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2013 April 29

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MINUTES OF THE UNIVERSITY SENATE MEETING
April 29, 2013

1. The regular meeting of the University Senate of April 29, 2013 was called to order by Moderator Susan Spiggle at 4:02 PM.
2. Approval of Minutes

Moderator Spiggle presented the minutes of the meeting of March 25, 2013 for review.

The minutes were approved as written.

3. Report of the President

In the absence of President Herbst, the Report of the President was presented by Provost Mun Choi. He began by making reference to the weekend just past, which in former years had been known as *Spring Weekend*, observing that this year it was essentially a non-event. There were no major incidents, no major injuries, and everyone had a good time. He expressed the thanks of the administration to UConn Police Chief Barbara O'Connor and to and John Saddlemire, Vice President for Student Affairs.

Provost Choi then turned to the topic of UConn Next Generation and announced that the Legislature's Finance Committee has voted to approve the capital part of the program but as yet there has been no forward motion concerning the operating portion of the proposal. Provost Choi stated that he believes this will be a transformative program.

Provost Choi reported that two weeks ago the University had approximately 8,000 participants in the Spring Open House. By all accounts this incoming class will be the best yet. Compared to last year our "confirmed students" (those who have paid deposits) are up 24%. Despite the economy students are flocking to the University of Connecticut. Provost Choi stated reported on the upcoming Commencement exercises where approximately 8,000 degrees will be awarded. This represents a 48% increase over the past 10 years.

Provost Choi recognized Kent Holsinger who has been appointed Vice Provost for Graduate Education and Regina Cusson as the new Dean of Nursing. He also announced that Deans Weidemann and Raheim have been appointed to new terms and recognized John Morris who will become Interim Dean of Pharmacy. Searches will soon be announced for the positions of: Vice President of Student Affairs, Chief Information Officer, and Vice Provost for University Libraries.

Senator Schultz inquired about the expansion of majors at the regional campuses. He asked that Provost Choi summarize the proposal. Provost Choi reported that there were 18 programs that were approved by the Board of Trustees and the Department of Higher Education in which students might pursue degrees entirely at the regionals. This does not mean that these programs will begin immediately. There will be coordinated growth that will allow students greater opportunity to pursue degrees utilizing on-line classes.

Senator Armstrong asked about the University's Office of General Counsel and inquired how this office will interface with the office of the Attorney General. Provost Choi responded that the Counsel will be in the same office as the Assistant Attorney General but reports to the President's Office and will have different responsibilities including real estate and human resources.

Senator Zirakzadeh asked if department heads were consulted concerning the expansion of the degree programs at the regionals. Provost Choi responded that if they have not been, they certainly should be as the programs are developed. The deans were consulted, but not all these programs are ready to be developed as yet. Getting approval for the new degree programs seemed to be an opportunity to be proactive. In the immediate future we see only one or two programs actually moving forward right away. This action has established a pool from which programs can be developed in the future. This will also end the problem of "illegal majors." Majors like Communications at Stamford or English at Avery Point were programs one could start at the regionals but finish at Storrs. But the way the programs were structured, students would begin at a regional then come to Storrs then return to the regional for the last part of the degree. This is not actually in keeping with the regulations of the University. Approval of these new programs will obviate this problem by doing away with the necessity for students to come to Storrs at all.

Senator Mannheim asked about the status of accreditation for these degrees at the regional campuses. Are there separate accreditations for each of these degrees? Provost Choi answered in the affirmative and reiterated that the department heads and deans will be consulted moving forward. The program mostly has to do with easing the flow of students back and forth from regionals to Storrs and back again rather than expanding programs *per se*.

4. Senator Moiseff presented the report of the Senate Executive Committee. (Attachment #52)
5. On behalf of the Senate Executive Committee and the University Senate, Senator Darre shared the following words of thanks for Senator Moiseff's service as Chair of the Senate Executive Committee:

"On behalf of the Senate Executive Committee and the Senate as a whole, I am pleased to have this opportunity to acknowledge the services of our leader, SEC chair Andy Moiseff, and say thank you for a job well done. Andy started his tenure as SEC chair in the spring of 2012 when he was asked to fill in for Kent Holsinger who became interim dean of the graduate school. Andy was rewarded for his efforts by being elected to a full term, which is concluding now. Andy has done a yeoman's job as SEC chair, meeting with the SEC, meeting with administrators, meeting with the senate, meeting with candidates, meeting with his colleagues and meeting with students in and out of class. Whew! It's a wonder Andy found any time to pursue his research on communication in fireflies! His life must seem to "Flash" by with all the time and effort he puts into serving the university. As a member of the SEC I can testify that he is always prepared for the meetings he attends,

whether it is with the president or with the senate subcommittee chairs. His attention to detail and consistent follow through have guaranteed the smooth operation of the senate and all of its subcommittees. His sense of humor has kept up the spirit of the members thorough some very tough times. Andy has gone above and beyond the call of duty, and we are most grateful for his sincere dedication to the position of SEC Chair. Andy, again, from all us, a great big THANK YOU!"

6. Moderator Spiggle presented the Consent Agenda.

The Senate voted to approve the Consent Agenda as presented:

- Annual Report of the Curricula & Courses Committee (Attachment #53)
- Annual Report of the Diversity Committee (Attachment #54)
- Annual Report of the Enrollment Committee (Attachment #55)
- Annual Report of the Faculty Standards Committee (Attachment #56)
- Annual Report of the General Education Oversight Committee (Attachment #57)
- Annual Report of the Scholastic Standards Committee (Attachment #58)
- Annual Report of the Student Welfare Committee (Attachment #59)
- Annual Report of the University Budget Committee (Attachment #60)
- Report of the Curricula & Courses Committee (Attachment #61)
- Report of the Nominating Committee (Attachment #62)

7. Report of the Nominating Committee (Attachment #63)

Senator Hubbard presented the proposed standing committee membership of the University Senate for the 2013/2014 academic year, noting that Senator Mannheim has been added as a member of the Budget Committee.

The Nominating Committee moved the approval of the 2013/2014 standing committee membership as shown on Attachment #63.

The motion carried.

8. Report of the Scholastic Standards Committee

(Attachments #64 & 65)

- a. Senator Gramling presented for vote a motion to revise the By-Laws, Rules, and Regulations of the University Senate, Section II.E.15 as was presented at the March 25, 2013 Senate meeting.

Senator Recchio moved to amend the second sentence of the 11th paragraph of the motion as follows:

“Students wishing to apply for readmission, whether at Storrs or a regional campus, must do so through the Office of Student Services and Advocacy who will convene a readmission board ~~consisting~~ *including* the deans’ designees.”

The motion to amend carried.

Senator Mannheim alerted the University Senate to the fact that this motion describes the procedure for dismissal but does not denote the criteria for dismissal for upper division students: e.g. those with 60 or 90 credits. He asked that the committee consider this in the future.

The motion as amended carried.

- b. Senator Gramling presented a motion to revise the By-Laws, Rules, and Regulations of the University Senate, Section II.B.12 for vote at the September 9, 2013 Senate meeting.

9. Report of the Faculty Standards Committee

(Attachment #66)

Senator Britner presented a motion to revise the By-Laws of the University of Connecticut, Article XIV.K. Retirement. Senator Britner noted that this proposed bylaw change, if approved by the Senate, will go forward for further vote by the Board of Trustees at a meeting to be held during the summer months.

Senator Mannheim noted that there is no other reference in the bylaws to the “Retirement Committee” mentioned in Section K. He also argued that the change from 25 years service to 5 years service should not be supported. Senator Britner pointed out that the Health Center faculty has been using the “Five-year Rule” for some time and that this change was being made for the purpose of consistency across the University.

Senator Bontly asked if both A and B are necessary for emeritus standing. Senator Britner answered in the affirmative. He then pointed out that an Associate Professor would not automatically be granted emeritus standing. Senator Britner went on to explain that such cases would be referred to the Retirement Committee, rather than having emeritus status granted automatically as is the case for full professors who meet the qualifications.

Moderator Spiggle presented the motion for vote.

The motion carried.

10. Annual Report of the Vice Provost on the Regional Campuses

(Attachment #67 & 68)

Michael Menard, Director of the West Hartford Regional Campus, discussed the history of the Hartford Campus and its various moves from “one bad facility to another.” Dr. Menard stated that the proposed move to Downtown Hartford would put the campus back where it originally started: in the Capitol City.

A description of the benefits of the move to Hartford was presented. The benefits include better access, proximity to important corporations and government entities, variety of available housing, and the better establishment of a cohesive community.

Dr. Menard reported that while the originally announced move to a facility in Hartford did not materialize, the effort to find a new location is on-going based on the work done earlier. Senator Mannheim asked how the University will find a building that is completely appropriate when it is restricting the search to the central downtown and further that we may have to “settle” for less than the list of desiderata, and have already announced how much we are willing to pay (\$70.m). Senator Richard Gray provided assurance that these things were being carefully considered and noted that there has been excellent response to the request for information that has been issued.

11. Report of the Parking Advisory Committee

(Attachment #69)

Dr. Mark Westa presented the Annual Report of the Parking Advisory Committee. Senator Mannheim commented that he noticed that the University has purchased X Lot and Farmer Brown’s parking. He suggested that an additional exit be constructed from those lots to the Alumni Center. Senator Naples inquired about problematic routing of handicapped access vehicles. Senator Schultz inquired how much parking services will increase fees on a percentage basis. Dr. Westa did not have the figures available. Senator Mannheim asked if the “self-funding” of parking was parking alone or if it included shuttle busses as well. Dr. Westa responded that parking fees fund parking alone.

12. Report of the UConn Foundation

(Attachment #70)

Frank Gifford, Vice President for Development, presented statistics describing the fiscal position of the Foundation, its growth, and its recovery from the recent economic downturn. He demonstrated that over the past 10 years there has been an approximate 12% annualized growth. The majority of that increase has been in the UConn General Fund, rather than funds for the Health Center or Athletics. He then displayed graphs comparing proportions of gifts at various giving levels. He described gifts of less than

\$25,000 as “mostly loyalty gifts,” which are designed to be expended fairly quickly. He called gifts from \$25,000 to \$499,000 “major gifts” which require more effort to cultivate and maintain. The final category gifts above \$500,000, he called “principal gifts.” These are gifts that are made “to the people in the University.” Reasons for giving these are hard to characterize as they are highly personal. What stands out now is that principal gifts were non-existent in 1992, but now they are our greatest area of growth. A further description showed that although these principal gifts are large, they are not numerous. Many people on campus never feel the effects of these gifts “until one lands in your area.” Individuals comprise two-thirds of our giving, while one-third is provided by corporations and foundations. He then described that the majority of the monies raised go to scholarships, next to Faculty staff support, and finally to programs.

Senator Shultz asked if the Foundation could be more active in the future in sponsoring events that involve faculty describing their work to alumni and potential donors. Mr. Gifford’s response was that there will be more of these but that there is often a geographical barrier with donors living far away. Some experimental trials are underway to use “distance learning” infrastructure to organize these events.

13. Michael Dare presented the Annual Report of the Commencement Committee.
(Attachment #71)

Senator Higgins inquired if students will have to have to “scan in” just as the guests and observers will, using the athletic department ticketing system. Senator Darre responded that they would not.

14. There was a motion to adjourn.

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

The meeting adjourned at 5:35 PM.

Respectfully submitted,

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

The following members and alternates were absent from the April 29, 2013 meeting:

Barreca, Regina
Becker, Loftus
Berisa, Safet
Boyer, Mark
Bradford, Michael
Bruckner, Christian
Bushmich, Sandra
Cantino, Marie
Chazdon, Robin
Croteau, Maureen
D'Angelo, Rebecca
Ego, Michael
Faustman, Cameron
Finger, Anke
Forbes, Robert

Franklin, Brinley
Harris, Sharon
Herbst, Susan
Hiskes, Richard
Hussein, Mohamed
Kendig, Tysen
Locust, Wayne
Luxkaranayagam, Brandon
Manfredi, Hailey
McDonald, Deborah
McGavran, Dennis
Messier, Chantelle
O'Neill, Rachel
Parks, Cheryl
Patel, Jigish

Petkis, Stephen
Raheim, Salome
Salamone, John
Schwab, Richard
Siegle, Del
Skoog, Annelie
Sorrentino, Katherina
Teitelbaum, Jeremy
Teschke, Carolyn
Torti, Frank
Van Heest, Jaci
Visscher, Pieter
Weiner, Daniel
Williams, Michelle

**Report of the Senate Executive Committee
to the University Senate
April 29, 2013**

The Senate Executive Committee has met four times since the March 25^h meeting of the University Senate.

On April 19th the Senate Executive Committee (SEC) met privately with Provost Choi and then afterwards with the Chairs of the Standing Committees.

The enrollment committee reported on global initiatives including the infrastructure and support needed for international students and how to define 'global citizenship' for our students. We also learned that far more than 6000 people attended the Spring open house.

The Diversity Committee reported on their meeting with President Herbst concerning diversity at UConn with respect to the current and future hiring plans. The committee expressed their opinion that our diversity plans were not being met.

Student Welfare advised us of plans to make the Honors Program available to students at the Greater Hartford Campus. The committee also reminded us that the Greater Hartford Campus has most students of any of the regionals, has greater diversity, and that many of the students are the first in their families to attend college.

On April 25th and 29th the SEC met with candidates for the Assistant Vice Provost of the Office of Institutional Research and Effectiveness position

On April 26th the SEC met privately with President Herbst and then afterwards with the Administrators.

This is the last Senate meeting of the year. As is the Senate's custom, the SEC wishes to thank members of the Senate for their service and highlight some of the contributions that have helped shape the Senate's work this year.

The Senate Executive Committee wishes to extend its deep appreciation to President Herbst, Provost Choi, and the administrators for their regular attendance at meetings of the full Senate and the monthly meetings of the SEC and President's cabinet. When managing an enterprise as broad and diverse as

the University of Connecticut that serves multiple constituencies it is safe to say that no decision goes unpunished. But your attendance at the full senate meetings, SEC meetings and Senate subcommittees combined with your willingness to speak frankly about issues that affect us all signal your commitment in co-governance.

For similar reasons, I personally thank Provost Choi, Amy Donahue and Sally Reiss for being so accessible throughout my tenure as SEC Chair.

We also appreciate the participation of the more than a dozen *ex-officio* members of the Senate who not only attend full Senate meetings but are also active members of standing committees as well.

The SEC thanks the more than one hundred Senators and non-Senators who served this year on the Senate's standing committees. As you all know, the core of the Senate's work gets done in the standing committees. Collectively, these committees bring a broad view, key expertise, and experience to bear on the issues, policies, and grievances that come before us. I wish to acknowledge the Chairs of the Senate's committees:

[alpha order by committee]

Thomas Bontly & Mohamed Hussein/Budget

Eric Schultz/C&C

Maria Luz-Fernandez/Diversity

Robert Yanez/Enrollment

Preston Britner/FSC

Murphy Sewall/GEOC

Rachel O'Neill/G&D

Andrea Hubbard/Nominating

Lawrence Gramling/Scholastic Standards

Lawrence Goodheart/Student Welfare

We thank these colleagues for their tireless service working on behalf of all of us. Standing committee chairs for next year will be presented later during this meeting by the Nominating Committee.

I would like to thank my colleagues who have served as this year's Senate Executive Committee:

Marie Cantino

Michael Darre
Hedley Freake
Douglas Hamilton
Katrina Higgins
Debra Kendall
Susan Spiggle
Cyrus Ernesto Zirakzadeh
and student members Chantelle Messier and Stephen Petkis

We recognize Senator Susan Spiggle for her professionalism, poise and skillful handling of Robert's Rules (and us) as she moderates these Senate meetings each month. Also central to our meetings, our Senate secretary, Bob Miller, has worked hard to accurately record the information we share in our monthly meetings --our debates, motions, and reports.

Lastly, few senators recognize the complexity of insuring that the Senate's business actually takes place. As senators we each deal with our small areas of responsibility, but deep in the background a single individual must coordinate all of this activity - scheduling, records-keeping, elections, and generally insuring the continuity of Senate operations. As the saying goes "The devil is in the details." On behalf of the SEC, Committee Chairs and the Senate I extend a special thank you to Tammy Gifford for exorcising the devil from our details.

Respectfully submitted,
Andrew Moiseff
Chair, Senate Executive Committee
April 29, 2013

Annual Report of the Curricula & Courses Committee to the University Senate

April 29, 2013

During the period April 23, 2012 through March 25, 2013,
the Curricula and Courses Committee brought to the Senate the following actions.

I. 1000-level course actions approved by the Senate:

A. New courses added:

NUSC 1245	Introduction to Dietetics (4/12)
ANSC 1111	Principles of Animal Nutrition and Feeding (9/12)
EKIN/NUSC 1161	Husky Reads: Introducing Food and Nutrition to Children through Reading (9/12), (10/12)
DMD 1000	Digital Foundation (12/12)
DMD 1030	Animation Lab (12/12)
DMD 1070	Web Design I (12/12)
UNIV 1985	Special Topics (12/12)
UNIV 1993	International Study (12/12)
UNIV 1995	Special Topics (12/12)
UNIV 1999	Independent Study (12/12)
EVST 1000	Introduction to Environmental Studies (2/13)

B. Courses revised:

ARTH 1137	Introduction to Art History: Prehistoric-14 th Century (4/12)
ARTH 1138	Introduction to Art History: 15 th Century-Present (4/12)
LING 1010	Language and Mind (10/12)
LING 1020	Language and Environment (11/12)
LING 1030	The Diversity of Languages (11/12)

INTD 1985	Special Topics (12/12)
INTD 1993	International Study (12/12)
INTD 1995	Special Topics (12/12)
INTD 1999	Independent Study (12/12)
PHIL 1104	Philosophy and Social Ethics (12/12)
UNIV 1784	Freshman Honors Seminar (12/12)
UNIV 1800	FYE University Learning Skills (12/12)
UNIV 1810	FYE Learning Community Seminar (12/12)
UNIV 1820	FYE Faculty/Student Seminar (12/12)
UNIV 1991	Supervised Internship Experience (1/13)
UNIV 1998	Variable Topics (12/12)

C. Courses deleted:

CDIS 1155Q	Applied Sound Science (10/12)
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II. 2000-level course actions approved by the Senate:

A. New courses added:

CE 2211	Engineering Economics (4/12)
CDIS 2204	Speech and Language Acquisition (9/12)
CDIS 2156Q	Speech and Hearing Science (9/12)
DMD 2200	Motion Graphics I (12/12)
DMD 2210	Moving Image & Sequence (12/12)
DMD 2300	3D Animation I (12/12)
DMD 2310	Modeling I (12/12)
DMD 2320	3D Lighting and Rendering I (12/12)
DMD 2500	Introduction to Digital Game Design (12/12)
DMD 2530	3D Virtual World and Simulations (12/12)
DMD 2010	Digital Culture (2/13)
ECE 2001	Electrical Circuits (2/13)
ENGR 2243	Nanoscience and Society (2/13)
AHS 2330	Italy's Mediterranean Food and Our Health (3/13)

B. Courses revised:

BME 2101	Introduction to Biomedical Engineering (4/12)
NRE 2455	Forest Ecology (4/12)
AH 2001	Medical Terminology (9/12)
ECON 2481	Internship-Field Study (9/12)
ECON 2491	Internship-Research Paper (9/12)
MCB 2400	Human Genetics (10/12)
ECON 2201	Intermediate Microeconomic Theory (11/12)
LING 2010Q	Science of Linguistics (11/12)

SOIL 2120	Environmental Soil Science (11/12)
AH 2093	International Studies in Allied Health (12/12)
CE 2710	Transportation Engineering and Planning (12/12)
CE 2010	Civil and Environmental Engineering Professional Issues Seminar (12/12)
COMM 2310W	Media Literacy and Criticism (12/12)
ECON 2491W	Internship Research Paper (12/12)
UNIV 2230	The PA ² SS Program, Mentoring African American Students (12/12)
UNIV 2300	Tutoring Principles for Quantitative Learning (12/12)
CE 2210	Decision Analysis in Civil and Environmental Engineering (2/13)
MATH 2710	Transition to Advanced Mathematics (3/13)
C. Courses deleted:	
ANSC 2111	Principles of Animal Nutrition (9/12)

III. 3000- and 4000-level INTD and UNIV course actions approved by the Senate:

A. New courses added:

UNIV 3985	Special Topics (12/12)
UNIV 3993	International Study (12/12)
UNIV 3995	Special Topics (12/12)
UNIV 3999	Independent Study (12/12)

B. Courses revised:

INTD 3993	International Study (1/13)
UNIV 3784	Interdisciplinary Honors Seminar (12/12)
UNIV 3991	Interdisciplinary Internship Field Experience (12/12)
UNIV 3993	International Study (12/12)
UNIV 4600W	Capstone Course (12/12)
UNIV 4697W	Senior Thesis (12/12)
UNIV 4800	Senior Year Experience (12/12)

C. Courses deleted:

INTD 3984	Interdisciplinary Experience (12/12)
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IV. S/U grading actions approved by the Senate:

A. Revise course from letter grading to S/U grading:

AH 4093	International Study in Allied Health (12/12)
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V. General Education Content Area actions approved by the Senate:

A. Newly included in Content Area 1 Arts and Humanities:

JUDS 3401W	Jewish American Literature and Culture (12/12)
HEB/JUDS 3301	The Jewish Middle Ages (12/12)

B. Newly included in Content Area 3 Science and Technology:

SOIL 2120	Environmental Soil Science (11/12)
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C. Newly included in Content Area 4 Diversity and Multiculturalism:

JUDS 3401W	Jewish American Literature and Culture (12/12)
HEB/JUDS 3301	The Jewish Middle Ages (12/12)

D. Revised Content Area 4 Diversity and Multiculturalism, International:

ENGL 3120	Irish Literature in English to 1939 (10/12)
ENGL 3122	Irish Literature in English since 1939 (10/12)
ENGL 3609	Women's Literature (12/12)

VI. Actions reported for the information of the Senate:

A. Newly included Writing Competency:

GPS 4300W	Collaborative Leadership (4/12)
ANTH/HRTS 3028W	Indigenous Rights and Aboriginal Australia (4/12)
WGSS 3105W	The Politics of Reproduction (4/12)
ARTH 3500W	Urban Architecture: International Perspectives (10/12)
CDIS 4245W	Neuroscience of Cognitive and Communication Disorders (10/12)
CDIS 4254W	Introduction to Language Disorders in Children (10/12)
HRTS/POLS 3257W	Politics and Human Rights in Global Supply Chains (10/12)
NURS 3715W	Nursing Leadership (10/12)
POLS 3604W	Congress in Theory and Practice (10/12)
ENGL 3123W	Modern British Literature 1890 to the Mid-Twentieth Century (11/12)
ENGL 3124W	British Literature Since the Mid-20 th Century (11/12)
ANSC 3312W	Scientific Writing in Comparative Exercise Physiology (12/12)
ANSC 4342W	Writing in Food Microbiology and Safety (12/12)
JUDS 3401W	Jewish American Literature and Culture (12/12)
WGSS 3257W	Feminist Disability Studies (12/12)
WGSS 3270W	Masculinities (12/12)

PNB 3264W	Molecular Principles of Physiology (1/13)
CE 4900W	Civil Engineering Projects I (3/13)
CE 4920W	Civil Engineering Projects II (3/13)
EVST 4000W	Environmental Studies Capstone Project (3/13)

B. Revised Writing Competency:

ARTH 3460W	History of Photography: 1839-World War I (4/12)
ARTH 3560W	History of Photography: World War I-Present (4/12)
MSE 4901W	Capstone Design Project I (4/12)
ME 4973W	Senior Design Project II (10/12)
MSE 4902W	Capstone Design Project II (12/12)
ECE 2001W	Electrical Circuits (3/13)

C. Deleted Writing Competency:

CDIS 3202W	Speech and Language Acquisition (10/12)
CDIS 4244W	Introduction to Neurogenic Communication Disorders (10/12)
NURS 3215W	Nursing Research (10/12)

D. Deleted Quantitative Competency:

STAT 4625Q	Introduction to Biostatistics (12/12)
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E. Offering in intensive session:

MUSI 1001	Music Appreciation (4/12)
SPAN 1010	Contemporary Spanish Culture and Society through Film (12/12)
STAT 1100Q	Elementary Concepts of Statistics (12/12)

F. Special topics course:

INTD 3995	Special Topic: Individualized Study Across Academic Disciplines (2/13)
INTD 3995	Special Topic: The McNair Scholar (3/13)

G. Changes to the W competency plan of the Sociology Department

1. To add Sociology 2501W, 2509W, 3453W, and 3991W as courses that satisfy the writing in the major requirement.
2. To change the catalog description

Current Catalog Copy

To satisfy the writing in the major requirement, students must pass one of the following

course: SOCI 2301W, 2827W, 3251W, 3307W, 3311W, 3315W, 3351W, 3401W,
3403W, 3407W, 3421W, 3429W, 3451W, 3457W, 3459W, 3471W, 3501W, 3503W,
3511W, 3521W, 3621W, 3651W, 3601W, 3701W, 3703W, 3801W, 3821W, 3841W,
3901W, 3903W, 3905W, 3907W, 3971W, 3996W.

