

2-25-2013

2013 February 25

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MINUTES OF THE UNIVERSITY SENATE  
February 25, 2013

1. The regular meeting of the University Senate of February 25, 2013 was called to order by Moderator Susan Spiggle at 4:00 PM.

2. Approval of the Minutes

Moderator Spiggle presented the minutes of the meeting of December 10, 2012 for review.

**The minutes were approved as written.**

3. Report of the President

(Attachment #26)

Provost Mun Choi spoke on behalf of President Herbst. Provost Choi began by describing a number of initiatives and developments including *Next Generation Connecticut* and strategies for deriving the new academic plan. He then introduced several new university staff members including Lisa Cruikshank, the new Master Planner and Chief University Architect and James Lowe, Assistant Vice Provost and Executive Director for Career Services who has had a career both in business and in the UConn School of Business. Lastly, Vice Provost for Research Jeff Seemann, who comes to UConn from a similar post at Texas A & M University. He will begin in June but will be visiting from time-to-time during the spring semester. Interviews are now being conducted for the Dean of Nursing and Dean of Law searches.

Provost Choi then described *Next Generation Connecticut*. His presentation is summarized on the PowerPoint slides, attached. This program is the result of the vision of our President and Governor Malloy who wish to place Connecticut at the forefront of workforce and economic progress by encouraging STEM education at UConn.

Provost Choi reported that our present facilities for STEM are presently at full capacity. Provost Choi asserted that new faculty hiring is affected by lack of facilities, equipment, and teaching facilities. The plan that President Herbst submitted, and that is now being supported by the Governor, calls for increase of students in STEM fields including engineering, chemistry and biology, digital media, as well as the School of Business. While the majority of the increase in the student body will be in STEM fields, there will be an additional 1500 new students at Storrs in non-STEM areas as well. The plan calls for an additional 259 faculty, 200 of whom will be STEM fields. The areas to be grown will be determined in the new academic plan. There will be very large investment in construction and renovations of STEM facilities.

At this point this is only a proposal. A decision will be announced on May 5<sup>th</sup> when the State of Connecticut rolls out its next budget. Provost Choi pointed out that this program might help define the University over the next 15 years.

Senator Mannheim inquired about how the salaries of the new faculty to be hired under *Next*

*Generation Connecticut* will be paid. Provost Choi responded that there is an additional \$200M for salary support in the plan as well as increased tuition from the additional students.

Senator Zirakzadeh noted the vision implicit in this proposal. He asked if the proposed 59 new faculty will be enough to handle the requirements of the increased enrollment, especially in general education areas. Provost Choi replied that the plan needs to be seen in light of the current hiring plan.

Senator Finger inquired how programs collaborating with STEM will be affected, including the *EuroTech* Program. Provost Choi replied that we must keep in mind the mission of the program, which is to increase the number of engineers and scientists provided to the state. While other programs will be supported and encouraged, that core mission will be the major driver for the program.

Senator Rios asked about courses to be offered to all the new students, especially general education courses. She expressed concern about how these courses will be covered. Provost Choi responded that he believes we are too early in the process to be too specific about this. He responded that the new academic plan will provide guidance as to the allocation of resources for those areas.

Senator Darre asked how the increased number of students was determined. Choi responded that the administration looked at the demographics of this state and others to make this determination. In addition to student demand, faculty hires, housing, and facilities availability were factored into the decision.

Senator Freake asked if \$1.5 billion is actually enough for that growth. He pointed out that the present plan actually weakens our faculty/student ratio. Provost Choi stated that this would not be the only initiative. There will be others coming, including private fund raising. So no it is not enough but we do not believe this will be the last initiative between now and 2024.

Provost Choi went on to describe the new Academic Plan. The formulation of the plan is being led by 15 faculty members and others who are not representing their discipline, but rather the university as a whole. The program to develop a new Academic Plan is described on Provost Choi's PowerPoint slides. Provost Choi stated that the plan will be strategic. The current plan is very broad; everyone can find a place on the plan where they fit. The new plan will have to be more specific.

Senator Mannheim asked how the current hiring proposal, the STEM initiative, and the new Academic Plan are integrated. Provost Choi responded that we are in the second year of the new hiring plan, and the reason we are planning now is exactly so we can make that coordination effort.

Senator Cantino commented that an impediment to increasing grant funding for faculty is the lack of staff members. Provost Choi responded that there should be an addition of 150 staff members in *Next Generation Connecticut*.

Senator Finger asked for more detail concerning how current programs will be strengthened. Provost Choi responded that these current programs might be leveraged with more traditional research

programs to create new and more innovative services. There is an opportunity to grow genomics, for instance, which would in turn support increases in computing and other areas.

4. Senator Moiseff presented the Report of the Senate Executive Committee. (Attachment #27)
5. Moderator Spiggle presented the Consent Agenda.

**The Senate voted to approve the Consent Agenda as presented:**

1. January Report of the Curricula and Courses Committee (Attachment #28)
2. February Report of the Curricula and Courses Committee (Attachment #29)
3. Report of the Nominating Committee (Attachment #30)
6. Senator Sewell presented the Report of the Curricula and Courses Committee. (Attachment #31)

Senator Sewall presented the following proposed changes to II.C.2. of the *By-laws, Rules, and Regulations of the University Senate* as presented at the December 2012 meeting. Proposed revised language (changes in **bold** and ~~strikethrough~~):

Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Content Area One **and Content Area Four (including Content Area Four International), repeatable** one-credit ~~performance~~ courses may be included. Students may use no more than three credits of such courses to meet the requirement.

**The motion carried.**

7. Vice Provost Reis and Interim Associate Vice Provost Nair presented a description of the status of the new *Student Evaluation of Teaching* (SET) program. (Attachment #32 & 33)

Senator Kaminsky asked about security concerning online SET submissions. Dr. Nair responded that on-line submission would require each student to sign in using his or her Net-ID, a tested protocol. Senator Mannheim asked about the inaccuracy of the scanned paper system and its poor resolution especially considering similar program is used in state elections. He then asked if there could be a guarantee of anonymity with the electronic submission as students might believe their responses are could be tracked. Senator Hubbard expressed concern over potential response rates for SETs when they are used for merit and promotion and the rest. Dr. Nair responded that every effort at high response rate would be made. Senator Petkis commented that it would be inappropriate to tie the SET to grades in any way. Senator Mannheim suggested that maybe the electronic forms could be filled out in class. Dr. Nair said that the forms are well designed for smart phone and other electronic devices so this might be possible. Senator Croteau asked for how long the paper option would be

available. Vice Provost Reis said that for the foreseeable future paper submission would still be used. Senator Siegle commented that under the new system, because the paper forms and submission will be available for those who opt out of the electronic forms, the reporting of SETs will still be delayed. Senator Mannheim commented on the scheme that would embargo student grades until their SET is submitted, stating that some students *choose* NOT to do the SETs. He also commented that if grades are embargoed, students might either fill out the form with a negative mind set or fill them out randomly—thus causing accuracy to suffer.

8. Senator Polifroni presented the Report of the President’s Athletic Advisory Committee.  
(Attachment #34)

Senator Sewell commented that this was the first time he had taught a baseball player. He was interested to notice that the travel schedule for the baseball team will require that student to miss 40% of his classes. It seems to him that the student is not receiving an equitably complete education. Senator Polifroni responded that the committee is preparing a white paper concerning this challenge and that continued efforts will be made. There is the hope that online courses will help alleviate some of the difficulties inherent in travel schedules.

9. Associate Controller Charles Eaton presented an Update on the Kualu Financial System.

Mr. Eaton explained that Kualu is a growing consortium of universities whose intent is to develop and manage an open-source system for the universities’ financial management systems. A demonstration of the reporting system using an actual “live” grant as an example and demonstrating the system’s ability to “drill down” into data that might be necessary for grant administration was presented.

