ledbetter, Fei, Kotha
- NIH ~\$1.9M to Lillo-Martin



Internal Program Support

Fiscal Year 2010*

Program	Number of Awards	Award Amount
Large Grant	69	\$1.1M
Small Grant	43	\$47K
Interdisciplinary/Colloquia	18	\$30K
Guest Professorship	5	\$50K
Faculty Travel - UCRF	831	\$460K
Graduate Travel	150	\$150K
Extraordinary Expenses	34	\$17K
Doctoral Dissertation Fellowships	94	\$188K

*as of April 1, 2010

2009 UCIG Awards

\$600K

Projects funded:

- Molecular Mechanism of Beta-Blocker Action in the Brain
- Exercise as an Alcohol Use Disorders Intervention for Sedentary Non-Treatment Seeking Adults
- Disseminating the Options Project Physician-delivered Intervention to HIV Care Provider
- Mechanically and Biologically Compatible Novel Biodegradable Polymer-Carbon Nanotube Scaffolds for Bone Tissue Engineering
- Use of Novel Nanopolymer Scaffolds for Human Articular Cartilage Repair
- Sex Differences in Cellular and Behavioral Response to Brain Injury Across the Lifespan

Major Equipment Competition Awards

\$1.6M

Equipment funded:

- Hi Flux Crystallography Home Lab
- 3D Econsyn
- Computer Cluster
- Confocal Microscope System
- Slocum Gliders and Acoustic Modems

Intermediate Research Equipment Competition Awards

\$900K*

Equipment funded:

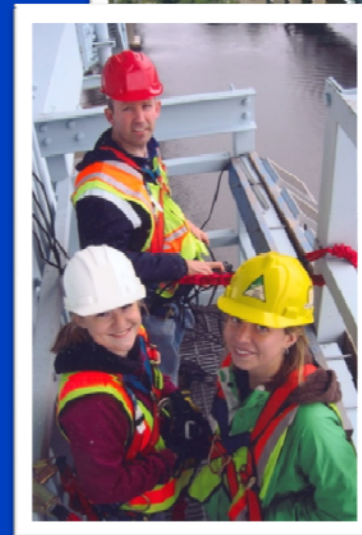
- Thin Section Laboratory
- Rheometer
- Applied Biosystems Fast Real Time PCR System
- Electrical Sensing Zone Particle Counter
- Creep Tester
- DNA Analyzer
- Electroencephalography Electrode Nets
- HPLC System and Microplate Reader
- Computer Platform for Next Generation Sequencing Analyses
- Ultracentrifuge, Micro-Ultracentrifuge and Rotors
- Nikon Microscope/NIS Elements Advanced Software Suite
- Nano Liquid Chromatography System

*Supplemented by the Large Grant Budget

Bridge Monitoring

Richard Christenson, Ph.D.
Civil Engineering

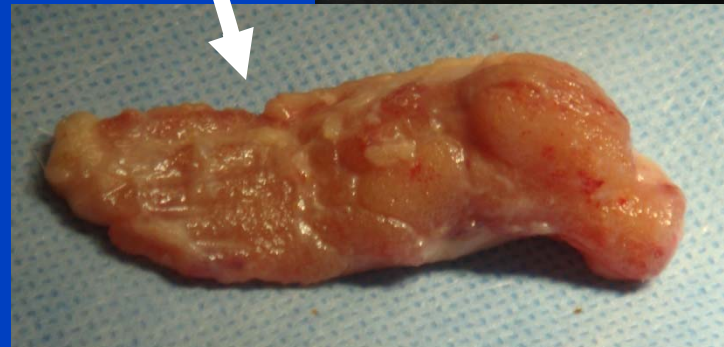
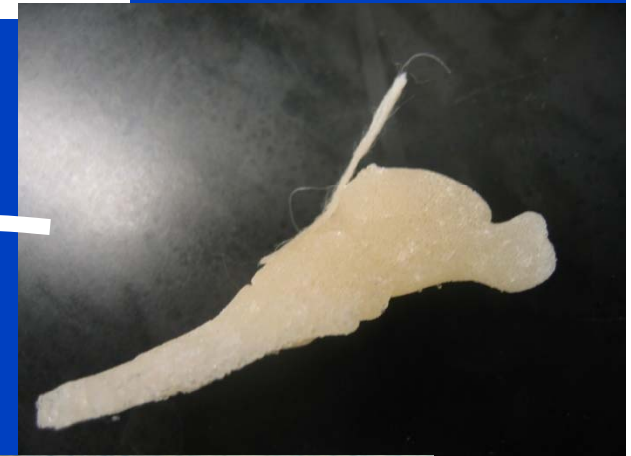
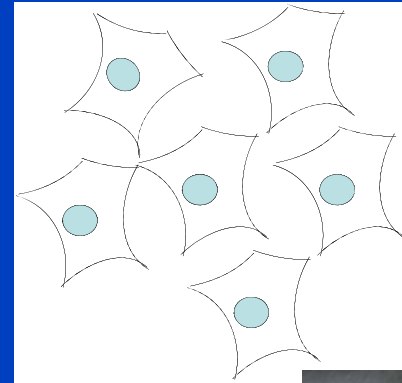
Monitoring the response of bridges to traffic can help to better understand bridge behavior, assess the structural health, determine vehicle characteristics and reduce the bridge response. This can improve weight enforcement, and increase the safety and lifespan of bridges.