Revised Catalog Copy

The writing in the major requirement can be satisfied by passing any 2000- or 3000-level W course in Sociology.

VII. Revision of the General Education Guidelines and the Senate By-Laws (II. C. 2) approved by the Senate:

- A. 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** ~~performance~~ courses may be included. Students may use no more than three credits of such courses to meet the requirement. (12/12)

Respectfully Submitted by the 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

4-29-13

University Senate Diversity Committee
Annual Report April 2013

Committee Charge: The Senate diversity Committee shall review University policies, practices and conditions relevant to supporting and promoting diversity among students, faculty and staff.

Diversity Committee members 2012-2013: *Maria Luz Fernandez (Chair), *Sandy Bushmich, Elizabeth Conklin (ex-officio, ODE office); *Terry Dominguez (representative, Student Welfare Committee), *Michael Ego (representative, Enrollment Committee), *Robert Forbes, *Gay Douglas (Representative, Scholastic Standards Committee), Ozzie Gooding (Undergraduate student); *Kathy Labadorf (Representative, C & C Committee), *Margo Machida, Maria Martinez, *Deborah McDonald, Jeff Ogbar (Vice-Provost for Diversity), Morty Ortega, Rachel Rubin, Eugene Salorio, Pamela Schipani, *Katherina Sorrentino, Robert Stephens, *Jaci Van Heest (Representative, Budget Committee), Shawn Washart (graduate student).

*Senate member (2012-2013).

The Diversity Committee will have met 8 times during Academic year 2012-2013: October 10, November 7, December 5, February 6, March 6, March 27, April 3 and May 1st

In this Academic year, the committee invited several key administrators to be informed on updated Institutional diversity goals and current initiatives.

During our first meeting in October 10, the Committee discussed the most relevant topics and concerns related to Institutional diversity including 1) how to diversify faculty search pools, with especial focus on the current *Hiring Plan*; 2) the potential of developing more stringent criteria to ensure that inclusion of diversity is a priority in faculty searches 3) to increase recruitment and retention of diversity hires; 4) how to institutionalize a mechanism for exit interviews to gather key information to increase retention. Other topics that were discussed included UConn's position on Affirmative Action in higher education based on the Fisher case being evaluated by the Supreme Court.

Guests and Topics

1. Jeff Ogbar, Vice Provost for Diversity

On our second meeting on November 7, we invited the new Vice Provost for Diversity, Jeff Ogbar who discussed at length several initiatives aimed at diversifying faculty and students. The Vice Provost talked about some programs initiated by his office to increase *recruitment* and *retention* of minority students including the *Pipeline Connect* and *SEAL* programs; a very

detailed description of these programs is in the Vice Provost web site. The Vice Provost, in complete agreement with the Diversity Committee, is paying close attention to the faculty hires in the next 3 years and has met with all Schools and Colleges to ensure that they follow “best practices” in terms of diversifying the candidate’s pool. The Vice-Provost also talked about the need to have strong mentoring programs for retention of both faculty and students. Other critical topics that were addressed include the possibility of resubmission of the ADVANCE program to increase retention of women in STEM and the creation of pre-doctoral in-residence fellowships, which will increase the pool for hiring excellent diverse candidates.

2. Dan Weiner, Vice Provost for Global Affairs

The committee met with our recently hired Vice Provost for Global Affairs, Dan Weiner on December 5, 2013. The purpose of this meeting was to learn about strategies that will be implemented by his office to address concerns associated with the recent significant increase in International students. The Committee also wanted to be informed of The Vice-Provost’s new initiatives in the International realm. He discussed major initiatives that his office is trying to implement including *Strategic Global Partnership*, *Growth of Study Abroad* and *Interdisciplinary research and training programs*. Committee members brought up the concern of ensuring that all students independent of race, ethnicity or minority status should have equal opportunity to engage in *Study Abroad*. There was also discussion on *International student recruitment* as well as *International alumni net-working*, *Area studies* and *Global Education Curriculum*. All these initiatives are bound to promote diversity among students and faculty and they will also move forward International studies and collaborations at UConn.

3. Elizabeth Conklin, Associate Vice President, Diversity and Equity

The Committee met with Elizabeth Conklin, Associate Vice President (ODE) on February 6 to discuss at length the most recent Executive Summary of the Affirmative Action Plan, a document that illustrates the distribution of different races and ethnicities across UConn employees, and stratifies them as staff, faculty and Management. Although the document might not reflect our most current racial and ethnic distribution of UConn employees, there was a general concern that diversity has changed $\pm 0.5\%$ in the last 4 years. Elizabeth met with the Committee for 1.5 hours to clarify UConn’s current situation in terms of diversity hires. She indicated that the current search pools lack a strong racial/ethnic representation. When questions were asked regarding retention of diverse faculty and staff, she mentioned that compliance with diversity is just the “floor” and a lot of work is needed to reach the “ceiling”. ODE makes sure that search committees made an effort to recruit a diverse candidate pool. However, the committee’s concerns persist that more stringent criteria should be used to evaluate the “good faith effort” done by search committees. This meeting was very informative and it is clear that both ODE and the Senate diversity committee are in agreement that all efforts to reach diversity goals should be continued since UConn is a long way from achieving these goals.

4. President Susan Herbst

The Committee met with President Herbst on March 27. The central question that the Senate Diversity Committee asked the President was on how the University plans to integrate diversity into the three main current initiatives: *The Hiring Plan*, *The Academic Plan* and *UConn Next Generation*. Regarding the *Hiring Plan*, there were several discussions on the role of Search Committees members on ensuring that search pools are diversified. The President indicated that direct contacts to the top 50 programs from committee members for recruitment of diverse faculty has proven to be effective for reaching these goals. Several committee members brought up the issue of accountability of departments and schools in terms of diversifying search pools and that “a good faith effort” should not be enough. The President asked the committee if ODE should have more stringent criteria and there was a consensus that this would really help in supporting diversity efforts. Another major topic that was brought to the attention of the President was spousal hires. President Herbst indicated that UConn cannot compromise excellence to accommodate spousal hires. However, it is possible to put together resources for spousal hires in circumstances that clearly support excellence and diversity. At this point Vice Provost Jeff Ogbar talked about dues that are currently being paid by the University to Northeastern consortiums to help each other with spousal hires. In terms of the *Academic Plan*, the President supported by Sally Reis encouraged the members of the committee to have active participation in their School’s and College’s Academic Plan committees to be part of the process and ensure a central role for diversity. In terms of *UConn Next Generation*, the President reminded the committee that this initiative has not been approved by the State legislation. However, it is the expectation of the Senate Diversity Committee that if this key initiative is approved, diversity will be a core value; similar to what is expected in the Academic Plan.

5. Richard Schwab, Professor Educational Leadership

Richard Schwab, the Chair of the Academic Plan, will meet with the committee on May 1st. The purpose of this meeting is that the Committee is informed about two main concerns: 1) If there is a plan to re-organize departments in different Schools and Colleges and 2) to propose ideas and strategies to ensure that diversity is a central part of the Academic Plan.

Future Agendas: Overall, this was a very productive year in terms of obtaining direct information from key administrators related to Diversity goals and implementation. We plan for the new Academic year to develop strategies and provide support to the individuals involved in UConn’s diversity efforts.

Senate Enrollment Committee
2013 Annual Report to the University Senate
April 24, 2013

Committee Charge

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

Committee Members (2012-2013) * Senate members **Student representatives

*Robert Yanez, Chair
*Regina Barreca
*Dianne Beer
*Michael Bradford
Lauren DiGrazia
*Michael Ego
Nathan Fuerst
Eva Gorbants
Wayne Locust, ex-officio representative of the Provost
**Anthony Minniti, Undergraduate Student
**Stephanie Naranjo, Undergraduate Student
Mansour Ndiaye
*Carol Polifroni
*Diana Rios
Yuhang Rong
*John Salamone
Susana Ulloa
Mary Yakimowski

April 2012-April 2013 Activities of the Enrollment Committee

The committee met seven times during the current academic year and we are scheduled to meet again on May 1, 2013. Meeting attendance has been healthy throughout the year.

Regular member attendance enhanced discussions, provided up to date information on enrollment and retention, and facilitated discussions on enrollment challenges and enhancements. Two undergraduate students served on the committee.

The committee concentrated its work on several topic areas with invited guests:

a.) Enrollment Overview

- Admissions has moved to document imaging and files are now reviewed electronically
- At the 10 day mark we have: 3115 students at Storrs including 182 international students and 855 transfer students; 1302 at regional campuses including 292 transfer students. Class of 2016 is 26% diverse and a mean SAT score of 1,226.

- More than 30,000 applications were received. A new system was implemented to decrease the number of students on the waiting list from 6000 in prior years to 1200 this year; of these, 800 were admitted to Storrs and 400 offered admission at Regional campus.
- Financial aid and scholarships offers came in within \$100,000 of budget
- 99% of Freshman and 85% of transfer students used the common application which will be the only mechanism for 2013
- This was the first year of the housing deposit
- Establishment of a universal notification admission decision in early March will be reviewed this next year (eliminate early action)
- Examine ways to enhance recruitment of international students using study abroad students and faculty already at local sites
- Lodewick Visitors Center is now a part of enrollment management
- CRM (Constituent Relationship Management) should be on line by June 2013

b.) Retention Efforts~ Registrar's Office

- Verification of incoming cohort
- Check with housing and other entities to identify students who really didn't enroll at UConn (ten needed review, seven never arrived and were withdrawn for this fall)
- Program allows for non-enrolled students seats in classes to be vacated
- Work with degree auditors to account for current students
- Review a list of students who have earned more than 100 credits, but are not enrolled
- Follow-up conducted with students coming off a leave of absence
- Work with dismissed students and work on a plan of return for eligible students
- Check with voluntary student leaves
- Check with students who have courses in shopping cart, but not registered
- Tracking of students who are deployed, deceased, incapacitated, etc. to remove from enrollment
- Follow-up with students who have requested transcripts be sent to other institutions
- Phone campaigns to freshmen have been placed on hold, as students no longer answer their phones
- Coordination occurs between the enrollment offices to confirm student presence on campus
- The campus retention and graduation task force is currently vetting proposals and formulating action plans to enhance retention and graduation efforts

c.) International Center Efforts

- Provided overview of international center, its responsibilities and scope. Emphasized assistance to students in many other areas beyond those related to immigration.
- Discussed programming needs for both students and faculty
- Discussed various workshops provided by IC to the university community
- Provided an overview of lesson plans and discussion topics for the International INTD course
- Discussed prospects regarding mentoring for undergraduate international students

- Discussed coordination of efforts for assistance of international students: mentor programs, Writing Center, language skills (The Speak Test for graduate students)
- Discussed coordinated efforts on campus regarding the retention of international students through integration of learning communities and other community resources

d.) Financial Aid efforts

- Working to make the overall process better known and understood
- Creating more financial support for middle income students
- Students are encouraged to reapply (FAFSA) based on previous years, the process is much more stream-lined, 40% rise in the need to have some students verify or submit additional data
- When necessary continuing students are asked to verify data up front
- The goal is to verify the data of the entering class by the end of March
- Need based program (UConn/State) applications have a priority deadline of March 1 timeliness is important because these programs are budget based
- Federal support is only for the Stafford and the Pell
- The funds available in the Special Circumstances appeal process are less than previous years.
- The overall National debt at graduation is \$26.5K at the UConn the average is \$23.8K, the national loan default rate is 9%, UConn's default rate is 2.3%
- The demand for Work Study has outpaced need. The allocation at UConn has risen from \$1800 to \$2200. A "student to job match" program is in place
- Work study funds not used are recycled back into the system. Updates posted Daily Digest
- There is a new person in place focused directly on employer/student matches and relationships

e.) Learning Communities

- Discussed role of learning communities in academic enhancement and retention
- Discussed residential and non-residential learning communities, and how a major goal is to make our large university seem small
- There has been substantial growth in the learning communities, with more than 2400 students participating (mostly first year students)
- Average SAT for 2012-13 participant is 1,202
- More than 40% of participants identified as students of color
- Participants include 62% in-state, 33% out of state, and 5% International exchange
- 93% retention rate after first year
- Learning communities future development/growth remains to be determined

f.) Global Affairs~ Strategic Plan

- Build sustainable global partnerships in all world regions
- Consider where to invest (scarce) resources, faculty development, examining both bottom-up and top-down processes, and creating partnerships with K-12 schools
- Increase and diversify study abroad experiences
- Study Abroad seeks to broaden geographic reach and diversify the type of students who are travelling (locations and students need to reflect the 21st century)
- Access is a major consideration; any student should be able to study abroad regardless of their socioeconomic status
- Increase international undergraduate student success, a task force will examine support for

international students

- Currently, retention is on-par when compared to domestic students
- Support interdisciplinary research and projects concerned with contemporary global issues
- Global starts here (at home) vs. international perspective (tends to be us/here vs. them/there)
- Improve international alumni networking, strategically invest and involve our UCONN alumni who are living globally
- Increase Global endowments
- Promote faculty programs along with strategic development of Curricula and area studies
- Globalize curricula in order to reflect a developing global mentality
- Possibly create a global studies major/minors that would serve interdisciplinary interests
- Connect global education with campus programming and multicultural initiatives
- Promote Institutional priority to diversify faculty
- Compare our peer/aspirant institutions and how to equalize those rankings when considering domestic ratings versus global ratings
- Develop critical learning outcomes to assess global knowledge

- g.) Eva Gorbants represented the Enrollment Committee on the Retention and Graduation Task Force
h.) Michael Ego represented the Enrollment Committee on the Diversity Committee
I.) Mary Yakimowski represented the Enrollment Committee on G&D

Areas of focus for 2013-2014:

1. Next Generation Connecticut
2. How to meet the immediate and long term needs of an increasing student body
3. Athletics retention and graduation
4. ACES program and Individualized majors
5. Review of national legal proceedings/decisions that impact admissions process

Thank you to all members, guests and presenters for the information shared and discussions held during this past academic year.

Faculty Standards Committee (FSC)

2013 Annual Report to the Senate

Submitted by Preston A. Britner, Chair 2012-2013

Committee Charge

This committee shall continuously review University policies and practices relating to tenure, academic freedom, workloads, rank and promotion, remuneration, retirement, and other matters affecting the faculty and shall propose any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations on these matters.

(<http://senate.uconn.edu/faculty.htm>)

Committee Members (2012-2013) *Senate members

*Preston Britner, Chair; *Mark Aindow; *Reda Ammar; *Lawrence Armstrong; *Marysol Asencio; *Mark Boyer; Shilpa Kolli, Undergraduate Student; *Allison Mackay; *Nancy Naples; *Cheryl Parks; *Felicia Pratto; Girish Punj; Sally Reis, ex-officio representative of the Provost; *Robert Ricard; *Carolyn Teschke; Cheryl Williams; *Michelle Williams; Danielle Wong, Graduate Student

Issues Before and Activities of the FSC (2012-2013)

PTR Forum

The annual PTR forum was held on April 12, 2013. The forum was well attended and well received.

Emeritus Status

After two years of review and coordination, the FSC and the UCHC *Ad Hoc* Committee on the Granting of Emeritus Status both unanimously approved proposed changes to the University By-Laws, Article XIV (The University Staff), Section K, on Retirement. The changes are proposed so as to: clarify who is eligible for emeritus status; define the pathways (i.e., mechanisms) for approval; and, align the practices at UCHC and the rest of the University. The language now goes to the Senate and (if approved) the Board of Trustees.

Transition to New Student Evaluation of Teaching (SET) Form and Online System

The FSC had a number of discussions about the implementation of the new SET form, which was developed over the course of several years and approved by the Senate in November 2010. Over the past few years, the FSC had debated the relative pro and con positions of moving from a paper to an online reporting system (which is now used at most universities). This year, the University was forced to make a move to an online system due to vendor issues, but also with an eye to reducing costs, being "green," and faster reporting. The FSC brought forward a number of concerns regarding implementation, including access to devices for student use, the "open" time frame for data input, privacy, and the timing and format of reporting of data.

After piloting in Fall 2012, the new SET is now in use for Spring 2013, with both the new form and the online submission and reporting system. The FSC and the Senate Executive Committee leadership worked with the administration and the Office for Institutional Research and Effectiveness (OIRE) on the development of information (FAQs), trainings, and announcements to students, staff, and faculty. Because of the transition to an online system, the FSC recommends that instructors allow class time on an announced date for the SETs as one option for student participation.

Policies Reviewed

- University of Connecticut Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships (draft policy; 3/5/2013).
- Provost's Annual Report (draft; April 2013) data fields; proposed changes were viewed as clarifications and helpful to reporting through HuskyDM, and not substantive.

Other Matters

In October 2012, in response to OIRE concerns about inappropriate use of SETS, the Committee unanimously approved (in October 2012) a statement reiterating that instructors should follow the proper procedures for administration.

Committee member Bob Ricard led a discussion of PTR procedures. The FSC expressed a concern to the administration re. an equivalent opportunity for a Section Two narrative on Service (parallel to Teaching and Scholarship).

In November 2012, Vice Provost Sally Reis briefed the Committee on voluntary Faculty Development/Teaching Improvement Plans. Desmond Mccaffrey (Instructional Design & Development) shared information about Intellectual Property and On-line Courses, the MOU between AAUP and UConn, as well as the agreement we are currently operating under with faculty who develop online courses through eCampus (<http://www.ecampus.uconn.edu/documents/IntellectualPropertyAgreement.pdf>), and other intellectual property links (<http://resource.uconn.edu/intellectual/index.html>).

In January 2013, Committee member Reda Ammar shared a number of examples of "workload policies" from other universities and led us in a discussion of their models and motivations. The FSC decided to seek input from colleagues, review UConn School and College examples, and then decide on next steps.

In March 2013, the FSC met re. the Committee's charge with two new members of the University community: Jim Wohl, University Ombudsperson; and, Mike O'Neill, Associate Dean (of CANR) for Outreach Education and Public Service, and Associate Director, Cooperative Extension System.

In April 2013, the Committee will discuss concerns related to automatic FMLA clock stoppages and sharing of personal data with HR. [In Fall 2012, Committee member Allison Mackay and Vice Provost Sally Reis responded to an earlier discussion on the matter by disseminating current policies.]

General Education Oversight Committee

Report of Activities AY 2012–2013

Introduction

The General Education Oversight Committee (GEOC) consisting of chairs and co-chairs of ten GEOC Subcommittees—Content Areas 1 (Arts & Humanities), 2 (Social Sciences), 3 (Science & Technology), 4 (Diversity and Multiculturalism/Intl); Competencies: W, Q, Second Language, Information Literacy, Computer Technology); and Assessment; and three ex-officio members (the directors of the W and Q Centers and a representative of the Senate C&CC), one of which has also served as subcommittee co-chair, continues to function well. The current general education program has been implemented for six years. A substantial number of general education course are in place and the total is approaching steady-state.

The general education program must remain rigorous and innovative, while incorporating changing pedagogy and uses of technology, and also continuing to adjust to the changing needs of students and society. Therefore, new or revised Gen Ed courses will be proposed for years to come while some of the current Gen Ed courses may rarely be offered or will be dropped from the Gen Ed program altogether.

Four courses that proposed to simultaneously meet the guidelines of multiple content areas* were awarded funding by the review committee for the Provost's General Education Course Enhancement Grant Competition in 2011. However, none of the four courses awarded funding in the 2012 Provost's Competition were multiple content area courses.

Of the six courses awarded in 2011, three were offered in the 2012-2013 AY (two existing and one new). One of the courses not currently being offered has been passed through the GEOC and is in final stages of review with the Senate C&C Committee before it is sent to the University Senate.

Of the four courses awarded in 2012, three existing ones were offered in the 2012-2013 AY, while the one new proposal is currently being considered by the Senate C&C Committee.

The GEOC continues to review and approve new and revised general education courses, but its attention is increasingly devoted to developing tools to assess the effectiveness of the overall general education program, monitor its implementation, and insure that very high quality is maintained. This report summarizes both operations of the program and activities of the GEOC during the current academic year.