Senator Cetegen remarked that the reports that come from the DataMart are useful but they still have some problems. These include some details of data from ProCard purchases, and payroll entries, which are quite delayed and thus do not appear to be current to the investigator. Payroll entries also do not show the ID number of the Principal Investigator, the student, or assistant who is being paid. He further suggested that the DataMart reports should be generated as e-mail to the PI rather than expecting the researcher to drill down into the data to get a picture of grant status.

Senator Kendall commented that she missed the reports of the Financial Records System (FRS was the prior accounting system). Even though the drill down is nice, it seems to be too complicated and time consuming to get to “the bottom line.” She asked for assistance in the generation of reports similar to the old FRS reports. Mr. Eaton commented that he wanted people to have access to standard reports.

10. Due to the late hour, Senator Moiseff suggested the *Annual Report on the Honors Program* and the *Annual Report from the Retention and Graduation Task Force* be postponed to a future meeting of the Senate. There being no objection, the reports will be postponed.
11. Brinley Franklin presented the *Report from the Provost’s Library Advisory Committee*.  
(Attachment #35 & 36)

Senator Zirakzadeh asked about the notations in the report concerning reductions in the library budget. He also asked if the Dodd Center was part of the Library organization. Senator Franklin responded that the Dodd Center is included in the Library's organization, at least as far as special collections and archives are concerned. The budget has indeed been cut, but the library has been able to continue its subscriptions and even expand some. Acquisitions are being mostly in response to demand, rather than pro-actively which has allowed the acquisitions budget to suffice.

12. There was a motion to adjourn.

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

The meeting was adjourned at 6:12 PM.

Respectfully submitted,

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

The following members and alternatives were absent from the February 25, 2013 meeting:

Barreca, Regina	Harris, Sharon	Recchio, Thomas
Becker, Loftus	Herbst, Susan	Salamone, John
Bruckner, Christian	Hiskes, Richard	Saddlemire, John
Bushmich, Sandra	Holz-Clause, Mary	Schultz, Eric
Caira, Janine	Hussein, Mohamed	Singha, Suman
Chazdon, Robin	Libal, Kathryn	Skoog, Annelie
Choi, Mun	Luxkaranayagam, Brandon	Teschke, Carolyn
D'Angelo, Rebecca	Machida, Margo	Torti, Frank
Douglas, Gay	Madaus, Joseph	Visscher, Pieter
Ego, Michael	McDonald, Deborah	Weiner, Daniel
Forbes, Robert	McGavran, Dennis	Williams, Michelle
Gianutsos, Gerald	Messier, Chantelle	Yanez, Robert
Green, James	Pratto, Felicia	

# Introduction of New Leaders



# The Need for CT STEM Investment

- #25 in Entrepreneurial Activity (KF)
- #39 in Non-Industry R&D Investments (KF)
- #50 in Job Churn (KF)
- 2<sup>nd</sup> Quartile - State funding for public research university per number of enrolled students (NSF)
- 1<sup>st</sup> Quartile – Engineers as a % of workforce (NSF)
- 3<sup>rd</sup> Quartile – BS degrees in natural science & engineering per 1,000 degree conferrals (NSF)
- 3<sup>rd</sup> Quartile – Science & engineering Ph.D. conferrals as % of S&E degrees
- 4<sup>th</sup> Quartile – Net high tech business formation as % of all business establishments



# STEM: A SMART INVESTMENT FOR UCONN

## STEM Education in 2012:

- More than 240% increase in STEM applications since '01
- More than 120% increase in STEM degrees since '01
- STEM attracts high-potential students based on SAT & GPA

## STEM Research in 2012

- \$900M in STEM research proposals (\$460M @ Storrs)
- \$170M in STEM research awards (\$98M @ Storrs)

## Workforce & Economic Development in 2012:

- 70% of UConn graduates work in CT to support the economy
- Over 100 intellectual property applications per year
- \$332M in business & economic activity from faculty research

# STEM INVESTMENTS TO BE COMPETITIVE

- UConn 2000 STEM facilities are at full capacity:
  - Chem, Info Technology & Engineering, Pharmacy/Biology, Biology/Physics, Marine Science, Ag-Biotech, etc
- Pre-1960's era STEM facilities are outdated and at full capacity:
  - Gant, Torrey, Beach, Koons, Atwater, Engineering II, Bio-Science Laboratory, Bronwell, Longley, *UTEB*, etc.
- Faculty cannot compete for major research grants or effectively teach students using outdated STEM facilities
- Needs include facilities & staff for Manufacturing, High Performance Computing, Bio-Safety Laboratories, fMRI, Electron Microscopes, Systems Genomics, etc.

# NEXT GENERATION CT OVERVIEW

## Increase Undergraduate Enrollment by 6,580 (30%)

- Increase STEM UG students by 3,290 (42%)
- Increase Engineering UG students by 1,410 (70%)
- Increase other STEM UG students by 1,800 (33%)
- Create Premier STEM Honors Program, Scholarships & Living/Learning Communities
- Increase Digital Media UG students by 840 in Stamford
- Increase Business UG students by 680 in Stamford

## Hire Faculty & Improve Infrastructure

- 259 new faculty (in addition to 290 from current plan)
- 200 STEM faculty (in addition to 175 from current plan)
- Develop critical facilities for research & teaching

# NEXT GENERATION CT COMPONENTS

- \$538M for construction & renovations of STEM facilities
- \$682M for infrastructure improvements
  - \$565M for deferred maintenance
  - \$100M for steam line repair
  - \$17M for new water source (add'l \$8M from Tech Park)
- \$310M for research equipment, faculty startups, IT, etc
- \$72M to convert existing housing to a STEM Living & Learning Community and construct two new dormitories
- \$93M for 5,480 more surface & structured parking spaces
- \$70M for Greater Hartford Campus relocation
- \$10M for Stamford Campus student housing



# ***Our Time: UConn's Path to Excellence***

## ***Academic Plan 2014-2020***





# University Academic Vision Committee

- Rich Schwab (Chair), Neag Professor of Educational Leadership
- Sally Reis, Vice Provost & BOT Professor, *Ex Officio*
- Amy Donahue, COO & Professor of Public Policy, *Ex Officio*
- Anne D'Alewa, Dept Head & Associate Professor of Art & Art History
- JC Beall, Professor of Philosophy
- Bethany Berger, Thomas J. Gallivan, Jr. Professor of Law
- Preston Britner, Professor of Human Development & Family Studies
- Diane Burgess, BOT Professor of Pharmaceutical Science
- Lynne Healy, BOT Professor of Social Work
- Jon Goldberg, Professor of Reconstructive Sciences
- Brent Graveley, Professor of Genetics & Developmental Biology
- Peter Luh, SNET Endowed Professor of Electrical & Computer Engineering
- William Ross, ING Global Chair Professor of Marketing
- Steve Ross, Professor of Economics
- Larry Silbart, Professor & Department Head of Allied Health Sciences
- Thomas Van Hoof, Associate Professor of Nursing







# New Academic Plan (AP)

- When UConn students graduate,
  - *what do we want them to be (JC Beall)?*
  - *what do we want them to know?*
- When UConn faculty and staff are recruited,
  - *what qualities will be sought?*
- When UConn faculty are promoted and tenured,
  - *what accomplishments will be emphasized?*
- When UConn is evaluated in 2020,
  - *what will we be known for?*
- What intellectual, infrastructure & financial resources are required to achieve goals?





# New Academic Plan (AP)

- Realize aspiration to become top flagship university
- Articulate strategic areas of academic and research emphasis to achieve national prominence
- Need to be focused & strategic and not all-encompassing
- Provide basis to make informed decisions on faculty & staff hiring, academic organization, facilities investment, space allocation, etc.
- Selected programs will grow and some programs will be de-funded







# Who will be Involved?

- Office of the Provost & the UAVC will develop overarching vision & goals for academic programs
  - Input from university community will inform this process
- Deans & College/School Academic Vision Committees (CSAVC) will develop specific goals, priorities & metrics of academic programs
  - Involvement primarily of Department Heads & Faculty with representation of Staff & Students





# Input from CSAVC

- Emphasize excellence in research & teaching
- What are the strengths we can build upon?
- What new strengths can we create?
- What can we do better by collaborating with other schools/colleges?
- What programs can be de-funded to reallocate resources?
- What continuing programs, while important, are not part of the Academic Plan?