Regenerative Engineering

Cato T. Laurencin, M.D., Ph.D.
UCHC and Chemical, Materials,
and Biomolecular Engineering

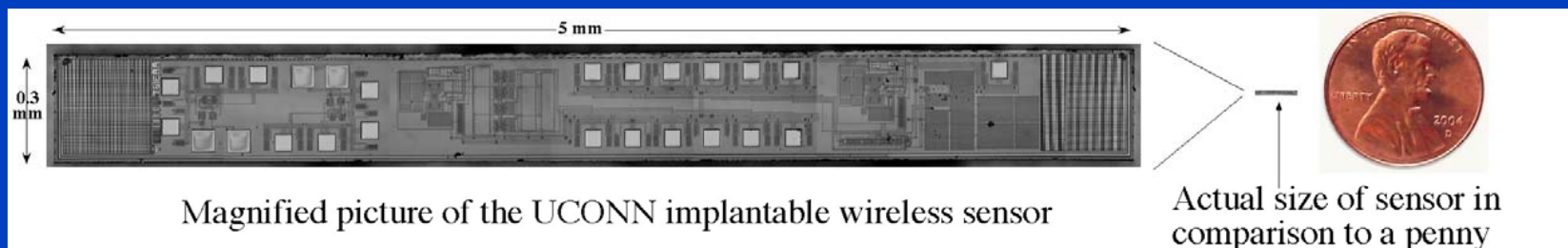
“The integration of tissue engineering with advanced materials science, stem cell science and developmental biology toward the regeneration of complex tissues, organs, or organ systems.”



Implantable, Glucose Nanosensors

Fotios Papadimitrakopoulos, Ph.D.
Institute of Material Sciences and Chemistry

- Enables real-time glucose monitoring
- Wireless operation, with data transmission to cell phone
- Enables simultaneous multiple analyte sensing
- Provides metabolic monitoring and health status of soldiers



Adenosine Antagonists, Motivation and Energy

John D. Salamone, Ph.D.
Psychology

The minor stimulant caffeine is one example of a non-selective antagonist of adenosine receptors in the brain

Selective adenosine antagonists may be very useful for the effective treatment of

- Parkinson's disease
- Energy-related dysfunction such as anergia and fatigue in depression and in multiple sclerosis



Early Breast Cancer Diagnosis

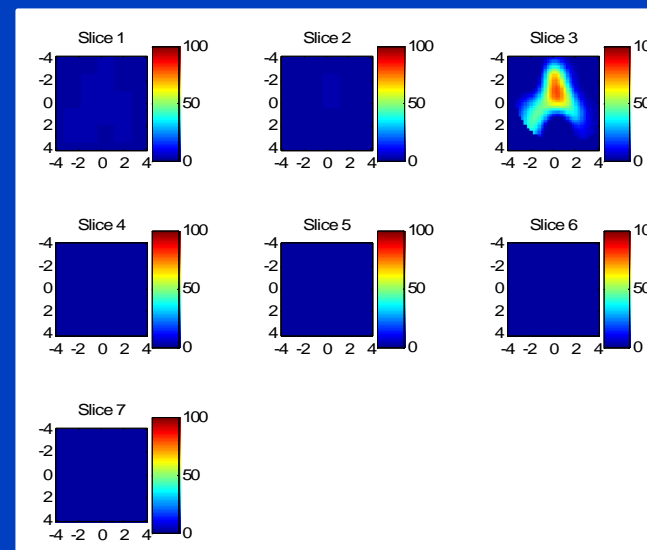
Quing Zhu, Ph.D.
Electrical Engineering

Improve ultrasound breast cancer diagnosis by incorporating near-IR detected blood volume information