**NOTE: Multiple content area courses are those that include two or more content areas in 1 through 3; content area 4 does not count a course being considered "multiple content area."*

General Education Course Approvals

The general education curriculum continues to mature and now contains 351 content area courses (5 more than last year) and 508 skill code courses (14 more than last year). Growth in the total number of courses has increased slightly; additionally, a number of courses are revised every year. As of April in the AY 2012-2013, 38 proposals were received, resulting in the addition of 7 new courses to the curriculum; 5 existing courses being revised; and 1 course dropped from the curriculum. Twenty-five of the 38 proposals are still in the review process, many of them GEOC-approved courses that have not yet reached review by the Senate.

The breakdown of courses approved by the Senate by content area and competency is given in Table 1. Since some courses are included in more than one category, the totals are less than the sum of the individual categories.

Table 1. *Numbers of courses now approved for the general education curriculum (as of November 26, 2012 Senate meeting). The first three columns count each course listing, while the last three columns count cross-listed courses as one course.*

Content Area/Competency	1000-level courses	2000+level courses	Total # of courses	1000-level courses (noncross)	2000+level courses (noncross)	Total # courses (noncross)
CA1 Arts and Humanities	83	91	173	76	82	158
CA2 Social Sciences	49	16	65	48	15	63
CA3 Science and Technology	59	4	63	53	4	57
CA4 Diversity & Multiculturalism	76	130	206	67	98	165
*Total content area courses	200	201	400	184	167	351
Quantitative	45	33	78	45	33	78
Writing	26	426	452	26	406	432
Total skill courses **	71	457	528	71	437	508

* totals are less than the sum of content area courses as 107 [92-NC](1000-level= 67[60]; 2000+level=40 [32]) CA4 courses are also CA1, CA2 or CA3. There are 99 [73] (1000-level= 9 [7]; 2000+level= 90 [66]) CA4 courses that are ONLY CA4 or CA4INT.

** totals are less than the sum of skill courses as 2 (2000+level) courses are Q and W.

Overall total of courses in the GenEd curriculum are less than the sum of the CA/skill categories as many Content Area courses are also skill courses.

The GEOC also reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). The breakdown of these reviews since 2005, including 2 submitted this year, is given in Table 2. Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the Gen Ed objectives of a given course can be maintained in the shortened course format. GEOC has collected faculty reports on provisionally approved intersession courses offered more than 2 times in a condensed format and uses this information to determine whether a course should be re-categorized to “fully approved.”

Table 2. *General Education Courses Reviewed for Intensive Session Teaching 2005–2012*

Course disposition	
Approved	57
Provisionally approved	6
Rejected	8

General Education Program Implementation

The number of General Education course offerings on all UConn campuses declined at a very slow rate during the previous three years: 2,087 courses (1,034+1,053) in Fall and Spring 2008-09, 2,073 (1,015+1,058) in Fall and Spring 2009-10, and 2,030 (1,000+1,030) in Fall and Spring 2010-11. (see numbers at the bottom right in Tables 6a and 6b). However, this trend reversed during the past two years: 2,109 (1,042+1,067) in Fall and Spring 2011-12 and 2,264 (1,105+1,159) during Fall and Spring 2012-13. At the same time, the General Education courses that are taught are increasing in size. Tables 3 (F 2012) and 4 (S 2013) show the breakdown of course sections and enrollments by General Education category and campus. The individual sections counted in Tables 3, including subsections, indicate 5913 (3129+2784) course sections compared to 5,306 (2,744+2,562), (4,893 (2,528+2,365) and 4,715 (2,452 + 2,263) for the previous three years. Since some Gen Ed courses are included in more than one Content Area, the actual total of Content Area offerings is a bit lower

than the number shown in Tables 3 and 4. The same goes for the actual total of the overall Gen Ed offerings since some Content Area courses are also listed as W or Q courses.

Although the tables appear to show an annual total enrollment of 120,556 (63,035+57521), some of the courses and respective enrollment were counted for two Content Areas, if one was CA4, and also for a Competency (Q or W). The actual physical seats taken in AY 2012–13 were 93,547 (48,794 in Fall 2012 and 44,753 in Spring 2013) a 3.2% decrease over 2011-12. Overall, the capacity of offerings in all categories seems adequate to meet the needs of our undergraduate population (annual admissions of approximately 3,100+ students at the freshman level on the main campus).

Table 3. Fall 2012 General Education courses (Seminar/Lecture sections) offered ["Course"], subsections (Discussion/Lab sections) offered ["SubSec"] and enrollment ("EnrTot") by campus and category. Total enrollment was calculated for Lecture/Seminar sections only and does not double-count enrollment for subsections. Courses with zero enrollment have not been counted.

Note: Actual Physical Seats are 48,794. The higher 63,283 figure is due to courses that have multiple gen ed attributes and cross-listed courses.

Campus	AVPT			HTFD			STMFD			STORR			TORR			WTBY			All Campuses		
GenEd category	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot
Arts and Hum	21	1	541	37		960	23	1	645	130	183	8,997	12		155	25	1	645	248	186	11,943
Social Sciences	24		626	31		1048	24		852	92	163	8,319	6		141	19		612	196	163	11,598
Sci and Tech	4		105	7	4	282	8		279	22	85	2824	1	1	33	4	2	208	46	92	3,731
Sci and Tech Lab	11	20	339	15	58	640	9	17	280	45	367	4964	3	4	77	7	13	283	90	479	6,583
Div and Multi	9	1	142	19		306	15		317	63	44	2561	10		133	9		189	125	45	3,648
Div and Multi Int	13		381	14		448	11		348	66	84	4854	4		65	9		262	117	84	6,358
Total CA	82	22	2134	123	62	3684	90	18	2721	418	926	32519	36	5	604	73	16	2199	822	1,049	43,861
Quantitative	21	13	520	34	49	1168	26	13	750	170	470	10,563	8	5	159	19	8	577	278	558	13,737
Writing 100 level	3		53	7		127	1		17	25	9	630	1		12	2		37	39	9	876
Writing 200 level	3		45	4	1	53	5	1	92	38	63	1218	2	1	27	4		64	56	66	1,499
Total Writing	11		163	20	1	293	19	1	312	243	109	4449	6	1	68	11		152	310	112	5,437
Total GenEd	114	35	2817	177	112	5145	135	32	3783	831	1505	47531	50	11	831	103	24	2928	1410	1719	63035

Table 4. Spring 2013 General Education courses (Seminar/Lecture sections) offered ["Course"], subsections (Discussion/Lab sections) offered ["SubSec"] and enrollment ("EnrTot") by campus and category. Total enrollment was calculated for Lecture/Seminar sections only and does not double-count enrollment for subsections. Courses with zero enrollment have not been counted.

Note: Actual Physical Seats are 44,753. The higher 57,521 figure is due to courses that have multiple gen ed attributes and cross-listed courses.

Campus	AVPT			HTFD			STMFD			STORR			TORR			WTBY			All Campuses		
GenEd category	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot	Course	SubSec	EnrTot
Arts and Hum	17	1	423	35		884	21	1	639	130	164	8,347	10		180	22	1	542	235	167	11,015
Social Sciences	19		587	31		1028	21	1	725	80	170	7,932	6		121	20		626	177	171	11,019
Sci and Tech	5		148	7		270	5		169	22	28	2063	1		25	3		139	43	28	2,814
Sci and Tech Lab	8	13	244	11	24	502	10	13	261	44	302	4318	4	5	75	7	13	278	84	370	5,678
Div and Multi	6	1	140	14		346	11		264	59	47	2654	4		48	12		229	106	48	3,681
Div and Multi Int	9		256	14		416	12		380	57	52	4215	3		58	11		335	106	52	5,660
Total CA	64	15	1798	112	24	3446	80	15	2438	392	763	29529	28	5	507	75	14	2149	751	836	39,867
Quantitative	20		477	31	19	938	25	8	651	148	387	8,850	7	4	123	18	9	513	249	427	11,552
Writing 100 level	3		58	9		164	2		36	27	1	515	2		42	4		74	47	1	889
Writing 200 level	2		35	5	1	83	5	3	83	40	55	1309	0		0	6	1	82	58	60	1,592
Total Writing	8		115	24	1	364	21	3	323	364	72	4915	7		93	20	1	292	444	77	6,102
Total GenEd	92	15	2390	167	44	4748	126	26	3412	904	1222	43294	42	9	723	113	24	2954	1444	1340	57521

The enrollment data also allows the calculation of average enrollment in General Education courses in each category. The averages have barely changed since last year. In Table 5, only non-subsection portions of classes are counted as classes. Courses that were listed in the Schedule of Classes but then had zero enrollment are not counted. The average of 2000+ level W courses is distorted by the fact that independent study and senior thesis W courses (often having an enrollment of only 1–3 students as opposed to the usual enrollment of 19 per W section) are included in the course count. By contrast, the average class size of W courses at Storrs (and by extension all campus) is shown to exceed the 19 student limit because some W courses have enrollments of up to 344 students in their lecture/seminar sections; the students are then broken into discussion sections of 19 where they received their writing instruction. The exclusion of subsections (e.g. labs) also accounts for the large class size average in the CA3 courses. Traditionally, larger lectures are more likely to be found in Storrs than at the regional campuses. Enrollment statistics for each semester further indicate that W-sections tend to fill up to but rarely exceed the cap of 19 students. With very few exceptions, departments and instructors have respected this cap.

A continuing concern is whether enough seats in W classes are available for students to enroll in a “writing in the major” course and a second W class within eight semesters that may also include a semester abroad. There are a number of opinions but very few facts on this issue. The GEOC will attempt to work with the Office of Institutional Research and the Registrar over the summer to develop empirical evidence on this issue.

Table 5. Average class size for General Education classes, 2012-2013

Note: Individual subsections of courses (discussion sections, labs, etc.) are NOT counted as separate classes. Numbers reflect only credit-bearing portions of courses. Courses with zero enrollment have not been counted. The average of 2000+ level W courses is distorted by the fact that independent study and senior theses W courses are included in the course count.

Campus	Storrs	All Regionals	All Campuses
GenEd category			
Arts and Hum	67	25	48
Social Sciences	94	32	61
Sci and Tech	111	37	74
Sci and Tech Lab	104	35	70
Div and Multi	43	19	32
Div and Multi Intl	74	29	54
Total Cont Area	77	28	53
Quantitative	61	28	48
Writing 1000-lev	22	18	20
Writing 2000+ lev	32	16	27
Total Writing	16	15	16
Total GenEd	52	27	42

Note: AY11–12 totals nearly the same as AY10–11 and AY09–10.

The Senate-approved General Education Guidelines recommend that most general education courses be taught by full-time faculty. In AY 2012–2013, this was true for approximately 49-52% (depending on the semester) of all Gen Ed courses (see Tables 6a and 6b). This is a comparable to last year (AY 2011-12) when 49–53% of courses were taught by full-time faculty, as well as AY 2010-11 (49-51%) , although less than AY 2009-10 (54-57%). Full-time faculty taught just under one-third of general education courses at the regional campuses and 61-63% of courses at the Storrs campus, up from 60% in Storrs last year. However, the category of full-time faculty includes non-tenured and non-tenure-track lecturers and Assistant Professors in Residence (APiRs). The latter are hired on contracts for up to three years and often report feeling overwhelmed by their teaching loads of seven courses per year. While adjunct instructors and GAs may be extremely competent teachers, they are

likely to be less integrated into the teaching mission of the institution and require and deserve support and supervision to ensure maintenance of teaching standards and fulfillment of courses goals.

Since class sizes and credit loads vary, it was also of interest to compare these teaching contributions on the basis of student credit hour production (Tables 7a and 7b). While this does not influence the data much at the regional campuses, the number of students taught by faculty at the Storrs campus rises significantly, because faculty tend to teach the larger classes. When all faculty ranks are considered, faculty teach more than two thirds of students' general education programs at Storrs (almost 72% in the Fall 2012).

Table 6a. *General Education classes by instructor rank at each campus Fall 2012 (% of total)*

Note: Only the credit bearing portion of courses is counted for the figures below.

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. faculty	Total Courses
Avery Point	17.6	0.0	5.9	2.4	25.9	57.6	9.4	7.1	74.1	85
Hartford	8.8	11.8	2.2	4.4	27.2	56.6	14.7	1.5	72.8	136
Stamford	7.7	25.0	7.7	1.0	41.3	51.0	6.7	1.0	58.7	104
Torrington	5.4	5.4	5.4	10.8	27.0	73.0	0.0	0.0	73.0	37
Waterbury	11.0	9.8	1.2	8.5	30.5	56.1	13.4	0.0	69.5	82
All Regionals (avg)	10.4	11.7	4.3	4.5	30.9	56.8	10.4	2.0	69.1	89
Storrs	21.3	16.5	18.6	4.7	61.1	13.3	22.8	2.7	38.9	661
All campuses	16.9	14.6	12.9	4.6	49.0	30.8	17.8	2.4	51.0	1105

Table 6b. *General Education classes by instructor rank at each campus Spring 2013 (% of total)*

Note: only the credit bearing portion of courses is counted for the figures below.

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. faculty	Total Courses
Avery Point	10.8	4.1	6.8	2.7	24.3	64.9	8.1	2.7	75.7	74
Hartford	7.2	5.6	4.0	3.2	20.0	62.4	16.8	0.8	80.0	125
Stamford	7.1	21.2	11.1	2.0	41.4	52.5	5.1	1.0	58.6	99
Torrington	12.5	3.1	3.1	15.6	34.4	65.6	0.0	0.0	65.6	32
Waterbury	18.1	9.6	2.4	9.6	39.8	48.2	12.0	0.0	60.2	83
All Regionals (avg)	10.4	9.7	5.8	5.1	31.0	57.9	10.2	1.0	69.0	83
Storrs	18.2	19.6	21.2	4.0	63.0	12.9	21.7	2.4	37.0	746
All campuses	15.4	16.0	15.7	4.4	51.6	28.9	17.6	1.9	48.4	1159

Table 7a. *General Education credit hour production by instructor rank at each campus Fall 2012 (% of total)*

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. fac.	Total Credit Hours
Avery Point	12.0	0.0	6.5	7.0	25.5	57.9	9.7	6.9	74.5	6624
Hartford	14.6	11.2	1.9	3.6	31.3	52.3	14.4	2.1	68.7	12,843
Stamford	9.4	24.2	8.8	1.1	43.5	48.5	7.1	0.8	56.5	9615
Torrington	3.3	10.3	3.9	9.2	26.7	73.3	0.0	0.0	73.3	1992
Waterbury	10.7	12.5	4.8	8.3	36.3	51.1	12.6	0.0	63.7	7595
All Regionals (avg)	11.5	12.7	5.1	4.8	34.1	53.2	10.7	2.1	65.9	7734
Storrs	28.7	14.9	19.7	8.6	71.9	14.3	11.0	2.8	28.1	118,961
All campuses	24.5	14.4	16.1	7.7	62.6	23.9	10.9	2.6	37.4	157,630

Table 7b. *General Education credit hour production by instructor rank at each campus Spring 2013 (% of total)*

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. faculty	Total Credit Hours
Avery Point	10.0	1.5	8.9	6.5	26.8	62.8	8.2	2.1	73.2	4445
Hartford	10.5	5.9	3.9	1.6	22.0	57.8	18.6	0.9	77.3	8991
Stamford	7.9	19.1	10.3	2.3	39.6	52.8	6.9	0.8	60.4	5192
Torrington	9.5	5.5	1.8	11.7	28.6	71.4	0.0	0.0	71.4	1280
Waterbury	16.2	12.1	4.4	10.2	42.8	46.2	11.0	0.0	57.2	4128
All Regionals (avg)	10.9	9.6	6.3	4.9	31.7	55.8	11.5	0.8	68.1	7062
Storrs	25.2	14.0	19.2	8.4	66.8	16.9	13.8	2.5	33.2	35,759
All campuses	21.7	12.9	16.0	7.5	58.2	26.5	13.2	2.1	41.8	59,795

General Education Course Substitutions

According to the General Education Guidelines, schools and colleges have the explicit authority to make substitutions to the requirements for individual students admitted to the respective school or college. The Registrar's office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year. These numbers are relatively small (just over 200 in AY 2012-13) relative to the numbers of general education courses taken, and this number has still been declining (267 in AY 2011-11 and 317 in AY 2010-11). Some colleges did see slight increases, including 48 substitutions for AGNR, but many saw significant declines. ACES and CANR both declined by 100%, losing 4 and 51 substitutions respectively. CLAS declined about 35% from 124 to 80; CTED declined 62% from 26 to 10; and FNAR declined 57% from 21 to 9.

Table 8. *Substitutions to the General Education Requirements by School or College*

	# subs
ACES	0
AGNR	48
CANR	0
BUSN	23
CLAS	80
CTED	10
EDUC	9
EGBU	0
ENGR	17
FNAR	9
NURS	20
PHAR	3
Total	219

Note: All but the following schools saw a decrease in substitutions: AGNR, BUSN, ENGR, NURS and PHAR

Table 9. *Substitutions to the General Education Requirements by Category*

Category	Substitutions	Substitutions 2011-12
CA1	26	24
CA2	15	24
CA3	6	48*
CA3-LAB	26	
CA4	47	118*
CA4-INT	39	
Q	5	10
W	24	28
Second Language	28	15
Sub for ENGL 1010	2	
Total	219	267

*Includes both CA3/CA3-LAB and CA4/CA4-INT numbers respectively

Substitutions for transfer students at the time of admission for courses transferred in that are not a match of existing University of Connecticut courses are potentially a much larger number than the number processed for already enrolled students.

Another source of general education credits is through the Early College Experience program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. Over eight thousand students are enrolled in Early College Experience courses, and a substantial fraction of those students will enroll at the University of Connecticut. A few students take as many as three semesters of University of Connecticut course credits while still in high school.

Because many Early College Experience courses also are general education courses, the GEOC chair accepted a position on the Early College Experience Program advisory board. The numbers provided below by ECE are the cohort of students who were part of UConn ECE Fall 2011-Spring 2012 and matriculated to UConn Fall 2012. For that reason it is almost certain that these numbers are below the actual numbers of GEOC seats successfully taken.

Table 10. *ECE transfers into General Education Requirements by Category - Fall 2012*

Category	Substitutions granted
CA1	200
CA2	147
CA3	87
CA3-Lab	458
CA4	8
CA4-Intl	15
Content Area Total	915
Q	810
W	26
Competency Total	836
Grand Total	1,751

The GEOC and the Early College Experience Program Advisory Board also plan to work with the Office of Institutional Research to evaluate how well students who meet general education competency course requirements while in high school do in more advanced courses taken after matriculation at the University compared to students whose requisite courses are taken on University of Connecticut campuses.

Provost's General Education Course Competition

The annual General Education Course Enhancement Grant Competition is designed to promote the ongoing enhancement, innovation, improvement, and academic rigor of the content and teaching of UConn's General Education curriculum. Since 2004, this grant program has tremendously enriched UConn's General Education program and simultaneously the overall undergraduate program.

In Spring 2012, the Provost's General Education Course Enhancement Grant Competition was held for the ninth time. A total of seven proposals were received and four of those were funded (two fewer than in 2011 year).

The number of successful proposals for the Provost's General Education Course Enhancement Grant Competition has declined in recent years. So, this spring the GEOC voted to review the goals and implementation of the competition and defer the next competition until Fall 2013.

The primary objective of the Provost's Competition is improvement in the quality of general education. While the competition will continue to encourage innovative new course proposals, especially cross-disciplinary proposals that span multiple content areas, the GEOC proposes a new emphasis on improving the quality of large enrollment general education courses, especially those that include many sections.

The GEOC proposes that the maximum grant available for a successful proposal be raised to \$15,000 from the \$10,000 that has not been augmented since the inception of competition. The GEOC also believes that, given the number of proposals submitted in recent years, it may make sense to hold the competition every two years instead of annually.

Table 11. 2012 Courses developed through the **support of the Provost's Competition** by Gen Ed category

Category	Grants Funded 2004-2011	2012 Winners
CA1	30	
CA2	17	
CA3	11	3
CA4	36	
Q	9	1
W	19	
Sec Lang	1	
Totals	76	4

Note: the "Totals" row figures represent individual grant projects funded. These totals are less than the sum of each category as many courses have multiple gen ed attributes.

Oversight

Part of GEOC's mandate from the Senate is "monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate" (*General Education Guidelines*). As reported last year: "GEOC has developed a smaller-scale recertification plan and opted for a staggered and sample approach that would still allow monitoring the quality of the Gen Ed program and help stimulate departmental conversations about the purpose and quality of their Gen Ed offerings. Thus, a sampling of courses - rather than all Gen Ed courses - will need to be recertified in an overall recertification process that is spread over a five-year cycle."

This year, the GEOC intended to implement this plan. However, the promotion of GEOC's administrator and the search for a replacement has delayed this project until Fall 2013.

The Assessment Subcommittee has noted that “monitoring the quality” of courses is closely linked to assessment, and that what the proposed survey instrument is designed to do is inquire whether a course, as taught, is aligned with (that is corresponds to) the course objectives and general education guidelines it proposed to deliver when it was approved. The plan is to obtain information about the delivery of content area and competency course categories rather than to reapprove (or not) the general education offering status of individual courses. Hence, the term “recertification” is not an accurate description of what is proposed. Therefore, this monitoring program has been renamed the alignment survey.

In parallel with the plan to gather data on how courses are being taught, the GEOC continues the ongoing effort to develop assessment tools designed to reveal whether what students learn from the courses they select achieves goals that are the purpose of general education.

Alignment Survey

The GEOC contracted with University Information Technology Services to develop a flexible online survey to gather information about sampled courses. The survey asks open-ended questions about the relationship between the course content and delivery and both the overall general education guidelines and also the specific guidelines for the content areas and competencies that a course is approved for. The survey also includes the current draft of learning outcomes (that continue to be refined) for the content areas and asks whether the course contains any exam questions, projects, or written assignments intended to measure whether students have achieved these outcomes. The current survey does not ask for the results of general education measures; it only asks whether some form of measurement is attempted. In 2011, GEOC conducted a pilot survey with three departments. After the pilot, the survey was revised and is ready for a regular program of surveys beginning next fall.

Between 12 and 17 departments that offer general education courses will be selected each year to participate in the general education alignment survey. A sample of courses offered by each participating department will be selected to include:

- The general education course with the largest enrollment
- At least one example of each content area and competency offered
- At least one example of a course offered at a regional campus

Random sampling will be used for content areas and competencies that are represented in multiple courses offered by the department (two courses will be sampled and the department will be asked to choose one of the two). We also will be asking departments separately to review their information literacy offerings. Information literacy is an important component of general education, but it generally is not associated with a single departmental course and often is incorporated into courses that are not otherwise identified with general education.