# How will We Proceed?

- Phase I (Feb – May) - Engage the community to explore strengths & opportunities across the university
- Phase II (June – Oct) - Develop goals, strategic initiatives and metrics for evaluation into a draft plan
- Phase III (Nov) – Seek input for draft plan from community through public forums
- Phase IV (Dec – Jan '14) – Complete and invest in priorities of the Academic Plan
- Continuing Phase – Conduct annual evaluation for meeting goals of Academic Plan





# U. California - Berkeley

12/13 - A - 165

## Academic Goals

- Pursuing New Areas of Inquiry
- Enhancing UG Education
- Supporting Graduate Education
- Maintaining Research Leadership
- Building the Interactive Campus
- Investing in Housing
- Aligning Proposals & Resources

## Research Emphasis

- Computational Biology
- Nano Sciences & Engineering
- Society & Technology
- Cultural Evolution & Preservation
- Metropolitan Studies
- International Relations & Global Security
- New Economic Theories
- Complex Systems, Design & Human Interfaces
- New Media
- Environment







# Academic Goals

## U. California – San Diego

- Become the leading public university that enriches human life
- Provide enabling and empowering environment and opportunity for all to achieve their objectives, dreams and ambitions
- Increase faculty size
- Increase number of PhDs

## University of Wisconsin

- Promote Research
  - Faculty & Staff
  - Infrastructure
- Advance Learning
  - Individual Creativity
  - First-year Experience
  - Distance Learning
  - Lifelong Learning
  - Diversity





# Research Emphasis

## ***U. California – Los Angeles***

- Environment & Energy
- Health & Biomedical Science
- Foundational Science & Engineering
- Science, Technology & Economic Growth
- Community, Nation & Society
- Global Issues
- Cultural Tradition & Innovation

## **U. North Carolina – Chapel Hill**

- Biotechnology & Bioengineering
- Aviation
- Health & Wellness
- Environmental Science, Climate Change and Sustainability
- Sustainable Energy
- Nanoscience
- Advanced Manufacturing
- Marine Science
- Natural Products
- Financial Services





# Comparison Groups (Chronicle of HE)

12/15/16 16

- Georgia Tech
- Ohio State U
- Penn State
- Purdue U
- UC, Berkeley
- UC, Davis
- UC, Irvine
- UCLA
- UCSD
- UCSB
- U of Florida
- U of Georgia
- U of Illinois
- U of Maryland
- U of Michigan
- U of North Carolina
- U of Texas
- U of Virginia
- U of Washington
- U of Wisconsin
- Arizona State U
- Binghamton U
- Brigham Young U
- Florida State U
- George Mason U
- Iowa State U
- Miami U, Oxford
- North Dakota State U
- Ohio U, Athens
- Rutgers U
- SUNY, Albany
- Texas Tech U
- West Virginia U
- U of Massachusetts
- U of New Hampshire
- U of Rhode Island
- U of Texas, Dallas
- U of Vermont





# Performance Metrics of Top Universities in 2011

- Federal Research Support – 80<sup>th</sup>
- Total Research (incl. State, Industry and USDA) – 79<sup>th</sup>
- Membership in the National Academies – 104<sup>th</sup>
- Faculty Awards, Fellowships & Membership – 43<sup>rd</sup>
- Doctoral Degree Conferrals – 62<sup>nd</sup>
- Citations – (DM) ?
- Undergraduate Education
  - Nat'l Merit Scholars – 180<sup>th</sup>
  - SAT Scores – 153<sup>rd</sup>







# Guiding Principles for AP

- Big Ideas! to Re-envision UConn
  - Innovative thinking to grow the university
  - Guide significant investments in the midst of fiscal challenges
- Objective Evaluation of All Academic Programs
  - Where should we invest and divest?
  - Higher standards in recruitment, PTR, teaching effectiveness
- Emphasis on Extramural Research Programs & Scholarship
  - Centers of Excellence, discoveries & impact, econ development
  - Extramural research decreased by 11% since 2010
  - Only 378 faculty submitted proposals as PIs
- One University – Leverage Investments
- Adaptable to Change
  - Reorganization of schools and departments to meet goals





# Aligning Resources to AP

- Reallocation of existing resources (*\$1.8B Budget*)
- \$400M in UConn 2000
- 300 Faculty Hiring Program (*150 positions remaining*)
  - Hire in disciplines that will lead to excellence, i.e.,
    - Additive Manufacturing; Materials Genomics; Insurance & Business Law; Systems Genomics; Educational Assessment; Digital Media; etc
- \$172M Tech Park Program (*\$154M Remaining*)
  - Industry partnerships for technology development
  - Eminent Faculty hiring program
- \$865M Bioscience CT Program
  - Personalized Medicine, Clinical Enterprise, Biomed Engineering
- \$1.7B Next Generation Connecticut (*planned*)



**Report of the Senate Executive Committee**  
to the University Senate  
February 25, 2013

The Senate Executive Committee has met four times since the December 10<sup>th</sup> meeting of the University Senate. The SEC, together with the standing committee chairs, also attended three additional meetings to meet with the finalists for the Vice President for Research position. The Senate Executive Committee met in closed session with President Herbst on January 18<sup>th</sup> and in closed session with Provost Choi on January 25<sup>th</sup>. Following the meeting, 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. In interest of saving time, please see the Report of the SEC dated January 28, 2013 for information about the January 18<sup>th</sup> meeting with chairs of the standing committees and the Jan25<sup>th</sup> meeting with administrators. That report is available on the Senate website.

On February 15<sup>th</sup> the Senate Executive Committee met first with Lawrence Gramling, the Senate's representative to the Coalition on Intercollegiate Athletics (COIA). We learned that the NCAA is transitioning its regulatory activity from a highly codified but hard to regulate model to a decentralized *Collegiate Model* that outlines broad principles and best practices. COIA has developed proposals that would increase the involvement of faculty in maintaining the academic integrity of the athletic programs. We look forward to seeing how the NCAA Collegiate Model and COIA proposals develop. Following that meeting, the committee met privately with Provost Choi and afterwards met with the committee chairs to prepare the agenda for this meeting.

Faculty Standards reported on a meeting between its Chair, SEC Chair, Vice Provost Sally Reis and Associate Vice Provost Suresh Nair, concerning the implementation of the new SETs. Difficulties supporting the paper version of the SETs have emerged prompting a shift to an online model. VP Reis is working with the Faculty Standards Committee to resolve this issue. VP Reis will be addressing this in a report to the Senate in a few minutes to elaborate on the SETs.

Student Welfare has been discussing Smoking on campus and is in the process of preparing a resolution that will be brought the Senate for discussion and vote. Scholastic Standards is reviewing the policy for bunched exams and final assessment. They are also reviewing the policy that allows multiple readmissions for students that have been dismissed on academic grounds.

On February 22<sup>nd</sup> the Senate Executive Committee met privately with President Herbst. Following that meeting the SEC met with vice-presidents Gray, Locust, Holz-Clause and the new vice-president for communications Tysen Kendig, who outlined his approach to the new position. Other items discussed included the current admissions cycle, revised procedures for patents, and the latest round of budget recisions, namely a \$17M cut for FY14.