Will save lives and reduces costly biopsy procedures



Ultrasound



Near Infrared



Policy on Competitive Federal Graduate Awards



AAALAC Accreditation



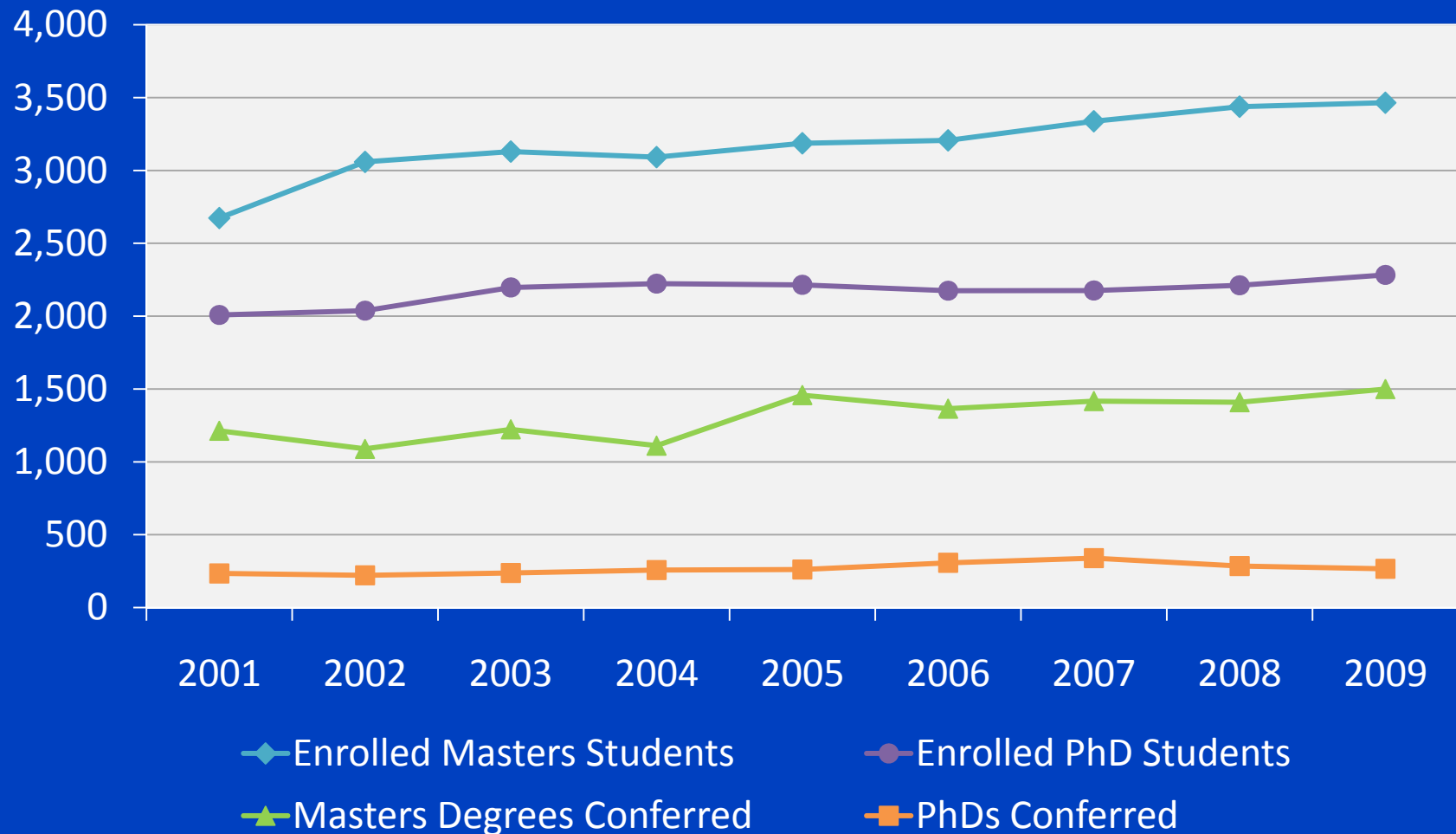
Graduate School

Lee Aggison

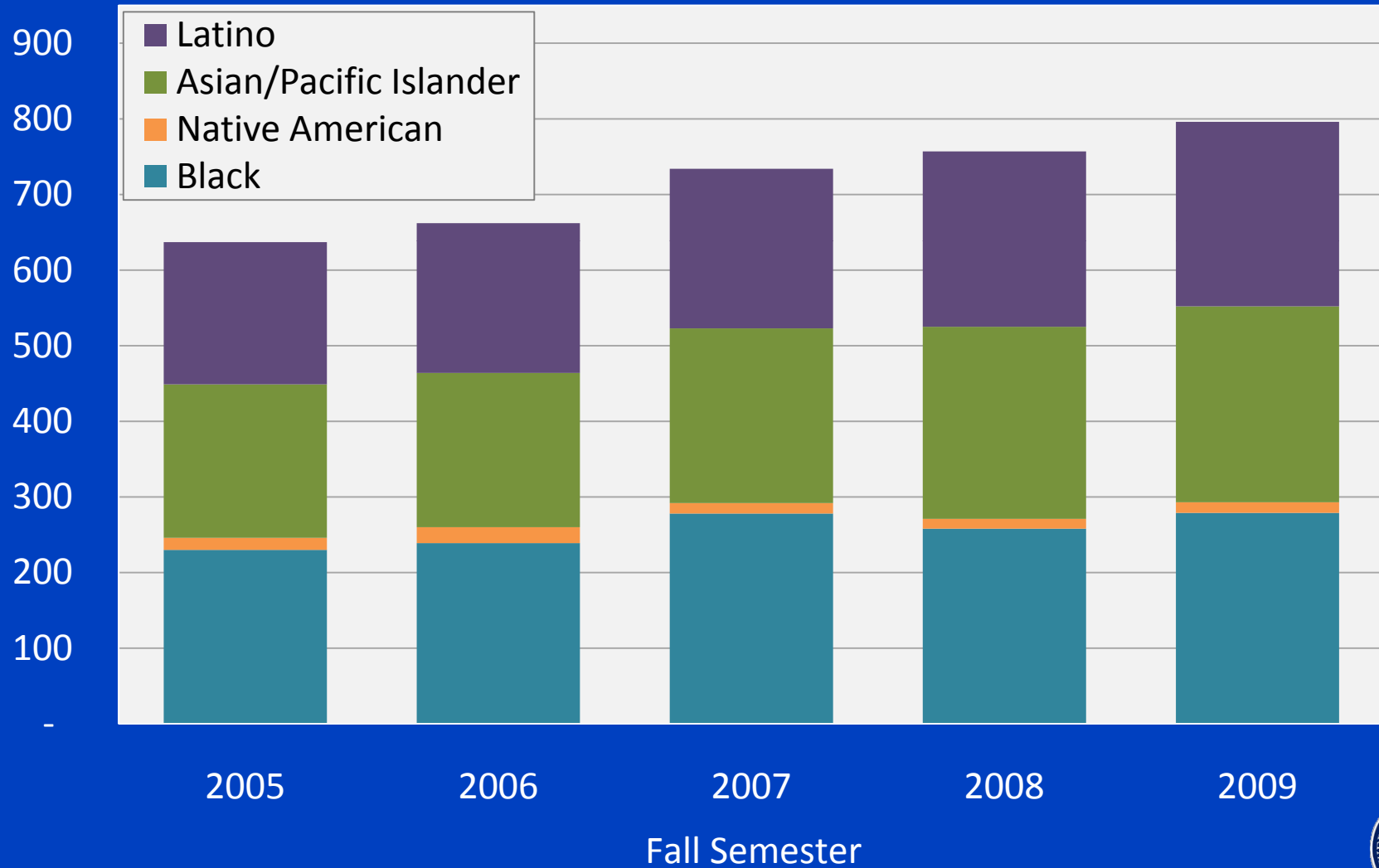
Interim Dean of the Graduate School



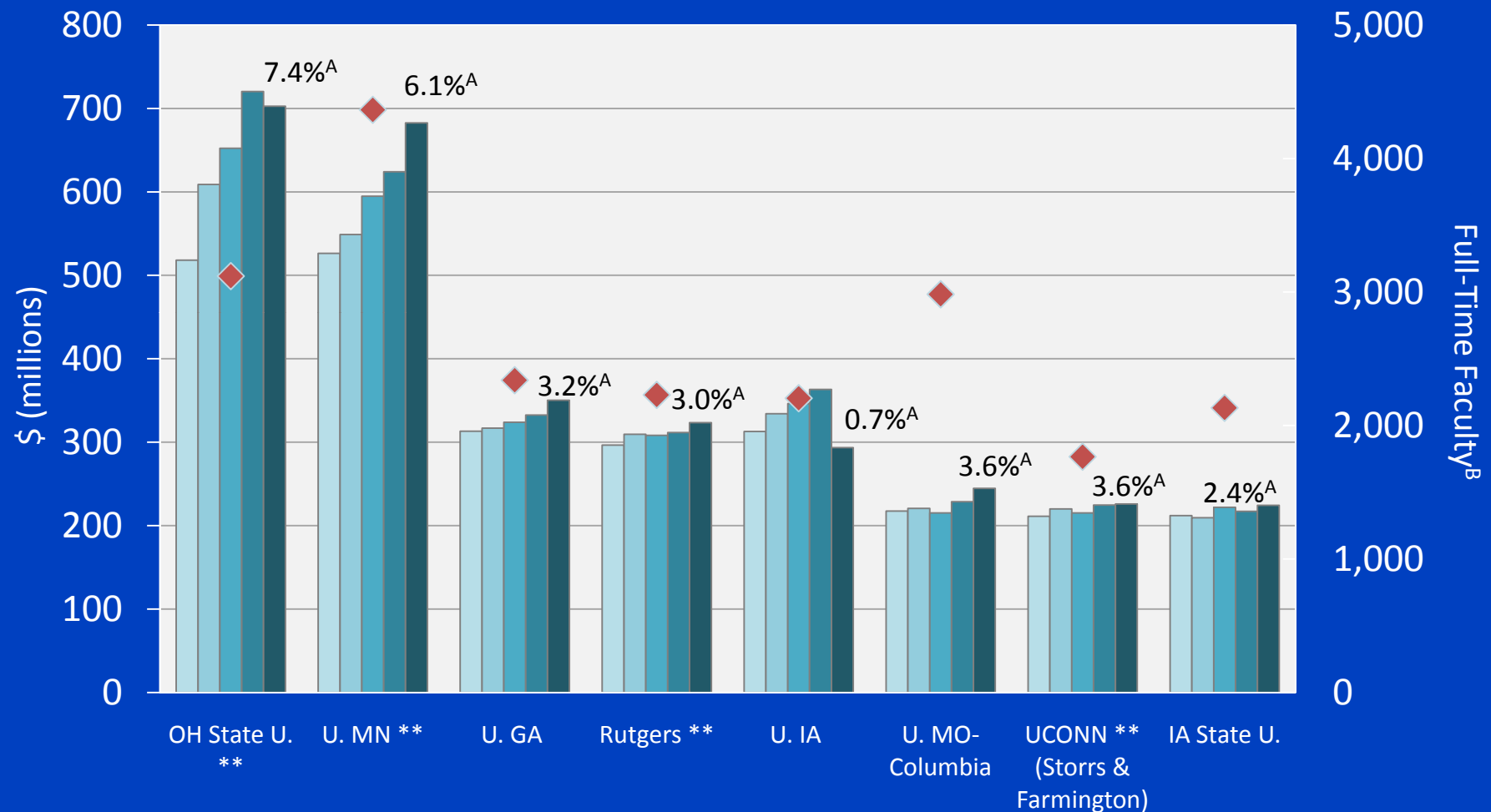
Masters & Doctoral Enrollment & Degree Conferrals, 2001-2009



Graduate School Minority Enrollment



Total R&D Expenditures by Institution and Year 2004-2008*



^A Average annual rate of growth (based on five years of growth)

^B Full-Time Faculty IPEDS Fall 2007 count

* Information taken from The NSF Division of Science Resource Statistics

** All campuses



Annual Report President's Athletic Advisory Committee (PAAC) University Senate Presentation Spring, 2010

During the 2009–2010 academic year, the PAAC discussed topics ranging from student-athlete admissions and budgets to emerging issues in the compliance arena, particularly those that impact student-athlete eligibility. The committee is always mindful of its commitment to play an integral role in the University's mission to maintain institutional control of intercollegiate athletics as required by the NCAA constitution.

Academic Subcommittee

The Academic Subcommittee continued its review of the Academic Progress Rate (APR) metric. Following last year's success, this year all of our 24 Intercollegiate Athletic teams exceeded the NCAA standards for Academic Progress Rates. Men's golf and women's tennis have received perfect APR scores four years in a row. Overall the 2009-2010 academic year was a very successful year for athletes in the classroom as student-athletes exceeded their positive past academic performances. 48% of participating student-athletes achieved grade point averages of 3.0 or better while the academic dismissal rate for student-athletes remained around 1%. This past year, 200 students were named to the Big East All-Academic Team and 19 students earned perfect 4.0 grade point averages.