The cumulative data gathered from departmental samples will permit the GEOC to report on the extent to which general education courses collectively continue to be consistent with the guidelines that were the basis for their approval as general education offerings. Courses approved for content area one, Arts and Humanities, and content area four, Multiculturalism and Diversity both require satisfying one of five possible guidelines. Once enough departments have been surveyed, it will be possible to report what fractions of courses in these contents areas focus on each of the possible guidelines.

The survey is oriented toward evaluating content areas and competencies, and a question of interest is this: “To what extent does the teaching of general education courses, especially those approved several years ago, continue to conform to the description and justification in the approved course action request?” Should the survey reveal that a surveyed course is diverging from the general education guidelines, the GEOC will work with the department and faculty to restore the course to the proper alignment. Nevertheless, the implications of

this question are large. If it appears that a large fraction of general education courses have diverged from the guidelines, then the process of reviewing general education courses, the resources devoted to oversight, and possibly the structure of the general education program itself would have to be reconsidered.

Assessment

Efforts continue to develop methods to measure general education learning outcomes specific to the intent of content area and competency courses. Content area one has not progressed as far as the other three. Last year the CA1 co-chairs conducted interviews with instructors of a range of arts and humanities courses similar to the interviews previously conducted for the other content areas, and completed the first stage of specifying learning outcomes. This year a similar interviewing process is being applied to assess a number of liberal arts and humanities courses taken by students in a variety of majors to determine how and where they addressed these CA1 learning outcomes in their courses and the extent to which they assess whether students achieve these objectives.

This year the GEOC took a pause in assessing writing competency at the department level. We expect to resume that effort in the summer of 2014. During last year and this, the quantitative competency committee reviewed a Web-based, artificially intelligent assessment and learning system known as ALEKS. ALEKS is a promising tool for verifying students' preparation for calculus courses and providing some remedial support for students who are weak in some mathematical skills required for success in calculus courses. ALEKS is being implemented by the MATH Department and potentially can make our offerings of quantitative courses more cost effective and may have some capacity for assessing achievement of quantitative competency.

Once a number of faculty are using assessment tools in general education courses, the GEOC will offer workshops to gauge how these efforts are working and how much confidence there is that the assessment measures represent learning outcomes that are aligned with general education guidelines. The GEOC will then be in a position to ascertain whether general education is succeeding as envisioned and what adjustments in the program might be warranted.

GEOC Committee Members 2012–2013 Academic Year

Murphy Sewall, Chair ('13)	MKTG
Thomas Abbott ('14)	ECE/BIO
John Ayers (Fall '12)	ECE
Rosa Helena Chinchilla ('13)	MCL
Thomas Deans (W Center Director, ex officio)	ENGL
Francoise Dussart ('14)	ANTH
Kailee Himes (Undergraduate Representative)	CLAS
Richard Jones ('14)	PHYS
Peter Kaminsky ('14)	MUSC
Nicholas Leadbeater ('14)	CHEM
Thomas Long ('14)	NURS
Wally Madych ('14)	MATH
Thomas Meyer ('14)	NRE
Laurent Michel ('14)	CSE
Stephanie Milan ('14)	PSYC
Olivier Morand ('14)	ECON
Gustavo Nanclares ('14)	MCL
Linda Neelly ('14)	NEAG/MUSI
Xae Alicia Reyes ('13)	EDCI
Thomas Roby (Q Center Director, ex officio)	MATH
Eric Schultz (Senate C&CC, ex officio- Fall 2011)	EEB
Noah Sharpsteen (Graduate Representative)	COGS
Sarah Winter ('13)	ENGL
Michael F. Young ('13)	EPSY
Anabel Perez (Administrator – Fall)	
Karen Piantek (Administrator – Spring)	

GEOC Subcommittee Members 2012-2013 Academic Year***Arts and Humanities***

Peter Kaminsky, Co-Chair
 Francoise Dussart, Co-Chair
 Gustavo Nanclares
 Jonathan Hufstader

Social Sciences

Stephanie Milan, Co-Chair
 Olivier Morand, Co-Chair
 David Atkin
 Linda Lee
 Charles Venator

Science and Technology

Thomas Abbott, Co-Chair
 Thomas Meyer, Co-Chair
 Adam Fry

Diversity and Multiculturalism

Linda Neelly, Co-Chair
 Xae Alicia Reyes, Co-Chair
 Mary Ellen Junda
 Jason Irizarry
 Noah Sharpsteen (student rep)

Computer Technology

Laurent Michel, Co-Chair
 Richard Jones, Co-Chair
 Kim Chambers
 Steven Park
 Andrew DePalma
 Katherina Sorrentino

Assessment

Murphy Sewall, Chair
 H. Jane Rogers
 Felicia Pratto
 Desmond McCaffrey

Information Literacy

Sarah Winter, Co-Chair
 Michael F. Young, Co-Chair
 Shikha Sharma
 Andrea Hubbard
 Carolyn Lin
 Susanna Cowan

Second Language

Rosa Helena Chinchilla, Co-Chair
 Gustavo Nanclares, Co-Chair
 Brian Boecherer
 Kenneth Fuchsman
 Barbara Lindsey
 Rajeev Bansal

Quantitative

Wally Madych, Co-Chair
 Nicholas Leadbeater, Co-Chair
 Jennifer Tufts
 Thomas Roby
 James Cole
 David Gross

Writing

Tom Deans, Co-Chair
 Tom Long, Co-Chair
 Douglas Kaufman
 Kathleen Tonry
 Mark Brand
 Michael Mei (student rep)

University Senate Scholastic Standards Committee

Annual Report to the Senate

April 29, 2013

Committee Charge: “This committee shall prepare legislation within the jurisdiction of the Senate concerning those scholastic matters affecting the university as a whole, and not assigned to the Curricular and Courses Committee, including special academic programs, the marking system, scholarship standards, and the like. [. . .] This committee shall include two undergraduate students and one graduate student” (By-Laws, Rules and Regulations of the University Senate).

The Senate Scholastic Standards Committee (SSSC) tries to meet bi-weekly during the academic year. This past year the committee was charged with a number of matters that require lengthy and careful deliberation. As a result most of this report will address issues in process.

Actions completed:

The SSSC endorsed seven changes to the Student Conduct Code that were then approved by the Senate in December.

Formalized the process for students seeking multiple readmissions to the University; presented at the Senate meeting on March 25, 2013, to be voted on at the Senate meeting April 29, 2013.

Developed a new section of the bylaws to define “readmission” in order for the same procedures to be followed for both initial admission to the University as well as

Issues under discussion:

The “bunched finals” policy was developed to include all forms of final assessments not only traditional exams. This item should be ready for a full Senate vote early in the Fall 2013 semester.

Met with Julia Yakovich of the Service Learning Program to consider a “Service Learning” code designation for courses.

Discussed the development of a policy requiring a course syllabus for each course offered at the University.

The SSSC discussed the need for a bylaws change to include the process of grade appeals for courses designated INTD and UNIV; this was presented to the SSSC from the UICC; the UICC had to reconsider the policy and it has not been formally returned to the SSSC for consideration as of the end of the year.

A question rose during the prior academic year as to the appropriateness of courses taken in Study Abroad programs being treated as in residence courses, and thus having both course

credits and grades transferred into students' records. This item is still to be considered by the SSSC.

Respectfully submitted,

Lawrence Gramling, Chair

Aidali Aponte-Aviles (Graduate student representative)

Kim Chambers

Robin Chazdon

Joseph Crivello

Lauren DiGrazia

Gay Douglas

Gerald Gianutsos

Johann Peter Gogarten

Douglas Hamilton

Dorothes Hast

Katrina Higgins

Richard Hiskes

Margaret Lamb

Jennifer Lease-Butts (ex-officio, representative from the Provost's Office)

Jill Livingston

Thomas Recchio

Holly Wonneberger (Undergraduate Representative)

**Annual Report of the Student Welfare Committee
Submitted to the University Senate, April 15, 2013**

Committee Charge:

This committee shall review the conditions that contribute to the academic success, personal development and well-being of students, including available forms of financial aid. It may seek the opinion of the Senate on such matters and make recommendations. The committee shall include one graduate student and two undergraduate students.

Committee Membership, 2012-2013

*Lawrence Goodheart, Chair
Kevin Alvarez, Undergraduate Student
John Armstrong, ex-officio representative of the Provost
Karen Bresciano
Leonard Cannon, Undergraduate Student
Kim Chambers
Susanna Cowan
*Teresa Dominguez
Ian Gutierrez, Graduate Student
*Sharon Harris
Kelly Kennedy
*Kathryn Libal
*Joseph Madaus
*Dennis McGavran
Corina Morris
Morty Ortega
*Kathleen Sanner

*Senate member 2012/2013

Report of Activities:

During the 2012-2013 academic year, the Student Welfare Committee met with constituents across the University during eight monthly meetings from September to April.

Summary of Monthly Meetings:

September 14, 2012

Final Assessment and Bunched Finals

Kim Chambers explained the complicated history of the present policy of final assessment and bunched final exams that have the potential for conflicts for students. Karen Bresciano added that the Office of Student Services & Advocacy has suggested revisions in the policy that Interim Vice-Provost for Academic Affairs Sally Reis is currently reviewing. Karen recommended that our committee await Reis's evaluation before proceeding with the issue.

Growth and Development Committee

Karen Bresciano will represent the Student Welfare Committee on the Growth and Development Committee.

Diversity Committee

Terri Dominguez will represent the Student Welfare Committee on the Diversity Committee.

October 12, 2012

Working Alone Policy

Terri Dominguez of Environmental Health and Safety explained the policy, enforcement and responsibilities of Working Alone Policy (available at <http://policy.uconn.edu/?p=2494>) that apply at UConn Storrs, regional campuses, and Law School. The policy emphatically states, “No student is permitted to Work Alone in an Immediately Hazardous Environment.” She elaborated on the responsibilities of unit managers, safety monitors, and individual students. She described one recent situation at Yale where a student died working alone when her long hair was caught in a lathe. Morty Ortega raised the situation of students working alone in field work and driving vans. Ian Guitierrez brought up the issue of push back on research, and Susanna Cowan probed the subject of liability.

Final Assessment and Bunched Finals Policy

Karen Bresciano of the Office of Student Services and Advocacy presented revisions she with a member of the Office of Registrar made at the behest of Sally Reis. With helpful suggestions from members of the committee, cogent changes include that there does not have to be a final exam but some kind of final assessment per course. In addition, this language was agreed on under Course Assessment: “For all in-class examinations and for all assessments that are due during finals weeks, the university’s bunched finals policy will apply.” Susanna Cowan brought clarity to the use of the word “finals” that was confusing in the wording of the policy. Karen will in due course present the updated document to the committee for reference. It appears the long discussed policy is now ready for review by the Scholastic Standards Committee.

Karen added that her office reschedules conflicts that come under “bunched finals policy” according to reasonableness and flexibility. She also plans to publicize course assessment and bunched finals policy.

November 9, 2012

Student Debt

In a power point presentation accompanied by a comprehensive handout, Gennaro DeAngelis, Associate Director of Student Financial Aid Services, expertly covered the following topics on growing student debt: a hot topic; student loans at a glance; national trends;

regional trends; here at UConn; comparison to similar institutions; cohort default rate; national default rates; institutional types; UConn default rate; comparison to similar institutions; financial literacy efforts and site.

Pertinent to UConn: average student loan debt is \$23,822 (the national figure is \$26,600) with 77% federal loans and 63% of 2011 graduates with student loans. The cohort default rate for FY 2010 is 2.3%, which has been stable over the last four years. Of 4,564 students who entered repayment in the FY2010 cohort, 109 defaulted with two years. In comparison to similar institutions, the FY10 cohort default rate at UConn is between a high of 5.3% at Penn State and a low of 0.7% at UNC.

Discussion developed on the issues of the affordability of higher education, the burden on students and families, the cost of textbooks and other educational material, job opportunities in specific fields of study, and the topical question “is college worth it?” Gennaro DeAngelis highlighted the imperative of financial literacy for students and families. The Office of Student Financial Aid Services has a financial literacy site for students: <http://financialaid.uconn.edu/literacy>. The committee concurred that financial literacy should be emphasized in the First Year Experience instruction.

December 13, 2012

Final Assessment and Bunched Finals Policy

Karen Bresciano and Lauren DiGrazia are revising the bunched finals policy we reviewed at prior meeting this semester. Kim gave an update on Scholastic Standard’s review of the policy in October. We discussed the interpretation of the proposed policy that any assessment due during finals week would be considered a “final assessment” and if an assessment was due prior to finals week it would not be considered a “final assessment.” Student Welfare Committee members are in support of the proposal that: “For all in class final examinations and for all final assessments, the university’s bunched finals policy will apply.”

Smoking Ban

Terri Dominguez reviewed the excellent summary document she provided and we reviewed Kevin Alvarez’s report on his conversations with USG on the possibility of proposing a complete smoking/tobacco ban on campus. We held an open discussion reviewing the information and on how best to proceed. Kathy Sanner and Terri Dominguez will discuss this issue with the Environmental Health and Safety Committee in March. We would also like Larry Goodheart to raise the issue in the Senate Executive Committee with Chairs meeting to gauge their interest in pursuing this topic. We will continue to discuss this issue at future meetings.

January 25, 2013

Final Assessment and Bunched Final Policy

Karen Bresciano and Lauren DiGrazia, University Registrar, led discussion of the Jan. 25, 2013 draft of the By-Laws of the University Senate. This revision will now be presented to Scholastic Standards.

Smoking Ban

Terri Dominguez reported on the Jan. 2, 2013 letter about the proposed smoking ban of Michael J. Eagen, Director, Office of Faculty & Staff Labor Relations and Counsel, Office of General Counsel. His conclusion was that a broader smoking ban than the one that now exists “would likely require negotiation with the Unions that represent University employees.” Discussion ensued about public health, second hand smoke, individual rights, undergraduate and graduate student concerns, dormitory policy, a total ban, a partial ban, enforcement, etc. At the committee’s request, Terri will ask Michael Eagen to attend our next meeting on Feb. 8 when we continue the discussion and further define what is to be done.

Graduate Student Welfare

Morty Ortega raised the concern that graduate students would benefit from better representation and support on issues, such as last minute teaching assignments, international students without cars directed to teach at a regional campus, and demeaning treatment by faculty that might not be easily resolved in their departments. Discussion ensued about the role of the new ombudsman and possible unionization. Ian Gutierrez will raise these issues with Graduate Student Government. Larry Goodheart will ask Thomas Peters, Director, Graduate Programs and Graduate Student Affairs, if he can talk about this topic at our March 8 meeting.

February 15, 2013

Final Assessment and Bunched Finals Policy

Kim Chambers noted that an issue in the current revision is being discussed in the Scholastic Standards. Kim will keep our committee informed of developments.

Smoking Ban

After much discussion, the following motion passed unanimously: “Because the University of Connecticut is committed to providing a safe and healthy working and learning environment for the students, faculty, and staff on its campus, it hereby moves to prohibit smoking a minimum distance of 25 feet from any university building or air intakes. We recommend that the Senate approve this motion and forward it to the President’s council for consideration. We further recommend that the University convene a task force to revise the current policy and implement it, which should include an educational campaign across all campuses.” University Senate

Unclean Buildings

Kathryn Libal pointed out that the bathrooms in the new classroom buildings at Storrs are very unclean on weekends. Susanna Cowan added that a similar situation exists at the Babbidge Library on weekends. John Armstrong will report back on the situation.

March 15, 2013

Graduate Student Welfare

There was a wide-ranging and constructive discussion with Kent Holsinger, Interim Director of the Graduate School, and Tom Peters, Dean of the Graduate School. They reported the implementation of professional development workshops, a full time diversity office, multicultural programs, and assistance to international students, including with visa issues and coordination with the office of global affairs. Tom Peters discussed his long service as dean and outreach to students with various problems, academic and personal. Morty Ortega raised questions about bullying by faculty, late teaching appointments, and international students without cars assigned to teach at regional campuses. The committee was much appreciative of the good work of both administrations and gave kudos to Tom Peters for his long service. In conclusion, the committee directed the chair to inform the Senate Executive and Heads Committee of the imperative to have a full time person in the Graduate School who could act as a student advocate, deal with the holistic student, and conduct exit interviews with students, especially those who might drop out of the program.

Smoking Ban

The following motion passed unanimously with prior e-mail support from Susanna Cowan and Terri Dominguez. The chair will present the motion for consideration to the Senate Executive and Heads Committee at noon on March 15:

Smoking Ban (March 15, 2013)

I. Whereas the existing University of Connecticut Smoking Policy --

<http://www.policy.uconn.edu/?p=1038> -- is based on Connecticut State, *CGS 19a-342*, such that:

- A. Student Housing Contract -- stipulates no smoking within 25 feet of dorms;
- B. Library – no smoking within 25 feet of building with signs posted;
- C. Student Health Services – no smoking within 25 feet of building with signs posted;
- D. Student Union – no smoking within 25 feet of building with signs posted;
- E. Child Labs – no smoking in or on the grounds of the Child Labs or on field trips where children are present;
- F. *Contractor Environmental Health and Safety Manual* – prohibits smoking in University of Connecticut buildings, around flammable materials and near open windows, doors and air intakes.

II. Whereas the American Medical Association, among other authorities, identifies smoking and second hand smoke directly with the genesis of disease and premature death: <http://www.ama->

assn.org/ama/pub/physician-resources/public-health/promoting-healthy-lifestyles/smoking-tobacco-control.page/;

III. Whereas of January 2013 over 1,000 colleges and universities have adopted 100% smoke free policies throughout the entire campus, including the nearby University of Massachusetts: <http://www.no-smoke.org/goingsmokefree.php?id=447/> and [http://umass.edu/senate/fs_docs/SEN_DOC No 11-058.pdf/](http://umass.edu/senate/fs_docs/SEN_DOC_No_11-058.pdf/);

IV. Whereas epidemiological studies, e.g. <http://www.ncbi.nlm.nih.gov/pubmed/21851836/>, document a smoking ban on university campuses reduces smoking by students compared to campuses without such a smoking ban;

VI. Whereas the University of Connecticut is committed to providing a safe and healthy working and learning environment for the students, staff, and faculty on its campuses;

Resolved: that the University Senate moves that the existing smoking policy be modified to prohibit smoking a minimum distance of 25 feet from any and all university buildings or air intakes across all six campuses, and that the University Senate requests that the President's Council convene a taskforce to revise the current policy and implement the new policy as stated above, which should include an educational campaign that facilitates a culture on campus that seeks to discourage smoking according to the best medical guidance.

April 12, 2013

Student Welfare at the Regional Campuses

Nadine Brennan, Associate Director of the Greater Hartford Campus (GHC), spoke on the topic with a concentration on her campus. She explained how in a long tenure as Dean of Students at the GHC she worked to gain coherence, staff, and money for what was initially a woefully disorganized, understaffed, and underfunded system. She pointed out the GHC has more students than any other regional campus and has the most diverse student population of all campuses. It is a commuting campus with a number of students working outside jobs to pay for their education and many students who are the first in their families to attend college. Seventy percent of GHC undergraduates transfer to the Storrs campus. She explained that in addition to the undergraduate program with some degree programs and forthcoming honors courses, there is the School of Social Work, Masters of Public Administration, Teacher Certification Program, and Graduate Program in Business. She discussed the employment of APIRS in the sciences and the widespread use of adjuncts. She estimated that the projected GHC move to downtown Hartford would not occur at the earliest until 2015. She also mentioned significant problems associated with deferred maintenance during the interim. Nadine's presentation prompted constructive conversation:

- Kathy Libal of the School of Social Work raised serious concerns about the new policy for the work study students in which departments and schools will have to supply 25% of

funding at a time of budget austerity. To quote directly from her written statement provided earlier to the committee: “The School of Social Work likely has a significant number of students who qualify for work study and a significant proportion of those now may not be able to access funds should this new policy go into effect in autumn. As departments and schools are being asked to cut their budgets, this change becomes doubly challenging to absorb. I am sure that other graduate programs, especially in the human services, will be similarly affected. Could the Student Welfare Committee consider: How the policy was implemented; How the administration aims to assure that students are able to access federal work study funds if their departments or schools cannot afford to hire them; What the projected effects are on student welfare and students' ability to complete programs in a timely way or to afford to stay in academic programs, etc.; and whether or not there has been an analysis of how shifting costs in this way may potentially undermine our ability to foster the success of a diverse student body.” Ian Gutierrez noted that there is an emergency graduate student loan fund that can be drawn on in special circumstances. Larry Goodheart will present the work study issue at the next Senate Executive and Heads meeting and that such issues deserve more critical discussion at the monthly Senate meetings.

- Undergraduate students Leonard Cannon (GHC) and Ari Solomon (GHC) raised concerns about both opportunities and liabilities at the regional campus in terms of perception of the ability of students, research opportunities, and safety issues. For example, police officers point out that interior door locks are essential to deter an active shooter, but none exists. Kevin Alvarez (Storrs) proposed that a plan for integrating representatives of Associated Student Government across all campuses is needed. Larry Goodheart proposed that a monthly agenda items for undergraduate and graduate students be incorporated into the University Senate meetings to facilitate participation.

Cleaning Buildings

John Armstrong reported on his inquiry to Dave Lotreck that indicates a regular schedule of cleaning. Kathy Libal noted that some bathrooms at heavily used buildings at Storrs still get quite unclean over the weekend.

New Spring Weekend

John Armstrong explained the collaboration with ASG, university officials, off-campus property owners, Town of Mansfield officials, ECSU, and the State Police to ensure a fun event without hooliganism. The theme is “to party responsibly.” The Storrs campus will function as normal but outsiders are restricted. Kevin Alvarez reported that he was pleased with the planning. John later provided this information, which is directly quoted: “As promised, attached is a schedule of events planned for April 25th – 27th. I have included two links related to this weekend, one link is for a Facebook sight that has been created for this weekend, and I’m told there is a website coming next week. I will share the link once it’s ready.

<https://www.facebook.com/UconnSpringWeekendProgramming2013?fref=ts>

The other link is for the Jordan Matthew Porco Memorial Foundation which sponsors the Fresh Check Festival:

<http://www.rememberingjordan.org/events/fresh-check-days/>

Also, on Friday, April 19 there will be a SUBOG Spring Concert in Gampel Pavilion featuring Kendrick Lamar & Steve Aoki doors open at 7:00pm, concert begins at 8:00pm. The concert is expected to be sold out at 6000 attendees.”

Risk Management

Morty Ortega reported that much to his consternation no such office exists at UCONN. Morty regularly takes students on extended field trips, including to Africa and Colorado. The committee agreed that for our first meeting of the next academic year that we invite UCONN General Counsel Richard Orr to discuss the subject.