Respectfully submitted,  
Andrew Moiseff  
Chair, Senate Executive Committee  
February 25, 2013

**University Senate Curricula and Courses Committee  
Report to the Senate  
January 28, 2013**

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

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

A. INTD 1991. Supervised Internship Experience (subject area)

*Current Catalog Copy*

INTD 1991. Supervised Internship Experience

One credit. Hours by arrangement. Prerequisite: Open to matriculated undergraduates only; students must have a minimum GPA of 2.0; instructor consent required. Students must secure a satisfactory internship position prior to the end of the second week of the semester of enrollment in this course. This course does not fill any general education or major requirements. May be repeated one time, with permission, under specific circumstances. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Supervised fieldwork of six to eight hours per week (for a minimum of 80 hours) for 8-10 weeks, relevant to major and/or career goals. Mid semester and final evaluations are prepared by the field supervisor and the course instructor.

*Revised Catalog Copy*

UNIV 1991. Supervised Internship Experience

One credit. Supervised fieldwork of six to eight hours per week (for a minimum of 80 hours) for 8-10 weeks, relevant to major and/or career goals. Mid semester and final evaluations are prepared by the field supervisor and the course instructor. May be repeated one time, with permission. Open to matriculated undergraduates only. Students must have a minimum GPA of 2.0. Students must secure a satisfactory internship position prior to the end of the second week of the semester of enrollment in this course. This course does not fill any general education or major requirements. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

B. INTD 3993. Foreign Study (title, change to S/U grading)

*Current Catalog Copy*

3993. Foreign Study

(293) Credits and hours by arrangement. May be repeated for credit (to a maximum of 17).

Course work undertaken within approved Study Abroad programs.

*Revised Catalog Copy*

3993. International Study

(293) Credits and hours by arrangement. May be repeated for credit (to a maximum of

17).

Course work undertaken within approved Study Abroad programs.

**III. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee have approved the following for inclusion in Writing Competency courses:**

A. PNB 3264W Molecular Principles of Physiology

*Proposed Catalog Copy*

3264W Molecular Principles of Physiology

Four credits. Two class periods and one 4-hour laboratory. Prerequisite: PNB 2274, or MCB 2410, or MCB 3010; ENGL 1010 or 1011 or 2011 or 3800; Open to juniors or higher. Instructor consent required.

Case study of a disease: genetics and inheritance patterns; molecular defects, including transcription and post-transcription defects; physiological defects; therapeutic approaches.

Respectfully Submitted by the 12-13 Senate Curricula and Courses Committee.

Eric Schultz, Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Peter Kaminsky, Kathleen Labadorf, Anthony Minniti, Maria Ana O'Donoghue, Jeffrey Ogbar, Neel Rana, Annelie Skoog

12-10-12

**University Senate Curricula and Courses Committee  
Report to the Senate  
February 25, 2013**

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

- A. ENGR 2243 Nanoscience and Society  
3 credits, Three 1-hour lectures  
Introductory, interdisciplinary honors core course on nanoscale science and society. Introduction to the fundamentals of nanoscience and to the broader societal implications of implementing nanotechnology locally and globally. Nanoscience fundamentals (basic concepts and results of quantum physics), fabrication (how to make nanoscale structures, imaging and analysis, applications (electronics, biomedical, environment, new products), society and ethics in nanoscience and technology. Relevant case studies.
- B. ECE 2001 Electrical Circuits  
Three 1-hour lectures and one 2-hour laboratory. Prerequisite: MATH 2410Q and either PHYS 1502Q or PHYS 1230 or PHYS 1530, both of which may be taken concurrently; ENGL 1010 or 1011 or 2011 or 3800.  
Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports are required for each project.
- C. DMD 2010 Digital Culture  
Three credits. Two 1 and 1/2 hour classes per week. Prerequisite: DMD1000.  
This course examines the development and use of digital media and technology in social and cultural contexts. Digital technology is treated as a cultural construct, the characteristics and impact of which are analyzed through social science theories of the interplay between technology and society.
- D. EVST 1000 Introduction to Environmental Studies  
Three credits.  
Interdisciplinary survey of relationships between humans and nature; investigation of specific environmental themes and contemporary issues.

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

- A. CE 2210 Decision Analysis in Civil and Environmental Engineering (course description)  
*Current Catalogue Copy*  
(201) (Also offered as ENVE 2330.) Three credits. Prerequisite: MATH 1122Q or 1132Q. May not be taken for credit if the student has taken CE 2251, 281, 2211, or ENVE 2251.  
Time value of money. Evaluation of alternative projects. Fundamentals of probability theory and statistics. Introduction to critical path method for project scheduling and optimization using linear mathematical models.

*Revised Catalogue Copy*

(201) (Also offered as ENVE 2330.) Three credits. Prerequisite: MATH 1122Q or 1132Q. May not be taken for credit if the student has completed CE 281, 2251, 2211, or ENVE 2251.

Time value of money. Evaluation of alternative projects. Fundamentals of probability theory and statistics. Hypothesis testing, linear and multiple regression.

**III. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee have approved the following for inclusion in Writing Competency courses:**

A. PNB 3264W Molecular Principles of Physiology

Four credits. Two class periods and one 4-hour laboratory. Prerequisite: PNB 2274, or MCB 2410, or MCB 3010; ENGL 1010 or 1011 or 2011 or 3800; Open to juniors or higher. Instructor consent required.

Case study of a disease: genetics and inheritance patterns; molecular defects, including transcription and post-transcription defects; physiological defects; therapeutic approaches.

**IV. For the information of the Senate, the University Interdisciplinary Courses Committee and the Curricula and Courses Committee have approved the following special topics courses:**

A. INTD 3995 Individualized Study Across Academic Disciplines

1 credit. Instructor consent required

Introduction to disciplinarity, multidisciplinary, and interdisciplinarity. Recommended for students exploring an application for admission to the Individualized Major Program. Offered by the Individualized Major Program.

Respectfully Submitted by the 12-13 Senate Curricula and Courses Committee.

Eric Schultz, Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Peter Kaminsky, Kathleen Labadorf, Anthony Minniti, Maria Ana O'Donoghue, Jeffrey Ogbar, Neel Rana, Annelie Skoog. Karen Piantek, Recorder.

2-13-13

**Nominating Committee Report  
to the University Senate**

February 25, 2013

1. We move to appoint the following staff and student members to the named committees effective immediately with the term ending June 30, 2013:

Kathy Hendrickson to the Growth & Development Committee  
Yevhen Rutovytsky, graduate student, to the Growth & Development Committee

2. We move to remove the following faculty, staff and student members from the named committees effective immediately:

John Ayers from the General Education Oversight Committee  
Andrew DePalma from the Curricula & Courses Committee  
Cameron Faustman from the Growth & Development Committee  
Bryant Reed, graduate student, from the Growth & Development Committee

3. We move to appoint the following faculty member to the General Education Oversight Committee effective immediately and with a term ending June 30, 2014:

Michel Laurent  
Nicholas Leadbeater  
Stephanie Milan

Respectfully submitted,

Andrea Hubbard, Chair  
Rajeev Bansal  
Thomas Bontly

Marie Cantino  
Cameron Faustman  
Maria-Luz Fernandez



**University Senate Curricula and Courses Committee**  
**Vote on Proposed Motion as Presented at the December 10, 2012**  
**Meeting of the University Senate**  
**February 25, 2013**

The Curricula and Courses Committee and General Education Oversight Committee recommends approval of the following revision of the General Education Guidelines and the Senate By-Laws (II. C. 2).

Rationale: Current guidelines permit students to meet a portion of their Content Area One Arts and Humanities requirement with one-credit performance courses, which are repeatable. The proposed revision would extend the option to Content Area Four Diversity and Multiculturalism and CA-4 (International). A 1-credit course that has been approved by the Senate would be appropriate as a CA-4 but, without a change in the guidelines/bylaws language, the course cannot be approved for this content area.

Original language:

Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Content Area One, one-credit performance courses may be included. Students may use no more than three credits of such courses to meet the requirement.

Proposed revised language (changes in **bold** and ~~striketrough~~):

Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Content Area One **and Content Area Four (including Content Area Four International), repeatable** one-credit ~~performance~~-courses may be included. Students may use no more than three credits of such courses to meet the requirement.

Respectfully Submitted by the 12-13 Senate Curricula and Courses Committee.