Faculty/Staff Relations Subcommittee

The faculty and staff relations subcommittee of PAAC continued holding a series of breakfast and lunch meetings to improve communications between athletics and the University at large (3 in the fall and 2 in the spring). PAAC regulars include Athletic Director Jeff Hathaway, PAAC Chair Dana Wilder, NCAA Faculty Rep Scott Brown, CPIA Director Bruce Cohen and PAAC Faculty Staff Relations Chair Linda Strausbaugh. They are joined by 6-8 administrators, faculty and staff for informal and candid discussions. Some of the topics discussed this year included: challenges scheduling math and science courses for student athletes, especially when labs are involved, the academic services provided, international students, and admissions issues. The next breakfasts are scheduled for 7:30 - 9:00 am on Thursday April 29 and Monday May 10, and anyone who would like to attend is invited to contact Linda Strausbaugh.

Budget and Facilities Subcommittee

The budget and facilities committee continued its annual review of the budget for the Division of Athletics. Athletics is facing the same budgetary challenges that exist throughout the university. University Vice President for Finance and CFO Richard Gray echoed this at a PAAC meeting in January and he explained how the Division of Athletics uses the same budgeting process and takes the same

rescissions as the entire University. The Division of Athletics, however, is quite different than most of the University's departments because Athletics generates the vast majority of its revenue from sources outside of the University. The Division of Athletics also returns over nine million dollars to the University in tuition and scholarship support.

Diversity and Equity Subcommittee

The Diversity and Equity Subcommittee is engaged in discussions with the Division of Athletics regarding the Division's Diversity Plan.

Institutional Certification and Compliance Subcommittee

This committee continues to work with the Compliance Office and the new Director to garner a better understanding of their daily challenges.

Student Life Subcommittee

The PAAC Student Life Subcommittee has continued its student life focused initiatives specific to student-athletes. The chair of the subcommittee, Professor Nancy Rodriguez, has been instrumental in revising a cookbook for athletes and it has gone to print. There is also a dietary supplement brochure for the athletes in the works. The subcommittee discussed the sponsorship agreement with Muscle Milk and feels that is a great situation because nutrition supplementation is now an option for all UConn student athletes at some level.

PAAC Meeting Agenda Items

Some of the activities and discussions at the regular PAAC meetings during the year included:

At the first meeting of the academic year, President Hogan discussed his view of the group's responsibility. He emphasized that academics must always remain the student-athlete's first priority. He encouraged the committee to continue to think of ways to enhance student life.

Attorney Richard Evrard spoke to the group in October about some of the current enforcement and litigation trends involving NCAA rules compliance, eligibility, and infractions.

At our December meeting, Athletic Director Jeff Hathaway asked the committee to look at the proposed master plan. The University is trying their best to utilize the limited real estate to best help student-athletes. The Division of Athletics would like to use the front half of the Memorial Stadium location to build a basketball facility. The basketball facility is the number one priority. The other half of the Memorial Stadium land would be used to relocate the softball facility. From there, the old softball facility would be replaced by a new soccer stadium and the old soccer stadium would become an artificial field for all sports to use. Lastly, the football practice fields would be converted to soccer practice fields.

In January Interim Vice President for Enrollment, Planning and Institutional Research Lee Melvin shared with the committee a new process for Student-Athlete admissions. The revised procedures formalize many of the steps that were done in the past and Lee states that the revisions were implemented to tighten the process without changing any UConn requirements. There was discussion about the need/role of a faculty review board in the process and it was decided that the new procedures should run for a year or two before we consider additional revisions.

The Counseling Program for Intercollegiate Athletes is in the process of enhancing its retention and graduation efforts and support of student-athletes by adding a learning specialist to its program.

A Few Student-Athlete Highlights

- All of UCONN's intercollegiate athletic teams achieved the four-year rolling average Academic Progress Rate (APR) benchmark of success. In the latest release of the NCAA APR results, UConn was third among the eight football schools in the BIG EAST Conference with a mark of 951.
- For the past 19 years, UCONN boasts the fact that 99% of student-athletes have met NCAA guidelines for continuing academic eligibility.
- 48% of our student-athlete population earned a 3.0 grade point average or better during the spring or fall semesters.
- Last year, the number of teams that earned semester grade point averages of 3.0 or higher increased from 8 to 12.
- The Women's Swimming Team was recently acknowledged by its national association for academic excellence.
- Maya Moore was named the 2009-2010 Big East Women's Scholar Athlete
- Nominees for NCAA scholarships – Winter
 1. Phylicia George – women's track she is a hurdler – Biological sciences major and PNB minor
 2. John Hogan – men's swimmer, butterfly and relay team, Resource Economics major and minor in political science
 3. These are \$5K scholarship awards for graduate school and the finalists will be announced in May

- In December 2009, the football program was once again honored by the American Football Coaches Association for its graduation of student-athletes as part of its Academic Achievement Award program. This recognition was the fifth time in the past seven years that the UConn program has been honored.
- For the second-straight year, UConn was the top BIG EAST football team in the NCAA's Graduation Success Rate (GSR) survey which was released in mid-November as it graduated 82 percent of incoming freshman enrolled from 1999-2002 using the NCAA's formula; the UConn football program also had the highest 2008 NCAA Graduation Success Rate (GSR) for African-American student-athletes among all state universities that participated in a bowl game following the 2008 season.
- Over the past four years, 98 incoming student-athletes from a variety of teams have participated in The Freshman Student-Athlete Summer Program. The program is designed acclimate students to the University of Connecticut over a seven week period. It allows them to enroll in six credits of coursework, and introduces them to the rigors of university life, helps them develop the discipline and skills required to succeed academically, and provide orientation to the general campus community and facilities. Virtually 100% of all student-athletes successfully complete this program.

**University Budget Committee
Annual Report to the University Senate
April 5, 2010**

By-laws of the University Senate, §C.2.f – University Budget This committee shall review the planning, negotiation, and allocation of the University operating, capital, and other budgets, the process of making budgetary and financial decisions and the determination of priorities among academic and other programs having financial implications. 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 University Budget Committee meets once a month and explores a wide range of issues related to the budget of the University. The Committee has met six times since its last annual report to the Senate.