Smoking Ban Resolution

Larry Goodheart reported the University Senate passed the resolution without comment. *Resolved:* that the University Senate moves that the existing smoking policy be modified to prohibit smoking a minimum distance of 25 feet from any and all university buildings or air intakes across all six campuses, and that the University Senate requests that the President’s Council convene a taskforce to revise the current policy and implement the new policy as stated above, which should include an educational campaign that facilitates a culture on campus that seeks to discourage smoking according to the best medical guidance.

A Task Force is being formed to examine the issue more thoroughly – it is NOT yet University policy. It will be the responsibility of the Task Force to determine if the Student Welfare Committee’s recommendations can become policy.

Respectively submitted by Larry Goodheart, April 15, 2013

University Budget Committee

Annual Report April 2013

Committee Charge: 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. The committee shall include two undergraduate students and one graduate student.

Committee Members: Rajeev Bansal, *Loftus Becker, *Thomas Bontly, Angela Brightly, *Janine Caira, David Clokey, Edward Courchaine, Undergraduate Student, John Giardina, Undergraduate Student, Min Lin, *Philip Mannheim, James Marsden, *Jeanne Martin, Corey O'Brien, Daniel Stolzenberg, Lysa Teal, ex-officio representative of the Chief Financial Officer's Office, *Jaci Van Heest, Ian Yue, Graduate Student, *Cyrus Ernesto Zirakzadeh, *Mohamed Hussein, Chair.

The Committee held two physical meetings on September 24, 2012 and October 22, 2012 and held jointly with Growth and Development Committee, on November 26 to discuss the Kuali Project. The Committee also deliberated the report on Graduate Tuition Charge electronically.

Topics Discussed and Actions Taken:

1. The Committee met with Provost Choi and Executive Vice President for Administration & Chief Financial Officer Richard Gray and discussed: (i) The faculty hiring plan supported by the increase in tuition. Both Provost Choi and Executive Vice President Gray stated unequivocally that none of the tuition increase funds will be diverted to any purpose other than the faculty hiring. The target of 290 faculty hires might not be reached within the planned period because the University is receiving \$15 million less from the State. The State has reduced annual appropriations by \$14 million and did not come through with the \$1 million expected support of the faculty hiring. (ii) The funding of 25% of work study. The Provost had already announced that the University will assume 20% and the departments would only pay 5%. However, the departments would initially pay the 25% and will be reimbursed by the University. Departments do not have pay the 20% if they do not have the funds. (iii) Concerning the cut of \$14 million of the State's share of the University budget, both Provost Choi and EVP Gray assured the Committee that the Academic side will not be impacted. The only change is that some of the funding of the School of Business Center for Entrepreneurship and Innovation and the Law School Intellectual Property Clinic will be transferred to the rest of the University. (iv) Does the university have a plan to increase the number of staff positions in conjunction with the ongoing faculty hiring? Provost responded that additional staff positions are anticipated through NextGen CT. (v) With respect to the issue of salary compression (resulting from the 3 year salary freeze), Provost Choi indicated that Deans and Department Heads had been asked to pay particular attention to this issue during the merit process this year. He also indicated that instances of imminent loss of faculty to other institutions as a result of this issue were being addressed on a case by case basis."

2. Graduate Tuition on Grants: At the Senate meeting of April 6, 2009, the UBC presented the following motion, which was approved by the Senate:

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 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 submitted its report to the Senate at the Senate's meeting of March 25, 2013. After discussion, the Senate directed the Committee to continue gathering data about the graduate tuition on grants for additional two years and report to the Senate. Those data should include the number of graduate assistants requested and the number of post-doctoral fellowships requested on all grant applications regardless of their eventual funding. The Committee should also survey research faculty about how many post-doctoral fellowships versus how many research assistants they have requested.

3. Charles Eaton, Controller and Executive Director, Kualii Project provided an overview of the Kualii project. Kualii is a consortium of universities, colleges, businesses dedicated to open-source development for higher education. Members of include Indiana University, the University of Hawaii, Colorado State, Michigan State, UC Irvine, Iowa State, Cornell, UC Davis, Maryland, and others. There are also several commercial affiliates, including rSmart. Kualii designs and supports several systems for higher education, including the Kualii Financial System (KFS) which is used by several other institutions ranging from R1 universities, to community colleges.

In 2009-2010 Finance conducted a proof of concept to test fit between Kualii and our needs. After a lengthy study, Kualii was selected based on its design, support, cost, and the desire for a system designed for higher education. The selection process is described in more detail in the Business Case (on the website of the Office of the Controller).

The Kualii project at UConn includes three systems: the Kualii Financial System (KFS) which replaces FRS, the Kualii Financial Data Mart (KFDM) which replaces the Budget Data Mart, and Kualii Rice which controls workflow. The budget for the entire project was \$16.4 million. Costs included consulting, additional staff, and membership in the Kualii foundation. Membership as a partner institution allows UConn to influence modifications and future iterations of the Kualii system.

4. Items were raised for future agendas:
 - The implementation of various savings identified in the McKinsey report. It was suggested that we invite Tom Callahan to meet with us.

- Fundraising. It was suggested that we should meet with the leadership of the Foundation to discuss their fundraising goals, the transfer of funds, return on investments, and the impact of changes in athletics.
- Regional campus budgets, which this committee decided last year to monitor more closely.
- The building plan and the status of UConn 2000 projects.
- Enrollment and financial aid.

University Senate Curricula and Courses Committee
Report to the Senate
April 29, 2013

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

- A. ART 2220 Animation Fundamentals
Proposed Catalogue Copy
2220. Animation Fundamentals
Three credits. Two 3-hour studio periods. Prerequisites: ART 1040.
Fundamental skills required for animation.
- B. CSE 1729 Introduction to Principles of Programming
Proposed Catalogue Copy
1729. Introduction to Principles of Programming
Three credits. Two 1-hour lectures and one 2-hour laboratory. Not open for credit to students who have passed CSE 110, 123, 1100, or 1010. CSE 1729 may be used in place of CSE 1010 to fulfill any requirement fulfilled by CSE 1010.
An introduction to computer programming in a structured programming language including fundamental elements of program design and analysis. Data and functional abstraction as tools for constructing correct, efficient, and intelligible programs for a variety of common computing problems. While this course covers the material in CSE 1010, its focus on abstraction makes it appropriate for students seeking a deeper understanding of computing fundamentals as well as those planning on continued study in computing.
- C. DRAM 1811 Dance Appreciation
Proposed Catalogue Copy
1811. Dance Appreciation.
Three credits.
Overview of dance history, technique, and choreography based on lecture, discussion, films and practicum. No previous dance experience required.
- D. UNIV 1840 Learning Community Service Learning
Proposed Catalogue Copy
1840. Learning Community Service-Learning
One credit. Class hours by arrangement. Open only with instructor consent. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). This course may be repeated for a total of two semesters.
Activities, discussions, and critical reflections related to service-learning, community engagement, and/or experiential learning activities specific to the theme of a learning community.
- E. UNIV 1981 Documented Internship Experience
Proposed Catalogue Copy
1981. Documented Internship Experience. Zero credit. Hours by arrangement. Instructor consent required. 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. May be repeated one time, with permission. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Supervised fieldwork of 8-10 hours per week for 8-12 weeks for a minimum of 80 hours at the internship site. Evaluations by the field supervisor and the course instructor.

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

A. ECON 2467. Economics of the Oceans (cross-listing)

Proposed Catalogue Copies

MAST 2467. Economics of the Oceans

(ECON 233) (Also offered as ECON 2467.) Three credits. Prerequisite: ECON 1200 or 1201.

Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

ECON 2467. Economics of the Oceans

(233) (Also offered as MAST 2467.) Three credits. Prerequisite: ECON 1200 or 1201.

Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

B. NRE 2000 Introduction to Geomatics (change in prerequisites and course description)

Current Catalogue Copy

NRE 2000. Introduction to Geomatics

(219) (Formerly offered as NRME 2000.) Four credits. Three lecture periods and one laboratory period. Not open to students who have passed NRE 3252 or 3535. Civco, Meyer

Principles and applications of geographic information systems (GIS), global positioning system (GPS), and remote sensing will be covered. Students will be provided with the scientific knowledge and technical skills needed to collect and use spatial data effectively in a Geographic Information System (GIS).

Proposed Catalogue Copy

2000. Introduction to Geomatics

(219) (Formerly offered as NRME 2000.) Four credits. Three lecture periods and one laboratory period. Civco, Meyer

Principles and applications of geographic information systems (GIS), global positioning system (GPS), and remote sensing. Students will be provided with the scientific knowledge and technical skills needed to collect and use spatial data effectively in a GIS.

C. UNIV 1820 First Year Seminar (change in title and course description)

NOTE: This course revision has been approved by the UICC

Current Catalogue Copy

UNIV 1820. FYE Faculty/Student Seminar

(Formerly offered as INTD 1820.) One credit. One class period. Prerequisite: Open to freshman and sophomore students only. May be repeated for credit with a change in content.

A variable topics course led by a faculty member.

Proposed Catalogue Copy

UNIV 1820. First Year Seminar

(Formerly offered as INTD 1820.) One credit. One class period. Prerequisite: Open to freshman and sophomore students only. May be repeated for credit with a change in content.

Guided research or reading, discussion, and writing on topics of professional interest to the instructor. Course materials promote independent learning and active engagement in the academic life of the university.

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

4-22-13

**Nominating Committee Report
to the University Senate**

April 29, 2013

1. For the information of the Senate, the Graduate Student Senate has named Shawn Washart to replace Michelle San Pedro on the Diversity Committee effective immediately with a term ending June 30, 2013.
2. We move to appoint Michael Young to a three-year term as Chair of the General Education Oversight Committee (GEOC) effective August 24, 2013 through August 23, 2016.

Respectfully submitted,

Andrea Hubbard, Chair
Rajeev Bansal
Thomas Bontly

Marie Cantino
Cameron Faustman
Maria-Luz Fernandez

University Senate Nominating Committee
2013-2014 Standing Committee Membership
April 29, 2013

University Budget	Curricula & Courses	Diversity
* Mo Hussein, Chair	*Eric Schultz, Chair	*Maria-Luz Fernandez, Chair
*Bansal, Rajeev	Bedore, Pamela	*Bushmich, Sandra
*Becker, Loftus	Buck, Marianne	Fairfield, Alice
*Bontly, Thomas	*Chinchilla, Rosa	*Machida, Margo
Brightly, Angela	*Cobb, Casey	Martinez, Maria
*Caira, Janine	*Darre, Michael	Ortega, Morty
*Jockusch, Elizabeth	Hanink, Dean	Price Willena
Lin, Min	*Hubbard, Andrea	Salorio, Gene
Mannheim, Philip	Labadorf, Kathleen	Schipani, Pamela
Marsden, James	*McDonald, Deborah	*Stwalley, William
*Martin, Jeanne	*Mercier, Daniel	Stephens, Robert
O'Brien, Corey	O'Donoghue, Maria Ana	
Stolzenberg, Daniel	*Skoog, Annelie	
Van Heest, Jaci		

Enrollment	Faculty Standards	Growth & Development
*Robert Yanez, Chair	*Mark Boyer, Chair	*Faqir Jain, Chair
*Beer, Dianne	*Britner, Preston	Bird, Robert
*Bradford, Michael	*Accorsi, Michael	Borden, Tracie
*Clark, Christopher	*Armstrong, Lawrence	Hendrickson, Kathy
*Croteau, Maureen	Balunas, Marcy	*Libal, Kathryn
*Ego, Michael	*Bramble, Pamela	*McManus, George
Fuerst, Nathan	*Lillo-Martin, Diane	*Polifroni, Carol
Gorbants, Eva	*MacKay, Allison	Roe, Alexandria
*Nunnally, Shayla	*Naples, Nancy	*Schwab, Richard
*Rios, Diana	Punj, Girish	*Silbart, Lawrence
*Salamone, John	Ricard, Robert	*Teschke, Carolyn
Ulloa, Susana	*Simsek, Zeki	*Visscher, Peter
*Williams, Michelle	von Hammerstein, Katharina	
Yakimowski, Mary	Williams, Cheryl	
	*Yelin, Susanne	

Scholastic Standards
*Gerald Gianutsos, Chair (Fall)
*Felicia Pratto, Chair (Spring)
Chambers, Kim
*Chazdon, Robin
*Clokey, David
Crivello, Joseph
*Dey, Dipak
*DiGrazia, Lauren
Gogarten, Peter
Gramling, Lawrence
Higgins, Katrina
Lamb, Margaret
*Livingston, Jill
*Makowsky, Veronica
*Recchio, Thomas

Student Welfare
*Lawrence Goodheart, Chair
Aindow, Mark
Bresciano, Karen
Chambers, Kim
Cowan, Susana
*Dominguez, Teresa
Harris, Sharon
*Kaminsky, Peter
Kennedy, Kelly
Morris, Corina
Ortega, Morty
*Sanner, Kathleen

Senate Scholastic Standards Committee
MOTION: NEW section of By-laws: Section II.B.12
Readmission
April, 2013

Background:

The readmission process is not described or defined anywhere in the University Senate bylaws, and so in response to the by-laws changes regarding dismissal and readmission which the Senate is currently considering, the Office of Student Services and Advocacy and the Office of Community Standards requested that the bylaws be revised to include a description of how the readmission process is to be administered so it is consistent with the admissions process. Essentially that process should indicate that students applying for readmission will be evaluated not only on academic progress but on university discipline history and criminal history.

To that end, the Scholastic Standards Committee submits to the Senate the proposal to add a twelfth point to section II.B of the University Senate bylaws.

Motion: Add the following *Readmission* section to the bylaws as Section II. B. 12:

II.B.12

12. Readmission

A student seeking readmission to the University must apply through the Office of Student Services and Advocacy. Readmission is not guaranteed. Criteria used in determining readmission include, but are not limited to, academic progress, university discipline history, and criminal history. All applications for readmission must be evaluated through the Office of Student Services and Advocacy who will convene a readmission board consisting of the deans' designees. The standards for academic evaluation can be found at the website of each school/college, Office of Student Services and Advocacy and the Regional Campus Student Services Offices. The attention of such students is called to the following University regulations:

1. A student who wishes to apply toward a degree credits earned more than eight years before graduation must obtain permission from the dean of the school or college concerned and the Office for Undergraduate Education.
2. All readmitted students (except those who are on an official leave of absence returning to their previous school or college) must satisfy the academic requirements of the school or college to which readmitted as stated in the catalog effective at the time of readmission, unless a subsequent catalog is elected.

Senate Scholastic Standards Committee
 MOTION: Revisions to By-laws Section II.E.15
Multiple Readmission Guidelines
 March 2013

Background

On occasion, students who are dismissed from the University of Connecticut request readmission. Some students even request multiple readmissions. The By-laws of the University Senate (“By-Laws”) are not specific as to how to handle the multiple readmission requests and practice varies between schools and colleges.

The Office of Student Services and Advocacy (OSSA) has tried to develop guidelines to handle these types of requests consistently throughout the University. The Senate Scholastic Standards Committee (SSSC) has been asked by OSSA to develop guidelines to include in the By-laws to allow OSSA to administer the requests for readmission.

Members of the SSSC have discussed this proposal among themselves as well as with others outside the committee, including representatives of the regional campuses.

The major changes to the By-laws, Section II E. 15 are as follows (see attached changes):

1. Changing the title of the vice provost to the current title: “Vice Provost for Academic Affairs.” (three places)
2. Changing the reference to “counselor” to the more commonly recognized term “advisor” in the second paragraph
3. Specifying that all requests for readmission are to go through OSSA and not the regional campuses’ Directors of Student Services
4. Added sections to address the multiple readmission request process (last three paragraphs.)

15. *Scholastic Probation and Dismissal*

Scholastic probation and dismissal from the University for scholastic reasons shall be administered by the Vice Provost for ~~Undergraduate Education and Instruction~~ [Academic Affairs](#), at the recommendation of the schools and colleges or regional campuses, in accordance with the regulations that follow:

Scholastic probation is an identification of students whose scholastic performance is below University standards. The student and the student’s ~~counselor~~ [advisor](#) are informed that a marked academic improvement in future semesters is necessary to obtain the minimum scholastic standards.

Students are on scholastic probation for the next semester in which they are enrolled if their academic performance is such that they are included in any of the following conditions:

- a. Students who have earned 0-11 credits (considered to be 1st semester standing) and who have earned less than a 1.8 semester grade point average.
- b. Students who have earned 12-23 credits (considered to be 2nd semester standing) and who have earned less than a 1.8 semester grade point average.
- c. Students who have earned 24 credits or more (considered to be 3rd semester or higher) and who have earned less than a 2.0 semester grade point average or cumulative grade point average.
- d. Any student placed on academic probation because of a cumulative grade point average less than 2.0 shall be removed from probation when the cumulative grade point average reaches 2.0 or above.

The end of the semester is defined as the day when semester grades must be submitted to the Registrar. This must occur no later than seventy-two hours after the final examination period ends.

Incomplete and Absent grades (I, X, and N) do not represent earned credit. A student placed on probation with unresolved grades will be relieved of probation status if satisfactory completion of the work places his or her academic performance above the probation standards.

Warning letters will be sent to students in good standing who have completed their first or second semester with less than a 2.0 semester grade point average.

A student who fails to meet these minimum scholastic standards for two consecutively registered semesters is subject to dismissal. However, no student with at least a 2.3 semester grade point average after completing all courses for which he or she is registered at the end of a semester shall be subject to dismissal; the student will be continued on scholastic probation if such status is warranted.

Students who are subject to dismissal but who, for extraordinary reasons, are permitted to continue may be subjected by the Vice Provost for ~~Undergraduate Education and Instruction~~ [Academic Affairs](#) to other conditions for their continuance.

When a student is dismissed from the University for scholastic reasons only, any certificate or transcript issued must contain the statement "Dismissed for scholastic deficiency but otherwise entitled to honorable dismissal."

Dismissal involves non-residence on the University campus and loss of status as a candidate for a degree effective immediately upon dismissal.

~~A student who has been dismissed from the University for academic reasons may not register for courses at the University as a non-degree student without the approval of the Director of the Center for Continuing Studies.~~

Students who have been dismissed may, during a later semester, request an evaluation for readmission to the University. Students wishing to apply for readmission, whether at Storrs or a regional campus must do so through the Office of Student Services and Advocacy who will convene a readmission board consisting of the deans' designees. ~~to the Storrs campus apply to the Vice President for Student Affairs or his/her designee. Students wishing to apply for readmission to a regional campus apply to the regional campus Director for Student Services.~~ Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. In their first regular semester after readmission, dismissed students will be on scholastic probation and may be subjected by the Vice Provost for ~~Undergraduate Education and Instruction~~ Academic Affairs to other conditions for their continuance. Students who have left the University for a reason other than academic dismissal are readmitted under the same scholastic standing status as achieved at the time of their separation from the University.

First Dismissal

Students who have been scholastically dismissed may request an evaluation for readmission to the University by applying to the Office of Student Services and Advocacy. Students who are dismissed from the University for the first time may, upon approval, matriculate no sooner than two semesters following dismissal. Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. Readmitted students will remain on scholastic probation until both their semester and cumulative GPA are 2.0 or above. Students will follow the catalog requirements for the semester of their readmission.

Second Dismissal

Students who have been scholastically dismissed for a second time may request an evaluation for readmission to the University by applying to the Office of Student Services and Advocacy. Students who are dismissed from the University for the second time may, upon approval, matriculate no sooner than eight semesters following dismissal. Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. Readmitted students will remain on scholastic probation until both their semester and cumulative GPA are 2.0 or above. Students will follow the catalog requirements for the semester of their readmission.

Third Dismissal

No student will be readmitted to the University after a third dismissal.

**Faculty Standards Committee
Report to the University Senate
April 29, 2013
Proposed Changes to the University By-Laws re. Emeritus Status**

Approved unanimously in March 2013 by the Faculty Standards Committee of the University Senate and the UCHC *Ad Hoc* Committee on the Granting of Emeritus Status. The two committees worked together over the past two years on the spirit of the changes and on the exact wording of the changes, which were then also shared with the Senate Executive Committee. If approved by the Senate, the proposed changes would then go to the Board of Trustees.

The changes are proposed so as to: clarify who is eligible for emeritus status; define the pathways (i.e., mechanisms) for approval; and, align the policies and practices at UCHC and the rest of the University.

Here is the proposed new text for Article XIV (The University Staff), Section K:

K. Retirement

1. A faculty member's decision to retire is understood to be an individual one, but in the interests of continuity and proper academic planning, it is expected that the faculty member will give notice of his/her plans at the earliest opportunity.

2. Any member of the faculty, who at the time of retirement is at the University of Connecticut and either retires under the provisions of the State Retirement Act or the Alternate Retirement Plan, may be awarded emeritus status. Also eligible is any member of the faculty who retires from an affiliated institution and whose promotion to the rank of Professor in the School of Medicine or School of Dental Medicine was based on scholarship after review by the Senior Appointments and Promotions Committee, Dean, and Provost.

Appointment to emeritus status requires a positive vote of the Board of Trustees or the Health Center Board of Directors (for faculty members with primary appointments in the School of Medicine or School of Dental Medicine). Candidates may be presented to the appropriate Board when both of the following conditions are met:

- a. The faculty member holds the rank of full Professor, or equivalent title (e.g., Senior Extension Educator), at the University of Connecticut.
- b. The faculty member has served at the University of Connecticut for at least five years at this rank.

There shall be a standing University of Connecticut Retirement Committee. Faculty members who do not meet both conditions described in Section 2a and Section 2b above may become emeriti by vote of the Board of Trustees or the Health Center Board of Directors following recommendation of the President and the Retirement Committee. Other professional staff are also eligible for this designation following recommendation of the President and the Retirement Committee.

3. It is in the interest of the University that faculty emeriti continue their scholarly, teaching, and/or service activities. The University encourages the maintenance of informal and scholarly contacts between retired faculty members and their active colleagues and may provide working space, equipment, library facilities, and the like to all who can demonstrate reasonable need. Such support will be contingent upon availability of resources. Deans and department heads, where appropriate, may invite emeriti for professional activities such as lecturing, serving on academic committees, and advising students.