Eric Schultz, Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Peter Kaminsky, Kathleen Labadorf, Anthony Minniti, Maria Ana O'Donoghue, Jeffrey Ogbar, Neel Rana, Annelie Skoog

12-10-12

# Student Evaluation of Teaching (SET)

Senate Meeting, 2/25/2013

**SURESH NAIR, Ph.D.**

Interim Associate Vice Provost for Institutional Effectiveness

Professor, School of Business

University of Connecticut, Storrs

# Overview

2

- History of the SET
- Problems with paper SETs
- Online SETs
- Comparison between 10-point and 5-point scales
- The Path Forward

# History of the SET

3

- We have been using a paper-based 10-point SET
  - ▣ Average of ratings is reported
- In Fall 2010, a new 5-point SET was approved by Senate after trials—strong reliability and validity  
<http://senate.uconn.edu/evaluations/SEoT.guidelines.pdf>
  - ▣ Medians of ratings are to be reported
- eXplorance Blue was chosen as the vendor for the new SET—the goal was to use paper SET's with a quick turn-around and electronic reporting
- A pilot was run in Fall 2012 on a subset of courses scored using both the 10-point and 5-point SET

# Problems with Paper SET

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- Multiple Problems with Paper SETs scoring
  - Printing of paper forms is a logistical problem due to manual nature of process
  - Resolution of scanning is on new form poor, requiring constant redos. New scanning software yields 10% uncertainty of student responses requiring manual intervention and “guessing”
  - Possible inaccuracy when instructor changes after 10<sup>th</sup> day of class and paper SETs already printed with old name.
  - Only one vendor was available in RFP process, since almost every major university in the country schools has moved to completely online systems

# Online SET – Student Interface

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## TEST Student Course Evaluations for [Redacted]

★ Please respond to the following question about instructor Denis Coble.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
The instructor presented the course material clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was well prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor responded to questions adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor stimulated interest in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor showed interest in helping students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor gave clear assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was accessible to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor gave useful feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor returned graded work in a reasonable amount of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor used class time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor treated all students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor graded fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's teaching methods promoted student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

★ What is your overall rating of [Redacted]'s teaching?

Poor	Fair	Good	Very Good	Excellent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interim responses saved.

[Back To Task List](#) [Save](#) [Previous](#) [Next](#) [Submit](#)

Progress  57%

# Online SET – Instructor Report

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## Section 1. Summary

Please respond to the following question about instructor [REDACTED]

Question	Course	Department	School	University
	Median	Median	Median	Median
The instructor presented the course material clearly.	3.0	3.0	4.0	4.0
The instructor was well prepared for class.	4.0	4.0	5.0	5.0
The instructor responded to questions adequately.	4.0	4.0	5.0	5.0
The instructor stimulated interest in the subject.	3.0	3.0	4.0	4.0
The instructor showed interest in helping students learn.	4.0	4.0	5.0	5.0
The instructor gave clear assignments.	3.0	3.0	4.0	4.0
The instructor was accessible to students.	4.0	4.0	5.0	5.0
The instructor gave useful feedback on my performance.	4.0	4.0	4.0	4.0
The instructor returned graded work in a reasonable amount of time.	3.5	3.5	5.0	5.0
The instructor used class time effectively.	3.0	3.0	5.0	5.0
The instructor treated all students with respect.	4.5	4.5	5.0	5.0
The instructor graded fairly.	4.0	4.0	5.0	5.0
The instructor's teaching methods promoted student learning.	3.0	3.0	4.0	4.0

What is your overall rating of [REDACTED]'s teaching?

Question	Course	Department	School	University
	Median	Median	Median	Median
What is your overall rating of the instructor's teaching?	2.0	2.0	4.0	4.0

Please respond to the following question about the course.

Question	Course	Department	School	University
	Median	Median	Median	Median
The methods of evaluating student learning seemed appropriate.	3.5	3.5	4.0	4.0
The course content was well organized.	3.0	3.0	4.0	4.0
The course objectives were clear.	3.5	3.5	4.0	4.0
The course objectives were met.	3.5	3.5	4.0	4.0
The textbook made a valuable contribution.	3.0	3.0	4.0	3.0
The other course materials made a valuable contribution.	3.0	3.0	4.0	4.0
The pace of the course seemed appropriate.	3.0	3.0	4.0	4.0

What is your overall rating of the course?

Question	Course	Department	School	University
	Median	Median	Median	Median
What is your overall rating of the course?	2.0	2.0	4.0	4.0

# Online SET – Instructor Report (contd.)

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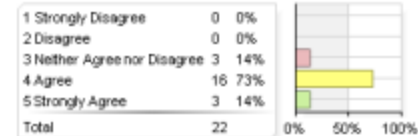
## Section 3. Questions About the Instructor

Please respond to the following question about instructor [redacted]

1. The instructor presented the course material clearly.



2. The instructor was well prepared for class.



3. The instructor responded to questions adequately.



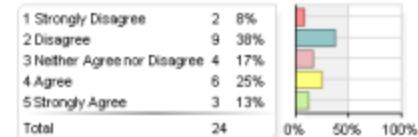
4. The instructor stimulated interest in the subject.



5. The instructor showed interest in helping students learn.



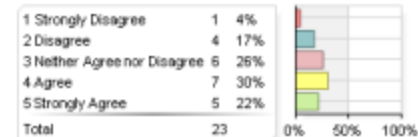
6. The instructor gave clear assignments.



7. The instructor was accessible to students.



8. The instructor gave useful feedback on my performance.





# Comparison between 10 and 5 point scales

8

- In Fall 2012, 39 courses were scored on both the 10-point and 5-point scales
- The 5-point median scale actually resulted in higher SETs than the old 10-point scale (9% higher)

Average of 10-point scale	Twice median of 5-point scale	Count of courses
5-6	73%	5%
6-7	118%	5%
7-8	103%	13%
8-9	112%	77%
<b>Total</b>	<b>109%</b>	<b>100%</b>

# The path forward

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- Rollout of the 5-point fully online scoring and reporting system planned for Spring 2013 (opt outs available)
- Student scoring
  - ▣ Evaluation and comments to be entered online
  - ▣ Students may use computers, tablets or smart phones
- Strategies to improve student response rate
  - ▣ Push green/sustainability angle
  - ▣ Use promotional videos to promote online scoring
  - ▣ Early access to grades (say, two days before others)

# The path forward (contd.)

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- Instructor and DH reporting
  - ▣ Will be able to see reports online much sooner than the paper system
  - ▣ Instructors will be able to see comments online
  - ▣ Research has shown that the quantity and quality of text comments online is much better than comments on paper
  - ▣ Opt-out: Faculty may request paper scoring after obtaining consent from DH

# Contact & Information

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- Suresh Nair, Provost's office, [suresh.nair@uconn.edu](mailto:suresh.nair@uconn.edu)
- Cheryl Williams, OIR, [cheryl.williams@uconn.edu](mailto:cheryl.williams@uconn.edu)
- Valorie Elwell, UITS, [valorie.elwell@uconn.edu](mailto:valorie.elwell@uconn.edu)
- Georgianne Copley, UITS, [georgianne.copley@uconn.edu](mailto:georgianne.copley@uconn.edu)

## University of Connecticut Student Evaluation of Courses and Teaching: FAQ

February 22, 2013

[What is the history of the SET?](#)

[What are the differences between the new and old forms?](#)

[How was the new form developed, by whom, and with whose input?](#)

[How were the new questions tested?](#)

[Are the new questions valid and reliable?](#)

[Why was there a change from the 10-point to a 5-point scale?](#)

[Why are medians reported and not means?](#)

[How does the University Senate intend the form to be used?](#)

[When was the new SET survey proposed to go into use?](#)

[What happened? What was the delay?](#)

[Why did we need a vendor and what is the role of that vendor?](#)

[What testing occurred in Fall 2012? What was the outcome?](#)

[What have been the challenges of the field \(system\) testing?](#)

[How have we tried to correct the challenges with the new SET system?](#)

[What is our plan with the vendor currently? How will we fix the challenges?](#)

[What is the future of SET at UConn?](#)

### What is the history of the SET?

The University Senate in conjunction with the Provost's Office, has developed questions, protocols and has overseen the delivery of a system of student evaluation of teaching (SET) since 1947. Historical archives are available for the documentation of the Student Evaluation of Teaching at the University of Connecticut.