April 2009: The committee met with Provost Nicholls and discussed a wide range of issues concerning the University budget, especially the impact of looming cuts and retirements on programs in FY 2010 and beyond.

September 2009: The committee received a presentation on the University from Lysa Teal (Director of the Budget Office). The Board of Trustees had not adopted a budget for FY 2010 at the time of the meeting. The University was operating under a spending plan that had been adopted at its meeting in June. Highlights of the report included:

- The University suffered a rescission of approximately \$15.4M from its original appropriation in FY 2009.
- Higher education is “level funded” in FY 2010 and FY 2011 because of “maintenance of effort” requirements associated with the State’s acceptance of federal stimulus funds.
- The University retained all of the money associated with the early retirement program.
- The State took \$3M of University reserves in FY 2010, and it is anticipated that the State will take an additional \$5M of University reserves in FY 2011.
- Collective bargaining agreements with University employees will result in \$13.3M in salary increases in FY 2011 and \$16.0M in salary increases in FY 2012. Furlough days associated with those agreements will result in \$3.6M in salary savings in FY 2010 and \$3.8M in FY 2011.

October 2009: The committee met with Barry Feldman (Vice President & Chief Operating Officer) and James Bradley (Associate Vice President and Executive Director of Architectural and Engineering Services). They provided an overview of the status and future of UConn 2000. Highlights of their report and the accompanying discussion included:

- The Governor indicated that she would not place requests for UConn 2000 funding on the agenda for the bond commission in FY 2010.
- Work on the Student Union Terrace is planned for summer 2010.
- Plans place more emphasis on preserving buildings and less on building new buildings in this phase of UConn 2000.

November 2009: The committee met with Suman Singha (Vice President for Research & Graduate Education and Dean of the Graduate School). He provided the committee with information concerning tuition charges on externally funded grants, the impact of “stimulus” funding on research activity, the possibility of program-specific stipends for graduate students, and the proposal for a realignment of administrative responsibilities associated with the Graduate School. Highlights of his presentation and the accompanying discussion included:

- All external grant proposals submitted after July 1, 2009 must include tuition for graduate research assistants supported on the grant when the funding agency allows it.
- The “stimulus” bill resulted in ~40% increase in federal grant submissions.
- There have been discussions, but no decisions, about program-specific graduate stipends.
- The proposal to split the responsibilities currently associated with the Vice President for Research & Graduate Education and Dean of the Graduate School into (1) a Vice President for Research and (2) a Vice Provost and Dean of the Graduate School would not initially require new staff. If the Vice Provost and Dean of the Graduate School is to enhance graduate programs, some new staff and resources will eventually be required.

The Committee also began its discussion of the impact of “packet charges” associated with University-supported graduate assistants supported less than full-time.

February 2010: The committee met with Lee Melvin (Interim Vice Provost for Enrollment Management) and Jean Main (Director of Financial Aid Services). They provided the committee with information concerning budget/financial issues associated with financial aid, including levels and sources of financial aid received by University of Connecticut students. Highlights of their report and the ensuing discussion included:

- Total enrollment has increased to 29,000 in FY 2010 from 28,000 in FY 2007.
- Record number of applications for Fall 2010 (> 20,000), target is for stable enrollment
- Freshman retention rates are high: 92% overall, 94% for minority students
- Undergraduates will receive \$203M in financial aid in FY 2010
 - Institutional and federally funded need-based aid have increased since 2004. State funded need-based aid has remained flat since 2004.

- Student indebtedness at graduation has grown from \$17,185 in 2003 to \$21,251 in 2008, with indebtedness for out-of-state student being greater and increasing more.

Lysa Teal also presented information on tuition proposals to be presented to the Board of Trustees at its March meeting, describing how a scenario with ~6% increases in FY 2010 and FY 2011 would leave a \$20M shortfall in FY 2011.¹ The committee also voted to submit a report to the Senate on the impact of “packet charges” associated with University-supported graduate assistants who receive less than full support. The report concluded:

The discretionary budget of graduate programs whose university-supported graduate students receive full support is unaffected and the discretionary budget of graduate programs whose university-supported graduate students receive less than full support is reduced by the institution of “packet charges.”

There is a proposal being considered that would change the policy in FY 2011. Under the proposed policy, packet charges would not be applied within schools or colleges in which the number of University-supported graduate student FTEs is greater than or equal to 90% of the total number of University-supported graduate students in that unit.

March 2010: The committee met with Rich Gray (Vice President & Chief Financial Officer) and held a wide-ranging discussion concerning the operating and capital budgets of the University, the impact of plans for building a new hospital on capital projects at Storrs and the regional campuses, and the fiscal environment the University and the state are likely to face in FY 2012 and beyond. Highlights of the discussion included:

- The state budget situation continues to be very troubling. A deficit of ~\$500M is projected for FY 2011, and it could rise to \$3B in 2012.
- \$25M of the roughly \$166M remaining in UConn 21st Century for capital projects at the Health Center has been committed to the new hospital project. An additional \$100M in federal funding is anticipated.
- At its meeting on February 18, the Board of Trustees insisted that the University hire outside consultants to study University operations and to identify operating efficiencies. The study will involve a top to bottom review of all University activities, including governance by the Board.

Tuition on externally funded grants: At its meeting on April 6, 2009 the University Senate adopted the following motion:

In view of the recently announced policy change (Provost’s email of 3/20/09) with respect to graduate tuition charges for research assistants on grants, the

¹ At its meeting on February 18, the Board of Trustees voted to increase tuition by 5.66% for FY 2011.