In contrast, here is the current language, Article XIV (The University Staff), Section K:

K. Retirement

1. A faculty member's decision to retire is understood to be an individual one, but in the interests of continuity and proper academic planning, it is expected that the faculty member will give notice of his/her plans at the earliest opportunity.
2. Any member of the faculty, who at the time of retirement is at the University of Connecticut and retires under the provisions of the State Retirement Act or the Alternate Retirement Plan, may by vote of the Board of Trustees or Health Center Board of Directors be awarded emeritus status provided that one of the following conditions is met:
 - a. The faculty member has served at least 25 years at collegiate institutions including at least five years at the University of Connecticut.
 - b. The faculty member has attained the rank of full professor at the University of Connecticut.
3. There shall be a standing University of Connecticut Retirement Committee. Faculty not meeting either conditions in Section 2a or Section 2b above may become emeriti by vote of the Board of Trustees following recommendation of the President and the Retirement Committee. Other professional staff are also eligible for this designation following recommendation of the President and the Retirement Committee.
4. It is in the interest of the University that emeriti, as defined in paragraph two, continue their scholarly activities. The University encourages the maintenance of informal and scholarly contacts between emeriti and their active colleagues and will endeavor to provide working space, equipment, library facilities, and the like to all who can demonstrate reasonable need. Such support will be contingent upon availability of resources at the time. Deans and department heads, where appropriate, may invite emeriti for professional activities such as lecturing, serving on academic committees, and advising students.

Finally, here is the proposed new text, with comments noting the justifications for substantive changes:

K. Retirement

1. A faculty member's decision to retire is understood to be an individual one, but in the interests of continuity and proper academic planning, it is expected that the faculty member will give notice of his/her plans at the earliest opportunity.

2. Any member of the faculty, who at the time of retirement is at the University of Connecticut and either retires under the provisions of the State Retirement Act or the Alternate Retirement Plan, may be awarded emeritus status. Also eligible is any member of the faculty who retires from an affiliated institution and whose promotion to the rank of Professor in the School of Medicine or School of Dental Medicine was based on scholarship after review by the Senior Appointments and Promotions Committee, Dean, and Provost.

Appointment to emeritus status requires a positive vote of the Board of Trustees or the Health Center Board of Directors (for faculty members with primary appointments in the School of Medicine or School of Dental Medicine). Candidates may be presented to the appropriate Board when both of the following conditions are met:

- a. The faculty member holds the rank of full Professor, or equivalent title (e.g., Senior Extension Educator), at the University of Connecticut.
- b. The faculty member has served at the University of Connecticut for at least five years at this rank.

There shall be a standing University of Connecticut Retirement Committee. Faculty members who do not meet both conditions described in Section 2a and Section 2b above may become emeriti by vote of the Board of Trustees or the Health Center Board of Directors following recommendation of the President and the Retirement Committee. Other professional staff are also eligible for this designation following recommendation of the President and the Retirement Committee.

3. It is in the interest of the University that faculty emeriti continue their scholarly, teaching, and/or service activities. The University encourages the maintenance of informal and scholarly contacts between retired faculty members and their active colleagues and may provide working space, equipment, library facilities, and the like to all who can demonstrate reasonable need. Such support will be contingent upon availability of resources. Deans and department heads, where appropriate, may invite emeriti for professional activities such as lecturing, serving on academic committees, and advising students.

Comment [PAB1]: Justification: Added to include language from UCHC's policy. UCHC faculty employed at affiliated institutions play a significant role in the education of students and have the same rigorous academic standard for promotion. They should not be denied well-earned emeritus status simply because their paymaster was not the University.

Comment [PAB2]: Justification: Added to be inclusive of titles of those faculty of equivalent status (i.e., highest rank).

Comment [PAB3]: Deletes the requirement that a faculty member must have "served at least 25 years at collegiate institutions including at least five years at the University of Connecticut." Adds the requirement that emeritus status is granted through this more "automatic" pathway (in contrast to the case-by-case review of the Retirement Committee) must have been at the highest rank at UConn for 5+ years. Justifications: Some senior level faculty will have come from outside of academia (i.e., not been in collegiate institutions for 25+ years). Five+ years at UConn, at a senior level, suggests a level of competence and commitment that would justify the pathway to emeritus status.

Comment [PAB4]: Justification: "teaching, and/or service activities" were added to "scholarly activities" to reflect the array of contributions made by emeritus faculty across the University.

Annual Report of the Provost on the Regional Campuses

University Senate Meeting
April 29, 2013

University of Connecticut

Avery Point Campus Senate Report

2012-2013

Description of the Avery Point Campus Community

The Avery Point Campus community is a complex enterprise comprised of an undergraduate liberal arts program; two ocean-focused majors (Marine Sciences and Maritime Studies); undergraduate programs in American Studies, English, and Bachelor of General Studies; graduate programs in Marine Sciences, Engineering and Nursing; the Department of Marine Sciences and associated Marine Sciences and Technology Center; Connecticut Sea Grant; the Northeast Underwater Research Technology and Education Center; and the UConn Technology Incubator Program. One hundred fifty full-time and nearly 100 part-time faculty and staff are employed at Avery Point. There are 811 undergraduate, graduate, and non-degree students.

Significant Milestones

New Student Center

Construction for a new \$9million Student Center commenced in June 2012, and is scheduled for completion prior to the start of classes in August 2013. The new Student Center includes a 5,000 square foot addition wrapping around the existing theater and academic building. The campus's 300-seat theater will be renovated inside and out. The new addition will include a food service operation, seating, a student lounge and game room, as well as a performance venue space.

New Programs

At its January 2012 meeting, the UConn Board of Trustees approved offering the Neag School of Education's Teacher Certification Program for College Graduates (TCPCG) at Avery Point, adding to the Oceanography MS and PhD, MEIN, and MEng graduate and professional programs. TCPCG at Avery Point responds to the State need for more high quality mathematics and science teachers. This 11-month program leads to an initial certification to teach in STEM fields: science, technology, engineering and math. A full initial cohort of more than 20 students has been accepted, and will begin the TCPCG at Avery Point in May 2013.

New Faculty

Five faculty searches were successfully completed in 2013. Three are in the Department of Marine Sciences as part of their Climate and Human Impacts on Coastal Ecosystems Faculty Cluster Hire. In addition, search and hires for Environmental Economics and Mathematics resulted in adding two faculty to the Avery Point campus with research interests which will allow for some exciting interdisciplinary collaborations with Marine Sciences and Maritime Studies faculty.

Undergraduate Education

Student Enrollment

The table below shows number of undergraduate, graduate, BGS, and non-degree students over the past three years. While undergraduate enrollment remained steady from 2011 to 2012, graduate, BGS, and non-degree enrollment all decreased from 2011 to 2012, and total enrollment has declined from the peak in 2011.

	Fall 2010	Fall 2011	Fall 2012
Undergraduate	524	581	582

Graduate	34	82 (incl MEng)	70 (incl MEng)
BGS	135	161	149
Non-Degree	47	61 (incl MEIN)	49 (incl CEIN)
Total	740	885	811

Course Offerings

The Campus's 1000-level courses continue to be heavily subscribed at levels similar to 2010 (86% capacity), a situation that, while theoretically ideal, makes it difficult for students who register late to find courses and prevents prospective non-degree students from taking courses. The Campus continues to leverage its funds for adjunct instruction to balance the need to offer additional sections of 1000-level courses with the need to offer a robust and diverse suite of upper division courses for upperclass students in our four-year and BGS programs. The additional sections of 1000-level courses have allowed us to maintain capacity in these courses near 90%. Due to shifts in student demographics, additional 2000+ level courses/sections were offered to address the demand created by the increasing numbers of sophomores, juniors, and seniors. Note that even with the additional courses/sections that were offered, the capacity in 2000+ level courses was at a historic high of 75%.

Extracurricular Instructional Activities

29 events sponsored by an active Learning Community, two Lecture Series, and two symposia provided faculty, staff, students, and the general public with additional instructional activities outside the classroom.

Faculty

The University of Connecticut at Avery Point is home to a dedicated faculty whose excellence in research is recognized regionally, nationally, and internationally. Through their research, faculty at Avery Point contribute to the understanding – and solution – of problems relating to the intersection of oceans and people, including protection of the marine environment, sustainable use of marine resources, and appropriate development of coasts and coastal communities. A total of 272 scholarly contributions were reported in HuskyDM for Avery Point faculty in 2011-2012. In addition to education, research, and public engagement activities, the Avery Point faculty served the University in a number of important ways in 2011-2012. A total of 99 service activities were reported in HuskyDM by Avery Point faculty in 2011-2012.

Student Life

Student Activities

Student clubs and activities, including Student Government, EcoHuskies, Husky Ambassadors, and nearly 10 other student clubs are exceptionally active at Avery Point. We had over 100 events on campus this year, ranging in variety from musical acts, comedians, sports, lectures, and travel to educational symposiums and environmental awareness. Events were sponsored by the Office for Student Activities, Associated Student Government, Learning Community, Clubs and Organizations, and various other campus entities. Events this year have been very well attended with an average of 70 - 80 students per event.

Athletic Programs

In 2011-2012 Avery Point athletic teams distinguished themselves both on and off the playing fields. Women's Basketball finished with a 20-9 record and a second place finish in the NJCAA Division III New England Playoffs, with

two players named All-New England, and one named to the NJCAA Division III All-American Team. The team earned a 3.9 GPA. The Baseball team finished with a 29-16 record and second place finish in the NJCAA Division II New England playoffs. Five players were named All-New England and one player was named the Defensive Player of the Year. The team earned a 3.2 GPA. Athletic Director and Baseball Coach, Roger Bidwell, received the 2012 UConn Distinguished Alumni Baseball Award and the Connecticut American Legion Baseball College Coach of the Year Award..

Public Service and Outreach

Husky Ambassadors

The Husky Ambassadors group of 12-24 undergraduate students give prospective students and their families tours of the campus. These ambassadors also sponsor a number of community outreach activities, including a monthly community service “breakfast club” on Saturday mornings, marching in parades, volunteering at the “Groton Fall Festival,” and providing special appearances for Jonathan the mascot in the community. This year the Ambassadors hosted the national Read Across America event for more than 300 grade school children and their families.

Alternative Break

UConn Avery Point hosted a student Alternative Break for 25 students from Avery Point and Storrs. The focus for the 3 day weekend was “Homelessness & Affordable Housing.” Last year a donation of \$800 was given to Habitat for Humanity as well as the service hours during the weekend.

SSS Students

This year fall 2012-spring 2013 Student Support Services has had lots of student success both in and out of the classroom. In fall we had nine students who were awarded the Kitchings Presidential Scholarship and two students who were amongst the 2012 New England Scholars. We also have twelve students working in coordination with Marcia Orcutt from Avery Point and Kathy Van Engelen from Westside Middle School to mentor on a weekly basis middle school students at Westside Middle School in Groton, CT. The program is funded through a grant from the Community Foundation of Eastern Connecticut. In addition to students traveling and giving back to nearby communities, we also have three students who are currently studying abroad.

UConn Avery Point’s Alexey von Schlippe Gallery of Art

More than 4,000 people visit the Art Gallery, which includes 1,600 people attending six opening receptions; 1200 students visiting from regional schools, elementary through college level; and approximately 30 to 40 visitors per week for gallery visits, artist talks, and poetry readings.

Avery Point Gym and Pool

Nearly 30 community organizations, businesses, schools, and groups used the Avery Point gym or pool.

Project Oceanology

Project Oceanology is an important Avery Point outreach partner. Approximately 25,000 people join Project Oceanology programs over the course of a year. In addition to their lighthouse expeditions, oceanographic research cruises, and seal watches, which attract the general public to the Avery Point Campus, Project Oceanology directly supported the annual Quahog Bowl (the regional competition of the National Ocean Science Bowl that serves Connecticut and Rhode Island), the Marine Science Day (an event that brings together students from throughout Connecticut for a day of oceanographic experiences at the Avery Point Campus), the Annual Meeting and Conference of the SouthEastern New England Marine Educators (SENEME), and production of numerous episodes of Aqua-Kids, a television program oriented toward youth.



GREATER HARTFORD

ANNUAL REPORT TO THE SENATE 2012-13

MISSION

This past year, the Campus Mission Committee (Walt Woodward, chair) worked for several months to create a comprehensive, inclusive, focused mission for UCONN Greater Hartford—a document intended to solidify our identity and determine campus priorities:

As the University of Connecticut’s largest and most diverse regional campus, UCONN Greater Hartford combines teaching, research, and outreach to provide a wide range of educational options located in the heart of our state’s Capitol Region. UCONN Greater Hartford gives students from all backgrounds the opportunity to begin, continue, or complete their education in a small college environment with smaller class sizes and individual approaches to learning, while still providing access to the faculty, tools, and resources of a world-class Research-1 university. We offer both undergraduate and graduate programs that incorporate experiential learning linked to and informed by the many cultural, political, social, and economic institutions of the surrounding Capitol Region. Placing a high priority on community outreach and service, we are proud to house the University’s Department of Public Policy, School of Social Work, Cooperative Extension System, Office of Service-Learning, and the Connecticut State Historian. UCONN Greater Hartford strives to fully develop the inherent excellence of every student—including gifted and talented and first generation college students—and challenge them to generate positive change in our communities, state, nation, and world.

REORGANIZATION AND SUCCESSFUL INITIATIVES

One of the major goals set by the leadership team at Greater Hartford was to establish logical, transparent, and lasting administrative structures for the campus – in order that daily functions, as well as new initiatives aimed at strengthening the campus are housed appropriately and clearly to the campus community and beyond. With the support of the Provost’s Office, Human Resources and the dedication of our staff we have designed and implemented an organization that has increased efficiencies and effectiveness across the campus. In addition, we have a logical chain of command and all leadership positions have a back-up in their absence.

Our Business Services unit is directed by Alicia Huckle, Assistant Campus Director, with the day to day operations managed by Al Monti, Director of Business Services. Their accomplishments include the following:

- Centralization of student employment to the Business and Administrative Services Office, thus increasing student employment opportunities.
- Implemented Event Services coordination for a centralized process which includes a campus wide Event Calendar, centralized room reservations, coordination assistance and notification of key stakeholders (Facilities, Police, IT).
- Increased efficiencies between Student Services and Business Services through collaborations on campus changing, freshmen/transfer orientations, and registration, scheduling and bursar functions.
- Significantly increased number of applicants and awards distributed for Greater Hartford Scholarships.
- Centralized student employment to the Business and Administrative Services Office, thus increasing student employment opportunities across the campus. We are creating a more seamless and transparent process for student employment. The goal is to target, develop and encourage students that receive federal work-study monies to gain employment either on campus or within the local community.
- Increase revenue generation by assuming full management of Paralegal Program (5 classes over 4 campuses which enrolled 70 total students).
- We have created a summer schedule that provides the campus with significant opportunity for financial growth and stability. Our Director of Business Services, Al Monti, and the scheduling committee have created a summer schedule that has increased the number of course offerings which as a result has generated more revenue over the years.

Our Student Services unit is directed by Nadine Brennan, Associate Campus Director, with the day to day operations managed by Katie Martin, Director of Student Services. Their accomplishments include the following:

- As part of the reorganization, a new Admissions Coordinator and a Director of Academic Advising have been hired.
- Greater Hartford has fully engaged the Continuing Studies staff and their positions into the campus, and have been given additional responsibilities in conjunction with their General and Non-Degree Studies duties. This positive integration has greatly strengthened the service provided to the students as well as their fellow colleagues. This staff integration allowed us to meet staffing needs that have plagued our advising team for years.
- Director of Student Services, Katie Martin, is spearheading our initiative to add Honors courses to our curriculum beginning fall 2013. Katie will serve as the lead administrator in this initiative with faculty teaching and serving in an advisory role to nurture and develop our top students.

- Another point of pride for the Student Services area is the successful implementation of a self-supporting revenue generating program for our freshman/transfer students. The orientation is designed to help students become acclimated to the campus, understand the depth and breadth of our services, receive one on one advising and register for classes. The program has received high evaluations and has resulted in smoother openings with a decrease in traffic and questions in both our student and business service areas.

ENROLLMENT

Greater Hartford Undergraduate enrollment trends continue in positive direction:

STUDENT	FALL 2010	FALL 2011	FALL 2012
Undergraduate	1,097	1,179	1,237
General Studies	143	165	151
Non-Degree	87	86	73
Total	1,327	1,430	1,461

In FY13, Greater Hartford, in conjunction with the Chemistry department, was fortunate enough to secure two Chemistry APiR positions. In FY14 the campus will be able to secure two additional APiRs: one in Physics and one in Biology. These are much needed appointments due to retirements over the past few years as well as increased student demand. These General Education courses are critical to students' success at the University of Connecticut. We are excited to build on our solid science foundation in preparation for Next Generation STEM initiatives.

As seen in the following table, enrollment in the Sciences remains high throughout the Academic Year as well as in the Summer Sessions:

SESSIONS	BIOLOGY	CHEMISTRY	PHYSICS
Summer Session I & II	154	134	123
Fall Term 2012	141	304	98
Spring Term 2013	180	175	119

FACILITIES UPDATES

THERE HAVE BEEN MANY POSITIVE IMPROVEMENTS TO CAMPUS FACILITIES INCLUDING:

1. New Auditorium with Technology
2. New Office for Adjunct Science Faculty
3. New Faculty/Staff Lounge

4. Updated Adjunct Office and New Adjunct Office
5. Art Gallery with Technology
6. Relocation of Admissions Office
7. New Admissions Materials Storage Area
8. Relocation of Student Support Services (SSS) Program
9. Upgrading controls in all buildings
10. Automated Programs and Software updated
11. Computer Graphics updated for all buildings

INFORMATION TECHNOLOGY

Under the leadership of Ryan Kocsondy, the West Hartford IT team has been working on several key projects—each intended to bring about greater security, efficiency, and cost-savings. Among these are the installation of technology in the remaining classrooms in the Undergraduate Building (in conjunction with Storrs UTTS); the completion of a campus-wide print-station assessment and the deployment of networked printers to replace as many individual printers as possible (to be completed by Fall 2013); the creation of a campus-wide IT Steering Committee.

COMMUNITY BUILDING

The Campus Council—comprised of representatives from each of the units across campus—meets monthly to provide updates, guidance, and information-sharing intended to bring the campus together more fully as one coherent community. The success of this group will prove invaluable as we move into a single shared space in our new downtown Hartford location.

In addition, we have hosted an increased number of learning opportunities for faculty, staff and students. A few of this year's programs follow:

- Metanoia 2012 Events on Civility both live and streamed
- Working Effectively with Students with Disabilities Workshop
- iClicker and Technology Workshops
- International Education Week Events
- CT State Employees' Campaign for Charitable Giving outreach
- Close to Home Campaign outreach
- Faculty Meetings with CLAS Associate Dean Norma Bouchard
- Responding to Student Writing Workshop
- Collection for Homeless Veterans
- International Women's Day Presentation

- Rape Aggression Defense Training – offered *but intensive schedule for completion prevented numbers for participation*
- Active Threat Training
- HR Workshops: Talking to Adolescents, Compliance, etc...
- Maxwell Shepherd Memorial Concert Series
- Book Discussions and Movie Screenings in support of the UCONN READS initiative
- Health Awareness Month and Health and Wellness Fair
- Earth Week Activities including The Omnivore’s Dilemma Book Discussion
- Semester “Welcome” and “Thank You” Gatherings; Employee Recognition Event

We also extend invitations for our fellow regionals to join our trainings; providing a shorter commute than for Storrs events as well as building relationships and connectedness.

There has been a palpable increase in energy and enthusiasm on campus coinciding with increased opportunities to come together as a community. Our increased emphasis on Campus Communications has also resulted in a feeling of inclusion and awareness of what is happening campus-wide. The emphasis has been on providing clear and concise messaging through email, minimizing use of paper signage and placing emphasis on TV message screens around campus with an ever-changing and up-to-date display, and sending a well-received “A view of the Week Ahead” and “A view of the Month Ahead” emails which clearly depicts deadlines, events, and opportunities in a sequential view.

GREATER HARTFORD AND STORRS RELATIONSHIPS

We have sought out ways to increase communication and commerce between the campus and Storrs wherever possible. The campus director serves on the Council of Deans and the Building and Grounds Committee.

Through our many meetings on planning for the proposed move of our campus to downtown Hartford, we have had opportunities to strengthen these ties even more fully. From space planning and classroom utilization, to space management and the establishment of centralized service models (on the current Greater Hartford campus, on the proposed new campus, and with Storrs offices and services), we have sought to bring the campus in line with existing and newly-created policies.

This year, we completed implementation of the SecureU pilot initiative—intended to provide the campus with improved data and records security, and to establish protocols for records management (including the destruction of many outdated and unnecessary documents). The effort has resulted in greater certainty regarding our secure handling of PII and other sensitive data and records—as well as freeing up much space once occupied by file cabinets and storage boxes.

*We’ve always been proud as UCONN Greater Hartford but look forward to our opportunity to become Greater **IN** Hartford. Thank you for your investment in seeing us through to that reality.*

UConn Stamford – An Overview

UConn Stamford, which relocated to downtown Stamford in 1998, has been serving Fairfield County and beyond since 1955. The state of the art facility is 250,000 square feet and its distance to Westchester County (15 minutes) and to NYC (45 minutes) via Metro North is ideal. Students commute from Fairfield & Westchester Counties and beyond to UCONN Stamford. There is flexibility to attend classes day or evening and full or part-time along with availability of online classes. The student population is highly diverse (e.g. ethnicity, religions, age, academic interests) and its diversity mirrors the growing ethnic populations in the Stamford area. The campus continually evolves to meet community and corporate needs. Many new degree programs have been introduced at UCONN Stamford over the years.

With the approval of the legislature, UConn Stamford is poised to become an even more dynamic force within the region as the University begins its Next Generation CT initiative (<http://today.uconn.edu/blog/2013/01/uconn-state-officials-announce-launch-of-next-generation-connecticut-initiative/>). With this initiative, UConn Stamford will offer additional undergraduate, graduate and certificate degrees in the areas of Business and in Digital Media. UConn Stamford also will explore for the first time residential options for students. The community and campus are abuzz with excitement about this UConn Stamford Expansion Plan.

- ✓ UConn Stamford offers several **BA/BS Degrees** including American Studies, Bachelor of General Studies (Interdisciplinary Major), Business Administration, Business and Technology, Economics, English, Financial Management (Fall 13), Human Development and Family Studies, History, Political Science, and Psychology. A new Early Childhood concentration is growing quickly, as well. The **Honors Program** is vibrant and continues to grow. Also at the campus is the **MBEIN Nursing Program** for second career individuals. The **Advanced Degree in Educational Leadership program** is offered through the Neag School of Education.