The [old](#) SET (in use until Fall 2012) question form or "bubble sheet" has used since 1990. The development of a [new form](#) was begun in 2004 when a **Teaching, Learning and Assessment Task Force** was charged with the development of a new SET form. The recommendations of this committee were presented to the Senate in May of 2007.

The Faculty Standards Committee of the University Senate and several faculty sub-committees worked on the format, questions and details of the approved form. This process took place from 2007 through 2010 at which time the University Senate voted to adopt the new form and reporting process.

### What are the differences between the new and old forms?

The salient differences between the new and the old forms are:

- The old form was on a 10-point scale and averages were reported.

- The new form uses a 5-point scale, and in addition has an N/A option for each question. Further, medians are reported.
- The old form's questions were primarily about the instructor, the new form has, in addition, a separate section about the course.
- In addition, the new form has questions about whether the course was a required course, the level of difficulty, and questions about learning content from this course as compared to other courses.

### **How was the new form developed, by whom, and with whose input?**

The new form (questions and format) was researched, developed and piloted by numerous faculty members at large as well as those serving on the **Teaching, Learning and Assessment Task Force** and **The Faculty Standards Committee of the University Senate**. This was accomplished with assistance from The **Center for Excellence in Teaching and Learning**, the Provost's Office, **the NEAG School of Education**, and the **Office of Institutional Research**.

### **How were the new questions tested?**

The new form was pilot tested by anonymous volunteer faculty members during the spring semester of 2009. In the Fall 2012, 39 courses were evaluated using both the old and new forms. The scores on the new form with medians being reported were 9% higher on average than the old form when averages were being reported.

### **Are the new questions valid and reliable?**

An analysis of the results of the pilot of the new SET in 2009 by the researchers in Measurement, Evaluation, and Assessment NEAG School of Education found the questions to be both **valid and reliable**.

### **Why was there a change from the 10-point to a 5-point scale?**

The questions and response scales on the new SET were designed to meet national best practices according to experts in the field. Studies were made of survey instruments utilized by institutions nationally.

### **Why are medians reported and not means?**

The decision to report medians was also by guided by education research and meets national best practices.

### **How does the University Senate intend the form to be used?**

The new form is intended to substitute for the old form to evaluate all courses. In addition, it is hoped that the new form will be a basis for formative assessment of the course that is helpful to the instructor during the delivery of the course, not simply a summative assessment of the course and instructor at the end of the course. The [Guidelines for Use](#) were formulated by the Faculty Standards Committee and approved by the University Senate.

### **When was the new SET survey proposed to go into use?**

It was supposed to be used during the fall semester 2012. The actual rollout is planned for Spring 2013.

### **What happened? What was the delay?**

There were unforeseen delays in following the state required purchase process (2010-2011). The Request for Proposal and the vendor bidding process took considerably longer than normal. The piloting of the form (Spring 2009) and the reporting process (Fall 2012) also took longer than expected. There were also problems with scanning and equipment for the new form that delayed the pilot of the system. The new form uses printing on plain paper, check marks on boxes, which are then scanned, rather than the old green pre-printed bubble forms that were bubble filled by the student and then scanned. Check mark scanning created resolution issues. The issues with printing and scanning can be completely avoided by using online scoring.

### **Why did we need a vendor and what is the role of that vendor?**

The vendor selected, [eXplorance](#), has a proven track record with on-line reporting with either on-line scoring or paper surveys. Since having the option of both paper and online input was an important requirement for faculty, students and the University, the SET Steering Committee chose to use the services of this vendor. This was the only vendor with the capability of using both scanned paper and online scoring as input. All other vendors work only with online SET evaluations.

### **What testing occurred in Fall 2012? What was the outcome?**

The focus of the Fall 2012 pilot was on online reporting of evaluations to faculty (not on online scoring). About 200 courses were tested using online reporting of evaluations. All of these were based on the new 5-point SET paper forms with comment sheets. The forms and comments were scanned and reported by the vendor with individual reports to instructors (the comments were shown as scanned tif files), and summary reports to the department head, school and provost. A small number of online courses used online scoring.

In addition, 39 of the above courses were also scored using the old 10-point form. The scores from the new form with medians reported were 9% higher on average than the old form that used means.

### **What have been the challenges of the field (system) testing?**

The old system used paper forms that were not 100% reliably scanned. In order to make certain that the entire system was reliable; each portion was tested until OIR and UITS were satisfied that the results are correct and the system worked well. Scanning created problems.

Other challenges included the following:

- Setting up of the UConn secure server so that the data is secure (completed)
- Setting up of eXplorance Blue software and ABBYY scanning software
- The purchase of a new scanner by UITS

- Setting up of the secure sign-on system for Net ID use to access the reports
- Downloading of data from PeopleSoft queries into the survey environment (UConn server)
- Multiple data views created by PeopleSoft programmer in conjunction with OIR to insure correct data gathering and reporting
- Hierarchy for reporting for distribution of results on-line with much assistance from HR- there is no PeopleSoft environment to make this a smooth process at this time
- Printing of the plain paper bubble sheets
- Checking and re-testing the paper forms
- Subsequent scanning –checking-re-checking of responses and barcodes
- Set-up and configuration of reports
- Making certain that only the individuals who are entitled to see the reports can do so
- On-line reporting (housed on UConn server)

From our work in this the scanning of paper bubble sheets remains the least reliable.

### **How have we tried to correct the challenges with the new SET system?**

UITS purchased a new scanner and it has been tested and modified to be most reliably readable by the ABBYY software.

Experts from the Scantron Corporation (scanner vendor) and eXplorance have worked with UITS staff to change the definitions and contrast to the most advantageous Scanner settings to facilitate ABBYY's reading of the responses.

In the latest test there are 6 responses on 60 bubble sheets that ABBYY software (which brings the responses into the reporting area) considered "uncertain".

If "uncertain" of the actual response, ABBYY software then makes a "guess" at the correct response. For the DPI test including 60 sheets, those responses have been checked and are correct.

However, this high incidence of guessing makes us question the use of numerous reams of paper and scanning, instead of the alternative—the more sustainable use of a completely online scoring system.

### **What is our plan with the vendor currently? How will we fix the challenges?**

The vendor we are working with is able and willing to help us move to a fully online system. Any faculty that opts-out from online scoring can still be accommodated since they have capability for both paper and online systems. If a small number of faculty members opt for paper, we can still scan paper for their courses and work with the guessing that becomes necessary when the scanning resolution is not ideal.



**What is the future of SET at UConn?**

Our plan is to eliminate paper completely and go completely online with SET. Having been [ranked #1 in sustainability worldwide](#), this will go a long way in fortifying our standing.

The on-line portion of the current SET survey is working properly. An all on-line system will eventually enable UConn to allow alternative questions to be designed by individual departments so that they may add questions to the survey that are pertinent to their department. This is possible only for on-line surveys. The other advantage of an all online system is that results will be available to faculty very quickly, and therefore help them in enhancing their delivery of the course the next time. The paper system reporting system continues to take too long to be scanned and have the results reported to faculty in time for them to use them to modify their courses for the next semester.

Annual Report to University Senate  
President's Athletic Advisory Committee (PAAC)  
Spring 2013

Per the NCAA guidelines, the PAAC is a small committee reporting directly to President Herbst.

The NCAA by-laws state:

**“6.1.1 President or Chancellor.**

A member institution's president or chancellor has ultimate responsibility and final authority for the conduct of the intercollegiate athletics program and the actions of any board in control of that program.