University Senate (through the Senate Budget Committee) will monitor the financial impact of this change over the next three years. The Senate recommends that the Graduate Faculty Council perform a similar function with regard to the academic impact of this change.

The committee is seeking answers to the following questions and will share those answers with the Senate when it has received them.

- How many graduate student FTEs were supported on external grants in FY 2009? How many in FY 2010?
- How much tuition will be collected for graduate students supported on external grants in FY 2010?
- Is there any way to tell how much tuition support has been requested on grants submitted since 1 July 2009?

Graduate program review: The committee also plans to explore the financial impact associated with implementing recommendations included in the recently released report of the Committee for Excellence in Graduate and Professional Programs.

Respectfully submitted,

Rajeev Bansal
Thomas Bontly
James Boster
Angela Brightly
Brien Buckman
Matthew Burrill
David Clokey
Ian Hart
Peter Kaminsky
Debra Kendall
Margaret Lamb
Philip Mannheim
Jeanne Martin
Patricia McCoy
Andrew Moiseff
Tessio Naranjo
Diana Rios
Adam Scianna
Daniel Stolzenberg
Lysa Teal
Kent Holsinger, Chair

University Senate Diversity Committee Annual Report April 2010

Committee Charge

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.

Meeting History

The Committee met twice in Spring 2009, four times in fall 2009, and has met twice so far this semester.

Documents Reviewed in whole or in part:

Diversity Action Plan from 2002, the Diversity Action Plan update from 2005-06, the Academic Plan, Report of the Committee on Bias in Teaching Evaluations (from 2004), Financial Aid & Retention and Graduation Task Force Report from 2009, the University Diversity Policy, the University Non-Discrimination Policy.

Spring 2009/First Roundtable Issues:

The committee resolved to gather information about the OMIA Restructuring, review UConn's Diversity Policy (dated 1982), review the Diversity Action Plan (2002) and the update on that report (2005-06), review Diversity in the Academic Plan, and gather information regarding potential bias in teaching evaluation tools currently in use. We noted that international undergrads are not on the radar and are underserved, and that international graduate students need more support in a variety of ways as well. In addition, the challenges of joint appointments were discussed, as was the lack of mentoring on campus, which does not exist in an institutionalized way despite efforts made toward establishing mentoring in the past.

Additional Items Identified in Committee Included:

- Diversity of faculty and administration
- Recruitment & Retention: Students ("Financial Aid & Retention & Graduation Task Force Report")
- Recruitment & retention: faculty & staff
- Challenges of adult learners; access to financial aid resources
- Regional campus students; more access to resources on main campus
- "Finish in Four" and Honors expansion: impact on minority students & diversity on campus
- The culture of white privilege and its impact on campus

- International Faculty support and mentoring
- Diversity Culture: Diversity Training, shared responsibility

AY 2009-10/Specific Issues:

Potential Bias in Student Evaluations:

A major concern continues to be the issue of potential racial and gender bias in teaching evaluation tools, particularly within the context of how evaluations and reports are used on campus with regard to “high stakes” decisions like PTR. Though Committee members drafted a Resolution noting our concerns, the committee voted to table the Resolution at this time while the Faculty Standards Committee continues its work on re-doing the evaluation form. When those forms and recommendations for evaluation are complete we will be better able to determine if the relevancy of our Resolution still holds.

Associate Professors in Residence

The committee continues to discuss multiple issues surrounding Associate Professors in Residence. Some constituencies on campus have raised questions regarding inequities in workload and career track. The committee agrees that while there may be teaching inequities it is unclear to what extent these may be related to diversity issues. We are actively seeking more information from both OIR and HR in order to clarify who occupies these positions and how they are being used across campus.

International Grad Students:

International students are underserved, and in need of additional support once they arrive here. In addition, there are diversity concerns inherent in the shift away from GA/TA positions (via the tuition policy) and toward funding more Post-docs. This reduction will certainly impact diversity here on campus, as our graduate population tends to be more diverse, international, etc. than the undergraduate population.

Diversity Action Plan and Follow Up (2002/2005-06):

To date there has been very little formal follow-up regarding diversity initiatives suggested in the Diversity Action Plan, even though Diversity occupies a central place in both the Strategic and Academic Plans. The Committee is seeking clarification on progress. Some of our concerns are as follows:

- The formation of the Office of Multicultural and International Affairs was a result of the Diversity Report of 2002, but this office has been dismantled

- The report appears to be languishing. Is this related to the dismantling of OMIA?
- The President has been very forward in recognizing how badly UConn is doing in terms of diversifying faculty and administration. However, in hiring there is a focus on internal searches rather than national searches in which minority candidates might be vigorously recruited

Both President Hogan and Vice-Provost McGee met with us on these and other issues (minutes available online: 12/16/09 and 1/28/10). The committee conveyed its desire to be of assistance as the Administration shapes a plan for moving forward with addressing important diversity issues.

The committee is working on a Resolution that will ask the administration to report regularly to the Senate on progress on the recommendations included in the Diversity Plan and other Diversity initiatives.

Institutes and Cultural Centers

Though they are central to the Diversity portion of the Academic Plan, and are clearly recruiting tools for diversifying students, faculty, and staff, the Institutes are not fully funded and are currently “homeless.” In addition, the missions of the Cultural Centers have been changed substantially and redefined without their input (for example, they oversee Diversity Training, now in Dana McGee’s portfolio).

When asked directly, “Do you support the existence of the Institutes,” Pres. Hogan responded, “In principal, I do - In practice, we’ll see. Hiring faculty and paying for faculty is #1. Centers, Institutions, Departments are down the line with me. Strong units will be rewarded.” “Strong” remained undefined. The Institutes have submitted position papers to the Provost regarding plans for their future structure. They did so with no guidelines or identification of resources. Until this point, all suggestions put forward by the Institutes had been rejected by the Provost. They await his response on the current proposal.