Campus Enrollment

Undergraduate enrollment: 1,377 students

Graduate enrollment (MBA, FRM, MEIN and NEAG): 446 students

The School of Business

- Business and Technology, Financial Management, and Business Administration
- A Master's Program in Financial Risk Management and a part-time MBA
- Global involvement is substantial and growing. MBA courses include business trips to China, Brazil, and Dubai with others planned. Other universities send student exchange groups
- The **Stamford Learning Accelerator (SLA)** has been created to house a wide range of student projects and is fully functioning now. At Stamford, each of the Business School's other six branch Accelerators (including the International Business Accelerator) are under the SLA "umbrella."
- The new **Digital Media Center** is dedicated to programs of trans-disciplinary education and research.
- **Connecticut Information Technology Institute (CITI)** Professional Development programs serve the corporate and institutional communities. They are an Approved Global Registered Education Provider by the Project Management Institute. CITI is an Approved Professional Development Training Provider by the State and Federal Workforce Development Agencies.

UConn Stamford offers *world-class, outstanding full-time faculty* that offers small class sizes in a variety of classroom settings. Adjunct faculty members are experts in their subject areas with a minimum of a Master's degree.

Below are highlights of just a few of the UConn Stamford faculty:

- ✓ *Charles Yarish*-an internationally acclaimed marine biologist whose research specialty is the study of seaweed.
- ✓ *Susan Anderson*-Philosophy professor emeritus who, along with her engineer husband, Michael Anderson, have programmed a robot to behave ethically.
- ✓ *Rich Hurley*- business faculty member with expertise in accounting, tax & law, who is often published in his specialty: forensic accounting. The Association of Certified Fraud Examiners (ACFE) recently awarded him the "2011 Educator of the Year."
- ✓ *Katherine Pancak*-professor and attorney whose expertise is real estate and finance and real estate law issues. Her research focuses on brokerage, and she develops pre-licensing and continuing education course materials for real estate licensees
- ✓ *Jeff LeFebvre*-In June 2012 was named a Fulbright Specialist Program Fellow (2012-2017).
- ✓ *Anne Farrell*-Lead author of a grant to provide intensive supportive housing services to families involved in the child welfare system throughout the state of CT. The grant was awarded to the CT Department of Children and Families with UConn receiving approximately \$1.2 million for the evaluation.

Student Support Services/The Center for Academic Programs (CAP) increases access to higher education for high-potential students who come from underrepresented ethnic or economic backgrounds and/or are first-generation college students.

The Center for Judaic & Middle Eastern Studies offers courses in Judaic culture, literature, and history and Middle Eastern literature and politics. The Certificate program is for community members and students interested in teaching in religious schools, or who wish to prepare for advanced training in Religious Studies, Judaic Scholarship, Jewish communal work, Middle East and Israel Studies, or for professional careers in government and Foreign Service which require knowledge of Israel and the Middle East. The center enjoys broad community recognition and has been financially supported by individuals, foundations, corporate gifts, and matching grants.

Career Services provides Career Fairs, spring and fall, annually to recruit students and alumni. Over 100 employer representatives and over 2,000 employers list jobs and internships with the Career Center. A few of the many internships available to students are American Red Cross, AmeriCares, CT Judicial Branch, General Electric, Merrill Lynch, NBC, CBS, TeleMundo, MTV, Stamford Public Ed. Foundation, U.S. Navy Marine Mammal Program, CA, UBS, Yale Child Study Center, and many others.

Student Services offers a comprehensive and professional student services staff that provides Academic Support Services, Advising, Career Services, Counseling/Psychological Services, Fitness Center,

Scholarships, Student Activities, Student Leadership, Students with Disabilities Services, and Tutorial Services.

Student Activities include numerous clubs and programs, a fully-equipped Fitness Center, and an **Active Student Government Association**, that provides leadership development experiences, and jointly works with the campus administration to meet student needs.

The Jeremy Richard Library is integrated with all other campus libraries, and provides easy access to the resources of all UConn libraries. The library is staffed with full-time librarians, is open Monday through Saturday, and houses the campus' Learning Commons. The Learning Commons includes high tech collaborative study rooms, the Writing Center, a Q Center, computer labs, and other student support services.

UConn Stamford houses the ***UConn Co-op Bookstore, a cafeteria, and a full-service police force.***

University Pals Program is a program for first generation college bound students. The program provides college simulation with college faculty teaching a variety of University-type courses. Upals offers a summer experience for Norwalk and Stamford public school students and includes significant parental involvement. Upals is a five-year program, with students beginning their affiliation as rising 8th graders.

Similar to Upals, UConn Stamford has recently partnered with the Stamford Public Schools to offer a new **Upward Bound program**. Both the Upals and the Upward Bound are parts of UConn Stamford's efforts to address the educational achievement gap in Connecticut.

The Art Gallery is a high quality gallery that hosts new exhibits from community and student artists year round.

Numerous campus events are open to the public and include a Faculty Colloquium Series, Local & National Political Figures, Local & National Authors and Performers, and Cultural Exhibits.

Additional Services include a shuttle service to and from the Stamford Train Station and an Off Campus Housing Service (<http://offcampushousing.stamford.uconn.edu/>).

UConn Stamford educates a competitive, creative and committed professional workforce; provides a learning environment that is collegial and supportive; offers complementary foundation in the liberal arts and sciences, through critical thinking skills, engaged learning and service learning opportunities; and enriches the educational experience through dedicated faculty, small class sizes, and a caring support staff who ensure that students persist and graduate. UConn Stamford continues to seek ways to meet community and corporate needs. New degrees and programs are being explored. Input from the community, government, and business is eagerly sought.

UConn Torrington Annual Report to the Senate April 29, 2013

MISSION

After undergoing leadership changes in 2012, UConn Torrington continues serving its mission to offer academic opportunities and outreach activities to the local community. As has historically been the case, the campus provides students the opportunity to begin almost all of UConn's more than 100 majors. Additionally, in partnership with the Waterbury and West Hartford campuses, we offer degrees in American Studies, English, General Studies, Professional Studies, Human Development & Family Studies, Psychology, and Urban & Community Studies. This makes the campus the only baccalaureate granting institution in Litchfield County, and the fact that we serve the County in such a meaningful way is important to the citizens as well as to our State legislators.

STUDENT ENROLLMENT DATA

STUDENT CATEGORIES	FALL 2010	FALL 2011	FALL 2012
UNDERGRADUATE	143	155	176
GENERAL STUDIES	87	77	54
NON-DEGREE	16	20	21
TOTAL	247	252	251

The first student in our Honors Program will graduate in May 2013. Melissa Gregoire is an American Studies major and English minor, and has been advised through her program by Dr. Robert Tilton and Dr. Richard Testa.

STUDENT SUCCESS

Our students are high achievers – 19% of them qualified for membership in Alpha Lambda Delta, the national honor society for students who have earned a GPA of at least 3.5 in their first semester. Additionally, two Torrington students were named Babbidge Scholars for 2012 and seven were named New England Scholars.

SCHOLARLY CONTRIBUTIONS OF FACULTY

Associate Professor of Art and Art History Pamela Bramble had a two person show entitled *Bramble and Bramble: Remnants, Glyphs and Palimpsests* at the Marie Louise Trichet Art Gallery, Wisdom House, Litchfield, CT (September – December 2012)

Assistant Professor of English Kathy Knapp has the following publications:

- American Unexceptionalism: The Everyman and the Suburban Novel after 9/11." Book manuscript under review, University of Iowa Press.
- "The Business of Forgetting: Living Memorials, The Post-Traumatic Suburb, and Chang-Rae Lee's Aloft." *Twentieth Century Literature*, forthcoming.
- "Richard Ford." Headnote. *Heath Anthology, 7th Ed.* Paul Lauter, ed. New York: Wadsworth, 2013: 3464.
- "Manifest Destiny, the American Dream, and the Land of Opportunity." *Encyclopedia of Environmental American Literature*. Ed. Brian Jones. Cengage, 2013: 163-166.

Assistant Professor of History Robert Forbes:

- Received a contract from the University of Tennessee Press for a book entitled "*The Spirit of Party: The Origins of America's Dysfunctional Politics*"
- Published an article, "'The Cause of This Blackness': The Early American Republic and the Construction of Race," *American Nineteenth Century History*, 13:1 (Spring 2012): 65-94.
- Was awarded several grants and fellowships, including a National Endowment for the Humanities full-year fellowship to develop an annotated, on-line edition of Thomas Jefferson's only published book, *Notes on the State of Virginia*.
- Selected to participate in the 2012 Institute for the Editing of Historical Documents in Charlottesville.
- Received a John Carter Brown-Hodson Trust Fellowship, which provides for two months of research at the John Carter Brown Library at Brown University and two months of writing at the Starr Center at Washington College in Chestertown, Maryland on his major book project, tentatively entitled *Secular Damnation: Thomas Jefferson and the Imperative of Race*, for which he also received a one-month fellowship at the International Center for Jefferson Studies, Monticello, Charlottesville, Virginia. He spoke on this work at a Princeton conference on Jeffersonian Democracy in Theory and Practice and at the first International Conference on Thomas Paine Studies at Iona College.
- Chaired a panel at the annual meeting of the Organization of American Historians on "What Historians Can Teach Activists about Opposing Modern Slavery, and Vice-Versa, and participated in public programming in London for the exhibit, "Making Freedom: The Life of Venture Smith."
- Gave a talk, "James Monroe and the Missouri Compromise," at the Virginia Festival of the Book in Charlottesville.

FACULTY-LED CAMPUS ACTIVITIES

Faculty-led campus activities this year included programs by the Litchfield County Writers Project (Kathy Knapp) and the ARTS Project (Pam Bramble). Their events featured authors Dani Shapiro, Charlotte Rogan, Gina Barreca, and artists Danielle Mailer and Marlow Shami.

Other faculty-led events included community food and coat drives, engagement in the Study Abroad program, Career Conversations with local business leaders, and voting awareness-raising information sessions.

COMMUNITY ENGAGEMENT

The campus has continued to increase and improve community engagement, as demonstrated by its developing relationship with Torrington's landmark institution, the Warner Theatre. Starting in 2012, the Warner now hosts all Litchfield County Writers Project events, bringing a new emphasis to the significance of these events to the community.

UConn Torrington has continued its commitment to Torrington's downtown revitalization goals. In addition to its work with the Warner Theatre, the campus is also represented on several key arts and culture initiatives, including the Connecticut Humanities Council's 2014 Smithsonian exhibition, "The Way We Worked" and Connecticut Main Street Center's "Come Home to Downtown", a mixed-use real estate planning pilot program focused on strengthening economic health and vitality. The campus is also closely involved with the Litchfield Area Business Association, the Torrington Library, and many arts and culture organizations in the region. UConn Torrington also engaged with many organizations throughout the year by hosting events on campus.

UNIVERSITY OF CONNECTICUT-WATERBURY CAMPUS ANNUAL REPORT TO THE UNIVERSITY SENATE 2012/2013

The Waterbury campus promotes the personal growth of students of all ages and economic circumstances through intellectual achievement, enhanced leadership skills, and workforce development. The campus provides access to lifelong learning and community engagement through its academic programs and provides entry to the more than one hundred undergraduate programs available at the University of Connecticut. The Waterbury regional campus is committed to developing important interaction between its student body, faculty and the community.

The Waterbury campus offers nine bachelor's degrees

- American Studies
- Bachelor of General Studies
- Bachelor of Professional Studies
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Technology
- English
- Human Development and Family Studies
- Psychology
- Urban and Community Studies

At the graduate level the Waterbury campus offers

- Master's in Business Administration (MBA)
- Certificate Entry into Nursing (CEIN/BS)
- Teacher Certification Program for College Graduates (TCPCG)

In fall 2012, the Waterbury campus welcomed 327 new freshmen and transfer students. Our new transfer student enrollment increased by 8.5% over fall 2011. Total enrollment, graduate and undergraduate, at the Waterbury campus for the fall 2012 semester was 1064; this is up slightly from fall 2011. A total of 102 Waterbury campus students have graduated or plan to graduate this academic year; four of these students will graduate with double majors. In our four year programs for fall 2012 the following students applied to graduate: 8 HDFS, 8 BGS, 5 Psychology, 2 English, 2 Urban and Community Studies, and 2 BPS. For spring 2013 the following students applied to graduate: 11 BGS, 10 HDFS, 8 Psychology, 7 BSBA, 6 English, 6 Urban and Community Studies, 3 American Studies, 2 BPS, 2 BSBT. For summer 2013, 1 Psychology, 1 English, and 2 Urban and Community Studies students have applied for graduation. In addition to students in our four year programs, we had 6 students apply for graduation for fall, 13 for spring, and 1 for summer in other programs. At the graduate level, 24 Waterbury CEIN/BS students graduated in December 2012 with 32 students entering the program this spring, a 33% increase in enrollment in the CEIN/BS program. The TCPCG program will graduate 19 students this May 2013 which is almost a 19% increase over the previous year. Graduation numbers to date for this academic year for the MBA program indicates a significant increase over the same time last year. There are 20 MBA graduates for summer and fall 2012 versus 6 graduates for summer and fall 2011.

The campus will hold its fifth annual Creative Sustenance Program in April. The event is being organized by English Major Intern Sarah Sherman with the help of the Student Activities Coordinator and is sponsored by the Osher Lifelong Learning Institute and UConn's Creative Writing Program. Creative Sustenance will feature poetry and dramatic readings. Students will read from their prize-winning creative writing entries. The event is intended to raise awareness of hunger and poverty in the area and attendees are asked to bring non-perishable food items to be donated to Greater Waterbury Interfaith Ministries, a nonprofit organization that provides 225 meals daily to Waterbury's neediest residents. The evening will provide emotional, intellectual, and spiritual sustenance – what we call Creative Sustenance.

In collaboration with the School of Business Career Center, the Waterbury Career Services Office launched a highly successful Community and Business Career Fair. Nineteen employers participated: Ten community organizations including the Social Security Administration and the Department of Labor and nine companies including AT&T and UTC. Over 100 students attended to learn about part-time and full-time jobs and internships.

The Waterbury campus will hold its second annual Scholar's Reception in April for five Babbidge and twenty-nine New England Scholars from the Waterbury campus. A Babbidge Scholar is a full-time student who has earned a 4.0 gpa for the fall and spring. A New England Scholar is a full-time student who has earned a 3.7 gpa for both the fall and spring.

Meghan Twohig, a Waterbury TCPCG graduate, received the Outstanding Graduate Student Award from the Neag School of Education for her work in biology. Meghan did research as an undergrad in biology at UConn and during her graduate program became the primary author of a research paper on her findings. The paper was published in the peer-reviewed Journal of Parasitology.

The Waterbury campus faculty continues to excel in scholarly and professional pursuits. The following are examples of some of the outstanding accomplishments of the Waterbury campus faculty this past year.

- Publications in Peer-Reviewed Journals
- Peer Review of Articles
- Research and writing on book projects
- Published essays and chapters
- Extramural funding from USDA/NIDA
- University funding from the Research Foundation
- Ad Hoc Reviews
- Editorial Board members
- National Organization organizers, committee chairs, and committee members
- Conference Presentations , conference moderators, conference panel chairs
- University Senate and Senate Committee members
- Departmental Committee members
- University Search Committee members
- Advisory Board members
- Script Writer and Director of the New York Philharmonic Young People's Concert Series
- Supervise Field Study, Service Learning, Independent Studies, Internships
- Campus Research Talks

During the spring and summer of 2013 UConn Waterbury will offer over fifty special programs through its Osher Lifelong Learning Institute. The campus continues to offer public programs on a variety of intellectual topics. A book discussion was held in February on The Great Gatsby, in conjunction with the UConn Reads Program.

The UConn Waterbury Research Lecture Series hosted, "Fossils, Energy, and Global Warming" by Henry E. Auer, PhD in February. "Symbols and Social Interaction" by Francesco Ranci, PhD will be presented in March and "Lunch Ladies: Labor and Social Change in the School Food Movement" by Kristina Gibson, PhD will be delivered in April.

Waterbury campus faculty, staff, and students are actively engaged in community outreach as evidenced by the following initiatives and activities:

- Waterbury Campus Director, William Pizzuto, PhD leads the campus in the community. He serves on the Greater Waterbury Chamber of Commerce Public Policy Committee promoting and supporting the UConn campus and its students. He also serves on the Northwest Regional Workforce Investment Board (NRWIB) finance committee, incumbent worker training, displaced workers, construction careers initiatives; serves on the Waterbury Hospital Board and the Palace Theater Board; a member of the board of the Connecticut Higher Ed Supplemental Loan Authority; Chairman of the Advisory Committee on Accreditation (ACA) for the Office of Higher Education; and a Waterbury Police Commissioner.
- Career Consultant, Susan Hyde-Wick, recruited over 30 organizations to a Community Fair at the campus. The fair provided opportunity to meet face-to-face with representatives and enabled deeper connections with Community Organizations.
- Waterbury students have engaged in community outreach through a fall and spring Blood Drive and participation in Waterbury's "Mardi Gross," a program that provides a safe Halloween environment for city youth.
- During the spring semester TCPCG students work on action research projects which are proposed by school district personnel to meet the needs and interests of the school. This year students work with the CommPACT School, West Side Middle School and Waterbury Arts Magnet School. Students work 10 hours per week in the schools while also attending a related class. At the end of the semester a presentation is made to the staffs of the schools to report research findings and recommendations.

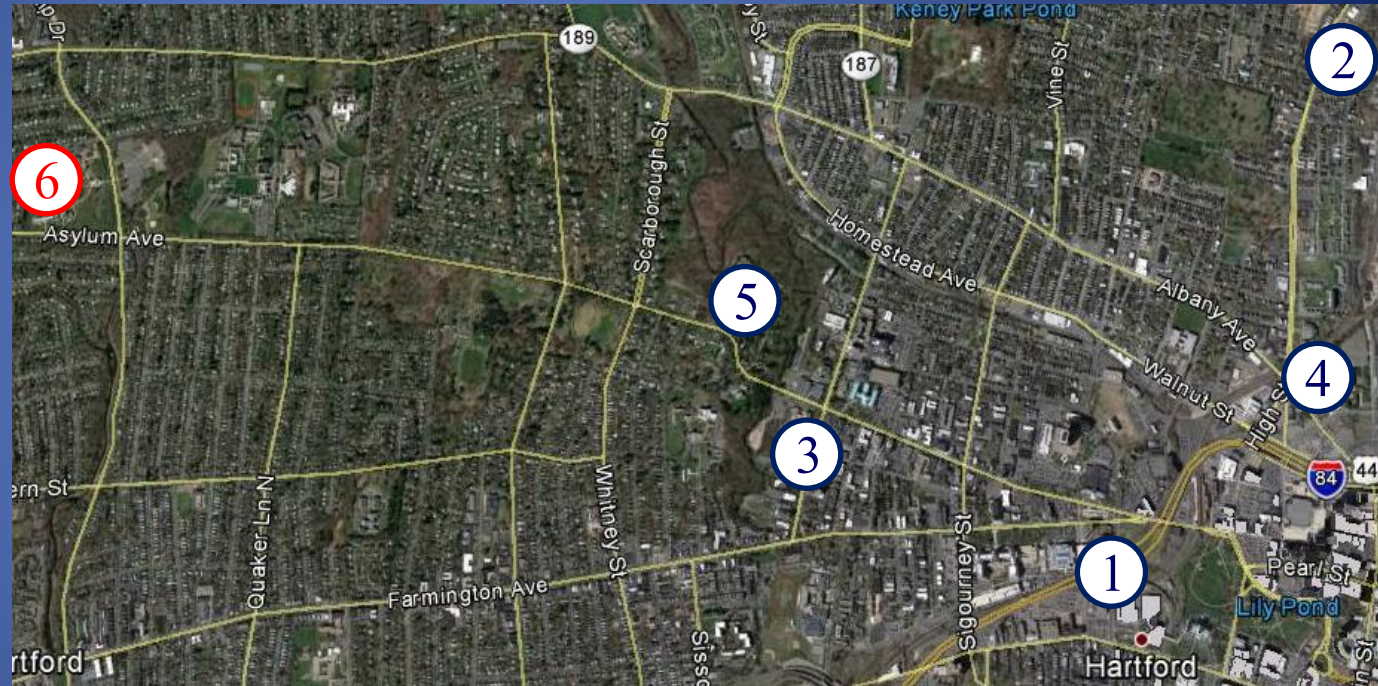
Regional Campus Update

April 2013



History repeats itself ...

1. HTFD Public HS
2. Camp, HTFD
3. Old Law, HTFD
4. Barnard, HTFD
5. Woodside Ave, HTFD
6. West Hartford
7. TBD but returning to **HARTFORD!**



Benefits of Returning Downtown

Facilities

- Upgraded facilities including science labs, commuter lounges, library, bookstore, and existing amenities

Proximity

- Closer to corporate, non-profit, state organizations & community outreach partners
- Prime Location for internships and experiential learning opportunities

Access

- Improved access to public transit
- Increased access to already successful downtown programs, including MBA

Housing

- Variety of housing options for students in the city and surrounding areas

Community

- “ONE” campus community
- Participation in culturally diverse activities at Bushnell, Hartford, Stage, XL Center



Moving...

available property prompts process to relocate to Hartford in fulfillment of our urban mission.

- Constitution Plaza
- Created space plan
- Campus-wide meeting
- Met with key stakeholders
- Building concerns



Moving forward in a new direction...

- Request for Proposals
- Ongoing space planning and site selection activities
- Campus-wide building committee
- Meetings with faculty, staff, and student leaders
- Discussions about centralized services, shared space, classroom management, and building amenities



UCONN HARTFORD Highlights



- \$70 Million NEXTGen CT allocation
- 150,000 assignable / 240,000 gross sq.ft.
- Single Building within Central Business District
- State of the art facility
- Dynamic campus integrated with the community



VISION

- Programs – new & existing
- Collaborations & centralization between academic programs and services
- Partnering with cultural, political, social, and economic institutions in Hartford to provide experiential learning opportunities for undergraduate and graduate students
- High priority on community outreach and service
- Create an environment which will fully develop the inherent excellence of every student and challenge them to generate positive change, locally and globally
- Continue our work with gifted and talented as well as first-generation students



Q & A



Report of the Parking Advisory Committee

April 19, 2013

The University of Connecticut Parking Advisory Committee met twice during Academic Year 2012-2013 - December 4, 2012 and April 2, 2013. The meetings were fairly short with remarks by the committee chair and by William Wendt, Director of Logistics Administration, followed by short reports by Martha Funderburk, Manager of Parking Services and by Janet Freniere, Manager of Transportation Services. There was a small amount of discussion from the committee and no public participation during that portion of the meeting.