**6.1.2 Athletics Board.**

A board in control of athletics or an athletics advisory board, which has responsibility for advising or establishing athletics policies and making policy decisions, is not required. However, if such a board exists, it must conform to the following provisions.

**6.1.2.1 Composition.**

Administration and/or faculty staff members shall constitute at least a majority of the board in control of athletics or an athletics advisory board, irrespective of the president or chancellor's responsibility and authority or whether the athletics department is financed in whole or in part by student fees. If the board has a parliamentary requirement necessitating more than a simple majority in order to transact some or all of its business, then the administrative and faculty members shall be of sufficient number to constitute at least that majority.”

The 2012-2013 PAAC has membership from:

- FAR (Scott Brown)
- Alumni representative (Dan Blume)
- Two elected senate representatives (Chimnoy Ghosh and Rich Hiskes)
- Five faculty/staff (one of whom is PAAC chairperson) (Katrina Higgins, Linda Straussbaugh, Kathy Segerson, Robert Colbert, Carol Polifroni)

Except for the alumni representative, all other members of the PAAC are faculty or staff meeting the NCAA requirement. The PAAC chair communicates with the SAAC chair on a routine basis to address student-athlete issues for PAAC discussion.

The PAAC meets every other month with the President and each meeting has a report from the Director of Athletics and the FAR. The CPIA Director reports as needed.

The purpose of the PAAC is to advise the President on all matters related to athletics including recreational services. Specifically:

1. To promote an understanding of the Division of Athletics' mission among all members of

the University community.

2. To maintain and foster a clear commitment to academic integrity and institutional control as it applies to the Division of Athletics within the University.
3. To ensure a priority to the commitment to student-athletes' welfare.
4. To participate in, and provide advisory support for, the establishment, maintenance, and interpretation of Division of Athletics' policies and University policies as they pertain to student-athletes.
5. To provide counsel to the President, Provost, Board of Trustees, Director of Athletics, and University Senate concerning matters of athletic policy formation, budgetary planning, educational programming, staff development, and athletic scheduling.
6. To provide counsel to the Faculty Athletic Representative (FAR) in all matters pertaining to intercollegiate athletics.
7. To participate in, and review the results of, periodic institutional self-study processes as appropriate, including the required NCAA certification process and the required review of the Counseling Program for Intercollegiate Athletes (CPIA).

Since our last report in Spring 2012, the PAAC has met six times and meets monthly- every six weeks during the academic year and as needed over the summer. As is the past this report is organized around the seven specific responsibilities of the PAAC and highlights are provided for each area.

*1. To promote an understanding of the Division of Athletics' mission among all members of the University community.*

To fulfill this responsibility, the PAAC is composed of university faculty and staff as well as members of the community and those parties interested in athletics. Additionally, The PAAC hosts faculty/staff breakfasts and luncheons to share current events within athletics and to hear from members of the UConn community. Two sessions have been held this academic year and the next is scheduled for late March. The conversations have centered on conference alignment, student athlete performance in the classroom, student athlete expectations of courses, and travel schedules of student athletes. Facilities have also been discussed for student athletes and the student population in general.

Whenever possible, the Director of Athletics, The Faculty Athletic Representative, the PAAC chair and members and CPIA director attend these sessions.

2. To maintain and foster a clear commitment to academic integrity and institutional control as it applies to the Division of Athletics within the University.

CPIA, once reporting directly to the Provost office, has been changed to report directly to the Director of Athletics. To monitor the impact of this reporting structure change, PAAC chair meets regularly with CPIA Director. Since the official implementation date of summer 2012, the CPIA director serves on the leadership team of the Athletic Director, meets with coaches on a regular and routine basis, has established an office presence in Burton Football Complex, expanded the facilities of Burton to teams in addition to football, and very closely monitors the performance of all student athletes. As the men's basketball advisor recently resigned, the CPIA director is now responsible for the men's basketball team and monitors their academic performance very closely.

Under the leadership of Director Warde Manuel, a greater priority on academic performance has been achieved. It is his expectation that there be commitment and positive outcomes in the classroom in order for the same to occur on the playing field. Player sanctions are imposed when academics suffer.

The PAAC is crafting a white paper to be presented to the Scholastic Standards Committee of the Senate which addresses flexibility in schedules and course offerings for all students as this will benefit the student athlete as well.

3. To ensure a priority to the commitment to student-athletes' welfare.

PAAC reviewed the written exit surveys of all student athletes who graduated in 2012. Two themes emerged: one, the vast majority would recommend UConn to others and some requested more information about substance abuse education. This has been addressed in 2012-2013.

The new Senior Women's Administrator, Deb Corum, and Scott Brown, as FAR, have met with each team to discuss the student athlete experience this past Fall and early Spring. Through these smaller focus group type sessions, the needs of the student athlete are identified and answers sought as appropriate.

4. To participate in, and provide advisory support for the establishment, maintenance, and interpretation of Division of Athletics' policies and University policies as they pertain to student athletes.

Compliance is a major challenge for all divisions of athletics due to the number of NCAA rules and areas of concern and the independence of the student-athlete. The compliance office is once again fully staffed and there have been no compliance issues this academic year.

5. To provide counsel to the President, Provost, Board of Trustees, Director of Athletics, and University Senate concerning matters of athletic policy formation, budgetary planning, educational programming, staff development, and athletic scheduling.

While the Division of Athletics generates revenue for much of its programs, the fiscal impact that the University faces is also mirrored in the Division. As with all areas of the university, there are required elements that need to be addressed even in difficult fiscal periods and the challenge is to meet them with reduced resources. Revenue from ticket sales to all major sports has declined. Ticket initiatives have been created to attract new audiences and retain current levels of attendance.

The budget and future plans will be reviewed at our February 20, 2013 PAAC meeting.

6. To provide counsel to the Faculty Athletic Representative (FAR) in all matters pertaining to intercollegiate athletics.

Scott Brown is the UConn representative to the NCAA and serves as our FAR. The PAAC

receives a report from him at every meeting and advises the FAR on responses to NCAA governance and related requests. The FAR responsibilities include being an ambassador between two different worlds, academics and athletics. Dr. Brown chairs a SWAT (Student-Athlete Welfare and Academic Team) team which meets bi-monthly to address issues that relate to student-athletes such as summer offerings, registration and appropriate advisement.

7. To participate in, and review the results of, periodic institutional self-study processes as appropriate, including the required NCAA certification process and the required review of the Counseling Program for Intercollegiate Athletes (CPIA).

An external review of CPIA was conducted last Spring. Changes were made as a result of that review including a change in the structural reporting relationship. Ellen Tripp is the Acting CPIA Director. The NCAA certification process is currently under review and will be discussed at the April 17, 2013 meeting of the PAAC.

Plans:

- a) Complete the position paper on flexible scheduling
- b) Address student membership on PAAC
- c) Review Division of Athletic budget
- d) Receive report of COIA representative, Larry Gramling.

Thank you to Joanne Fazio for staffing the committee.

*E Carol Polegnari*

**University of Connecticut  
Provost's Library Advisory Committee  
Academic Year 2012-2013  
Activities Report**

This year, the Committee agreed at its October meeting to focus its attention on three general areas of library services: Instruction and Learning Spaces; Research Services; and Collections.

### Instruction and Learning Spaces

Redesigning Babbidge Library – At its December meeting, the committee reviewed the highlights of a report prepared during the summer at the Provost's request on how Babbidge Library could be re-designed as a more contemporary academic research library facility. Babbidge Library, built in 1978, is 35 years old and during that time, undergraduate/graduate student enrollment at Storrs has grown from 17,000 to 26,000. The number of seats in the Library has remained at approximately 3,000 and it becomes overcrowded during peak periods of the academic year. Additional quiet seating and collaborative learning spaces are needed. The committee discussed the possibility of the University constructing an offsite shelving facility or de-accessioning print journal collections when electronic access is offered, freeing up space for additional learning spaces. The Committee preferred this latter option and agreed the library space freed up by de-accessioning collections should be used for student learning spaces.