Upcoming Issues:

- Work-life coordinator position: more and different resources to support women are needed if we want leadership positions to change

- How is diversity reported to *U.S. News and World Report*, and how does that information affect the rankings
- Diversity, as framed by the University, is concerned primarily with diversifying the student body, faculty and staff. The explorations of diversity inherent in the work of Arts and Humanities areas should be considered more fully as contributing to diversity initiatives on campus
- Diversity must also include a more global/international outlook

List of Current Committee Members (*Senate Member 2009-10)

*Cora Lynn Deibler, Chair

Seanice Austin, representative from the Enrollment Committee

*Norma Bouchard, representative from the Curricula & Courses Committee

Karen Bresciano, representative from the Student Welfare Committee

Norma Bouchard

*Sandra Bushmich

*Anne D'Alleva

*Francine DeFranco

*Manisha Desai

Kashema Jennings, Graduate Student

Wonchi Ju, Undergraduate Student

Carolyn Lyle, representative from the President's Office

Margo Machida

Maria Martinez

Shari Masinda

Sally Neal

Elizabeth Omara-Otunnu

*Isaac Ortega

Willena Price

Diana Rios

Catherine Ross

Pamela Schipani

Robert Stephens

Katlin Tyrol, Undergraduate Student

Gaye Tuchman, representative from the Faculty Standards Committee

Steven Zinn

**Nominating Committee Report
to the University Senate**

May 3, 2010

1. We move to appoint the following faculty members to the General Education Oversight Committee with terms beginning July 1, 2010 and ending June 30, 2012:

Richard Jones
Olivier Morand
Suresh Nair

Respectfully submitted,

Jeffrey von Munkwitz-Smith, Chair
Marie Cantino
Karla Fox
Debra Kendall
Andrew Moiseff
Susan Spiggle

University Senate Nominating Committee
Nominating Slate for 2010-2011 Standing Committee Membership
May 3, 2010

University Budget	Curricula & Courses	Diversity
*Rajeev Bansal, Chair	*Hedley Freake, Chair, Fall 2010	*Cora Lynn Deibler, Chair, Fall 2010
Bird, Robert	*Eric Schultz, Chair, Spring 2011	*Anne Hiskes, Chair, Spring 2011
*Bontly, Thomas	*Bouchard, Norma	*Bushmich, Sandra
Boster, James	*Breen, Margaret	*Desai, Manisha
Brightly, Angela	Buck, Marianne	Martinez, Maria
Clokey, David	Darre, Michael	Masinda, Shari
*Holsinger, Kent	DePalma, Andrew	*McCoy, Patricia
Kaminsky, Peter	Hanink, Dean	Neal, Sally
*Kendall, Debra	Hastillo, Abigail	*Ortega, Isaac
*Knecht, David	Labadorf, Kathleen	Price, Willena
Lewis, Carol	Lyons, Susan	Schipani, Pamela
*Mannheim, Phillip	*Madaus, Joseph	Salorio, Gene
Marsden, James	O'Donoghue, Maria Ana	Stephens, Robert
*Martin, Jeanne	*Pratto, Felicia	*von Hammerstein, Katharina
*Moiseff, Andrew	*Skoog, Annelie	
O'Brien, Corey		
Rios, Diana		
Stolzenberg, Daniel		
*Zirakzadeh, Cyrus Ernesto		

Enrollment	Faculty Standards	Growth & Development
*Carol Polifroni, Chair	*Kathleen Segerson, Chair	*Jeffrey Ogbar, Chair
*Bradford, Michael	*Aindow, Mark	*Accorsi, Michael
Coelho, Carl	*Anderson, Amy	*Beck, Cheryl
*Croteau, Maureen	*Armstrong, Lawrence	Borden, Tracie
*Forbes, Robert	*Dunne, Gerald	*Faustman, Cameron
Gorbants, Eva	*Eby, Clare	Lin, Min
Howser, Michael	*Frank, Harry	*O'Neill, Rachel
*Kazerounian, Kazem	Holgerson, Kathleen	*Ricard, Robert
Long, Thomas	Hussein, Mohamed	*Roe, Alexandria
*Pane, Lisa	Jordan, Eric	*Stwalley, William
*Strausbaugh, Linda	*Kerstetter, Jane	*Thorpe, Judith
*Thorson, Robert	*Lillo-Martin, Diane	
Ulloa, Susana	*Lowe, Charles	
Yakimowski, Mary	*Majumdar, Suman	
	*Neumann, Michael	
	*Polifroni, Elizabeth	
	Punj, Girish	
	*Tuchman, Gaye	
	Williams, Cheryl	
	*Williams, Michelle	

Scholastic Standards
*Thomas Recchio, Chair
*Brown, Scott
DeFranco, Francine
*Douglas, Gaye
Gianutsos, Gerald
Gogarten, Peter
*Gramling, Lawrence
*Hamilton, Doug
*Higgins, Katrina
*Hiskes, Richard
*Hubbard, Andrea
*Roe, Shirley
von Munkwitz-Smith, Jeff
Wagner, David
Weiner, Robert

Student Welfare
*Kim Chambers, Chair
Bresciano, Karen
Cowan, Susanna
DeRicco, Beth
*Goodheart, Lawrence
Kennedy, Kelly
*Korbel, Donna
*Letendre, Joan
*Livingston, Jill
*McGavran, Dennis
Morris, Corina
Neely, Linda
*Ratcliff, Kathryn
*Sanner, Kathleen
*Sorrentino, Katherina