### Research Services

vPC – Tony Molloy, the Libraries' Director of Information Technology Services, described this service that became operational in the Fall of 2012. Calling it "a Windows 7 desktop in the cloud," the vPC offers students and faculty a standard desktop that can be accessed from anywhere. It is available 24x7 and its configuration enables faculty to be more efficient in the classroom. Originally piloted by the Libraries, the School of Business, and the School of Engineering, it is now supported with Student Tech Fee funding and has three full-time staff in UITS. Husky Tech serves as the first line of support, but its intuitive nature resulted in very few (239) service requests during the Fall semester. There were 127,000 logins during the Fall semester and 76% of the users were students, with about one-third of the students in Storrs using it at least once. MS Word and Minitab were the most commonly used, followed by MS Excel and Matlab.

CT State Data Center – Michael Howser, the Libraries' Geography and Geographic Information Systems Librarian, reported on this collaborative project between the Libraries and the Geography Department. Physically housed in the Babbidge Library Map and Geographic Information Center, it is funded by the State Office of Policy and Management to administer Connecticut data sets from the U.S. Census Bureau as part of a national network. Michael reported that 100,000 spreadsheets of data were processed in 2012 and the Center has expanded its website offerings. He provides workshops around the State and gets requests for custom data tabulations. The Center can do data visualizations for the UConn community (e.g., CIRI Human Resources database) as well as State agencies (e.g., Department of Transportation). In addition to the graduate students that staff the Center, internships for academic credit for projects utilizing CT state data are available. State of Connecticut data managed by the Center is freely accessible at: [ctsd@uconn.edu](mailto:ctsd@uconn.edu)

### Collections

Collections Budget - The base budget for collections was reduced by 1.5% in FY 2012 and 3% in FY 2013. Also, the Libraries did not receive an inflationary increase for collections in FY 2012 or FY 2013 although prices increased on average by 5% each year. The committee had sent a letter to then Provost

Nicholls in January, 2012 that was also discussed with then Interim Provost Choi in May, 2012 urging the University to provide better support for its collections budget, particularly as it relates to the retention of current faculty and the University's plan to recruit hundreds of new faculty over the next four years. The committee decided at its October, 2012 meeting to forward the letter to the University Senate Executive Committee.

Respectfully submitted,



Brinley Franklin  
Vice Provost for University Libraries

On behalf of:

Sylvia Schafer  
Chair

2012/2013 Committee Members:

Pamela Bedore, English  
Monica Bock, Art and Art History  
Safet Berisa, Graduate Student Senate  
Richard Bohannon, Kinesiology  
Mary Caravella, Marketing  
Kim Chambers, Institute for Teaching and Learning  
Maureen Croteau, Journalism  
Francine DeFranco, Library  
Colleen Delaney, Nursing  
Jeffrey Dudas, Political Science  
Wendy Glenn, Curriculum & Instruction  
Mary Goodrich, Graduate Student Senate  
Shinae Jang, Civil and Environmental Engineering  
Scott Kennedy, Library  
Richard Langlois, Economics  
Kyu-Hwan Lee, Mathematics  
Carolyn Lin, Communication Sciences  
Edward Neth, Chemistry  
Joan Smyth, Pathobiology and Veterinary Science  
R. Thane Papke, Molecular & Cell Biology  
Mary Truxaw, Curriculum & Instruction  
Olga Vinogradova, Pharmaceutical Sciences  
Aleigha Whitmore, Undergraduate Student Gov't



University of  
Connecticut  
LIBRARIES

ATTACHMENT #36

12/13 - A - 201



# Annual Report of the Provost's Library Advisory Committee 2012-2013

University Senate Meeting  
February 25, 2013





## General Overview

- Quick Facts
- Traditional Services
- Digital Library Services



## Provost's Library Advisory Committee

- Instruction and Learning Spaces
- Library Research Services
- Digital Collections
- Collecting Strategy 2010-2013



Avery Point



Waterbury



Music & Dramatic Arts



Torrington



University of  
Connecticut  
LIBRARIES



Greater Hartford



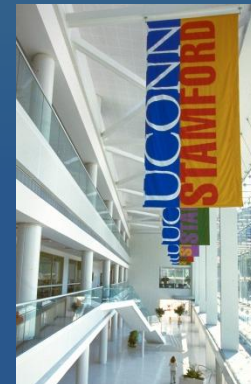
Pharmacy



Greater Hartford



Archives & Special  
Collections



Stamford

The UConn Libraries  
are comprised of  
nine physical locations



- Quick Facts

- 100 staff including 65 librarians
- 40 FTE student workers
- 3 million physical volumes

- Traditional Services (Annualized)

- Circulate 150,000 volumes
- Document Delivery/Interlibrary Loan
  - borrow 70,000 items
  - lend 35,000 items
- 28,000 questions/consultation
- 900 instructional sessions with over 20,000 participants







## Digital Library Services

- 300 research databases and 100,000 electronic journals used more than 5 million times/year by UConn faculty & students
- Electronic resource management staff license databases, e-journals, e-books and streaming media, resolve problems, compile statistics, and store digital rights management information contained in licenses
- Digital programs staff have scanned more than 2.5 million pages of unique materials for the Open Content Alliance and the HathiTrust digital libraries





## Recent Initiatives – Instruction and Learning Spaces



Stamford Learning Commons



Serpentine seating

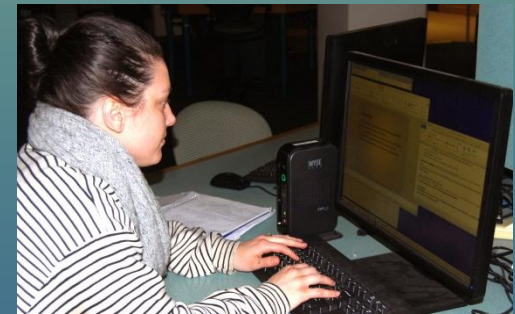


Graduate Student Commons



# Recent Initiatives – Technology Fee Supported Instruction and Learning Spaces

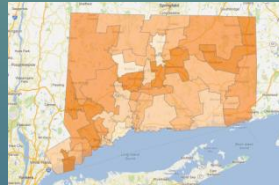
- Collaboration on the development of the vPC, allowing increased access and lower cost computers at Homer Babbidge Library info cafés
- Free scanning at Homer Babbidge Library and regional campus libraries
- 150 new power outlets





## Recent Initiatives – Library Research Services

- Connecticut State Data Center (CtSDC)



- Pivot (co-sponsored with the Office of Sponsored Programs)



- e-science (co-sponsored with the Office of Sponsored Programs and UITs)







## Recent Initiatives – Digital Collections

- Patron Driven Acquisitions
  - 152,000 e-book titles available
  - Approximately 4,000 titles purchased since July, 2011



- Connecticut Digital Archive
  - Preserves and makes accessible UConn and state-wide digital collections and data
  - Scheduled to be available in August, 2013







## Digital Collections – Collecting Strategy 2010-2013

- The Libraries are concluding a three year collecting strategy to expand electronic provision of resources developed in collaboration with the Provost's Library Advisory Committee. The strategy includes:
  - Moving print subscriptions to electronic format;
  - Digitizing unique materials in our collections;
  - Supporting national efforts to expand access to research materials;
  - Expanding acquisitions of electronic books; and
  - A preference for streaming video and audio resources rather than physical video and audio products.
- Guided by this strategy, the percentage of materials purchased in electronic format between FY 2010 until FY 2013 has increased from 80% to 92%



Thank you



[www.lib.uconn.edu](http://www.lib.uconn.edu)  
[www.facebook.com/UniversityLibraries](https://www.facebook.com/UniversityLibraries)  
[www.twitter.com/uconnlibraries](https://www.twitter.com/uconnlibraries)