There have been several important events related to parking and transportation that have occurred during this academic year. The first was the change in bus routes to improve clarity and ridership and to remove buses from the "busway". This rerouting has been met with good approval from the ridership and has reduced the impact of buses on the pedestrian campus. The second important item has been the change of parking to an auxiliary function of the University per the McKinsey report. The impact of this is that over time parking should become a self-funded function of the University much like Dining Services and Residential Life. The benefit of this is that the cost of parking operational costs will be borne by the users.

Another significant change has been the reorganization of this administrative group to the Department of Logistics Administration. It also should be noted that the limited discussion from committee members at each of the meetings and lack of public comment is likely due to the increased control of the day-to-day operations of this department by Mr. Wendt with the assistance of Ms. Nancy Beland; as well as the work of Ms. Funderburk and Ms. Freniere to increase both service and communications with the University community.

Finally, Emeritus Dean Karla Fox stepped down as the chair of this committee prior to the April meeting. Dean Fox has served as the Chair of the Parking Advisory Committee for many years. Her efforts to help address the complex parking issues of the ever growing and changing University were very significant and we sincerely thank her for her commitment. Mark Westa, an Associate Professor in the Program of Landscape Architecture, is now the chair of the committee.

Respectfully Submitted,

Mark Westa
Associate Professor
Chair, Parking Advisory Committee

Parking Services Highlights for Academic Year 2012-2013

Online Student Permit Registration

An online student permit registration system was developed and implemented in July 2012. Most student permits for academic year 2012-2013 were purchased online.

Purchase of Farmer Brown Property

The University purchased the "Farmer Brown" property. Ultimately the property will have one or more buildings on it but in the interim, it will be used as parking. The parking is currently available to commuter students and employees with Area 2 permits. There are 660 spaces on the property, 300 in the paved lot and 360 in the dirt lot. For the remainder of this academic year, we will allow the current Farmer Brown permit holders, Commuters and Area 2 permit holders to share the entire area on a first come, first served basis. In the fall we will designate areas for commuters and area 2 permit holders.

Permit Fees

The plan developed by Parking Services to implement the recommendations of the Strategic Redesign Initiative (McKinsey Report) was not fully implemented in the current academic year. The plan called for an increase in parking fees that would result in approximately \$2.5 million in additional revenue over a five year period. Although short-term parking rates were raised in January 2012, the proposed permit fee increases for students and employees was postponed until academic year 2013-2014.

Student permit fee increases for FY14 to FY17 have been approved and will be implemented for the fall 2013 semester. Labor Relations is currently in discussion with Union representatives regarding increases in permit rates for faculty and staff.

Student Car Pool Program

Parking Services will be implementing a student car pool program in the fall. Up to four students will be able to register to share one permit. Day permits will be available for use on days when the car pool solution will not work for a member of the group. This program offers students the opportunity to save money while reducing the number of vehicles parking and driving on the campus.

TRANSPORTATION SERVICES
Annual Report
2012-2013

BIKE SHARING:

- Developed and submitted Request for Information (RFI) for commercial bike sharing vendors
- Worked with the Library staff, Eco House, USG, and Environmental Policy on the future of the existing program

VEHICLES:

- Worked with Avery Point Athletics on the purchase of a bus for their baseball and basketball teams; developed MOU for use by Avery Point and driver(s)
- Purchased one mini-bus and three new mini-vans to replace aging fleet of accessible vans and provide more practical vehicles for the hundreds of annual Bradley Airport shuttles

RIDE SHARING:

- Working with CT Rides to provide students, faculty, and staff with a web-based ride sharing option that includes a UConn exclusive portal

TAXI SERVICE:

- Advocated at the DOT for Ace Taxi; gained approval for them to be the exclusive 24/7/365 taxi service for Storrs/Mansfield area

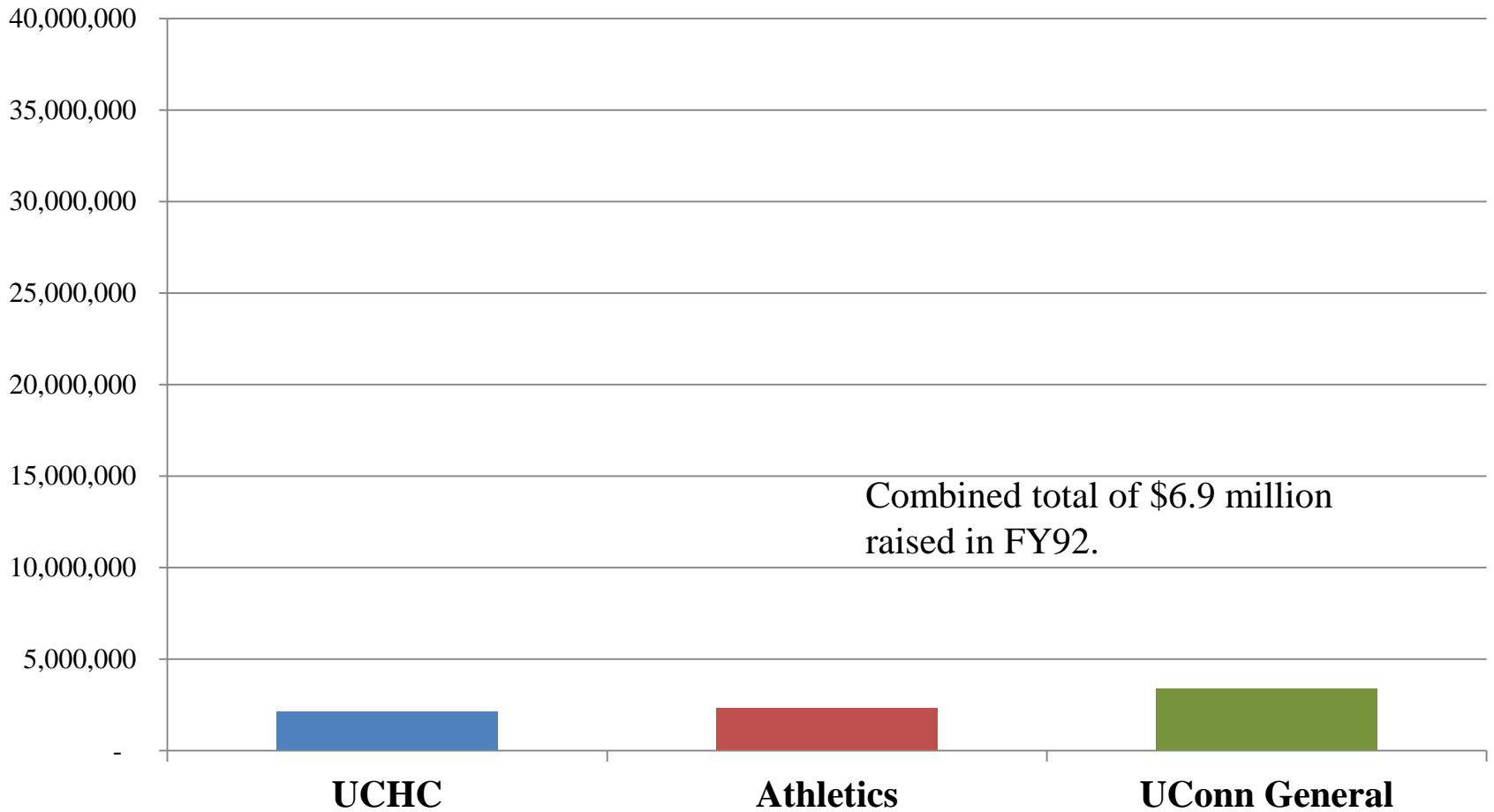


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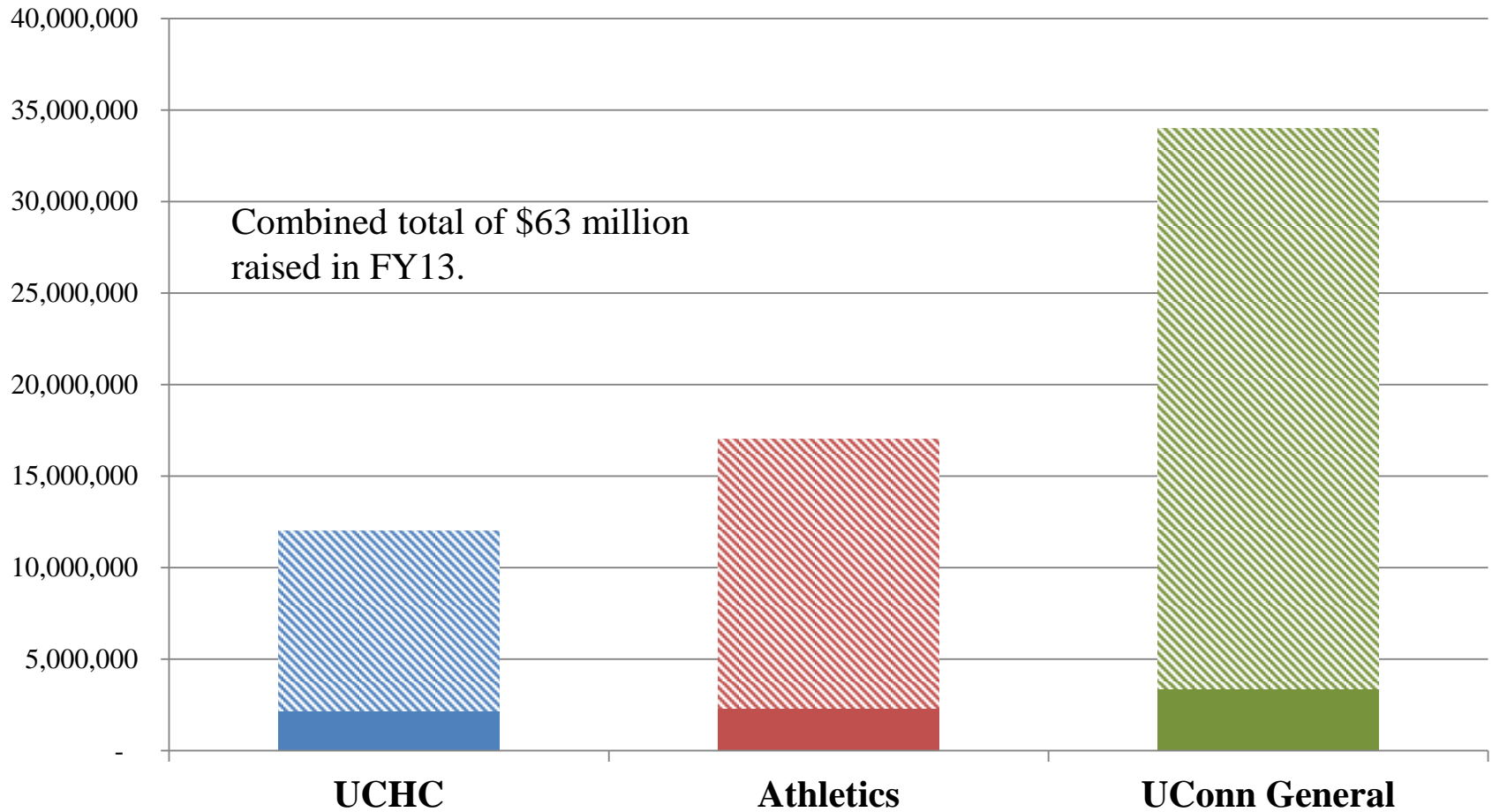
University Senate
UConn Foundation and Fundraising Update
April 29, 2013

Frank Gifford
Vice President for Development

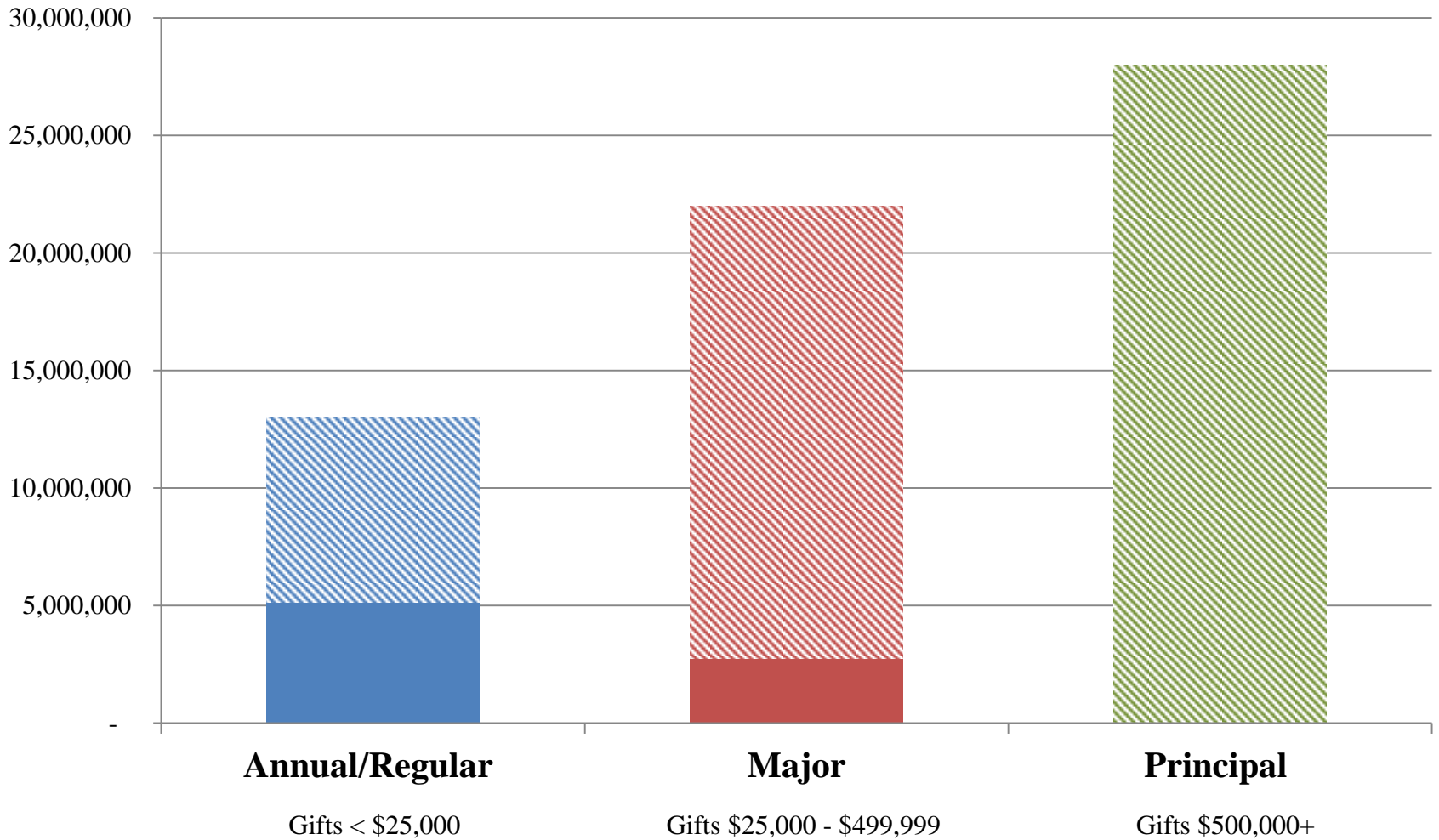
Fundraising Results by Program FY92



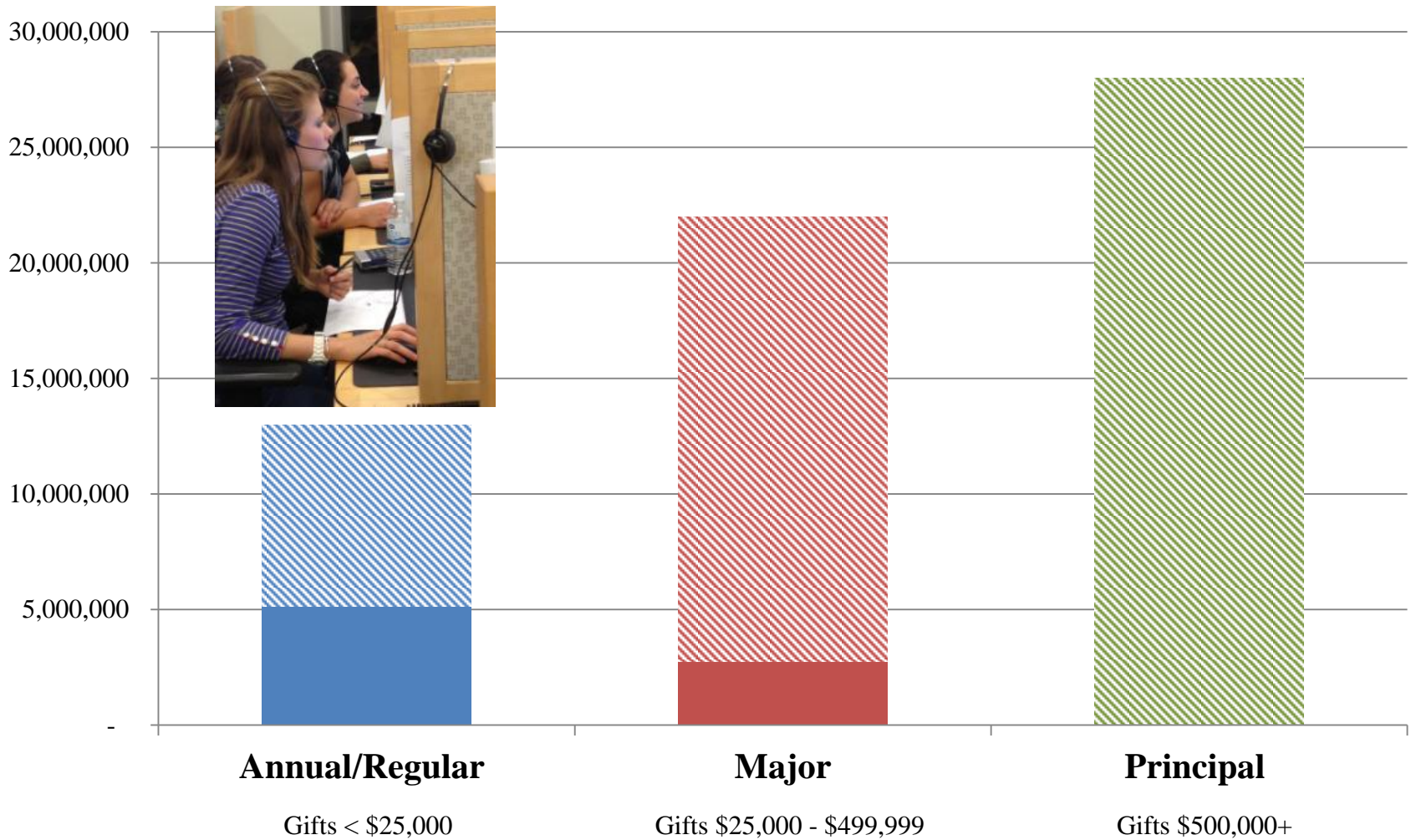
Fundraising Results by Program Comparison FY92 to FY13



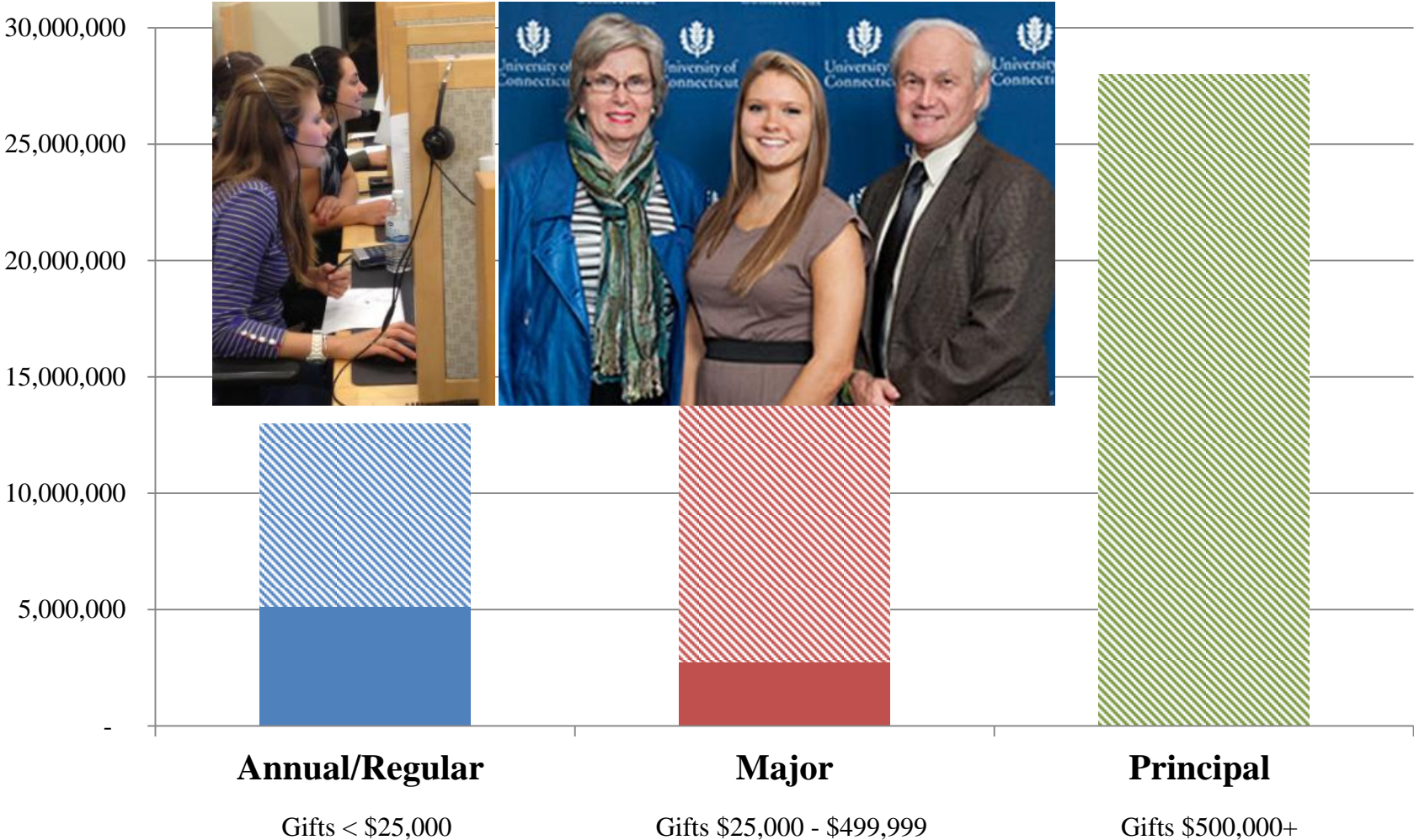
Fundraising Results by Gift Level Comparison FY92 to FY13



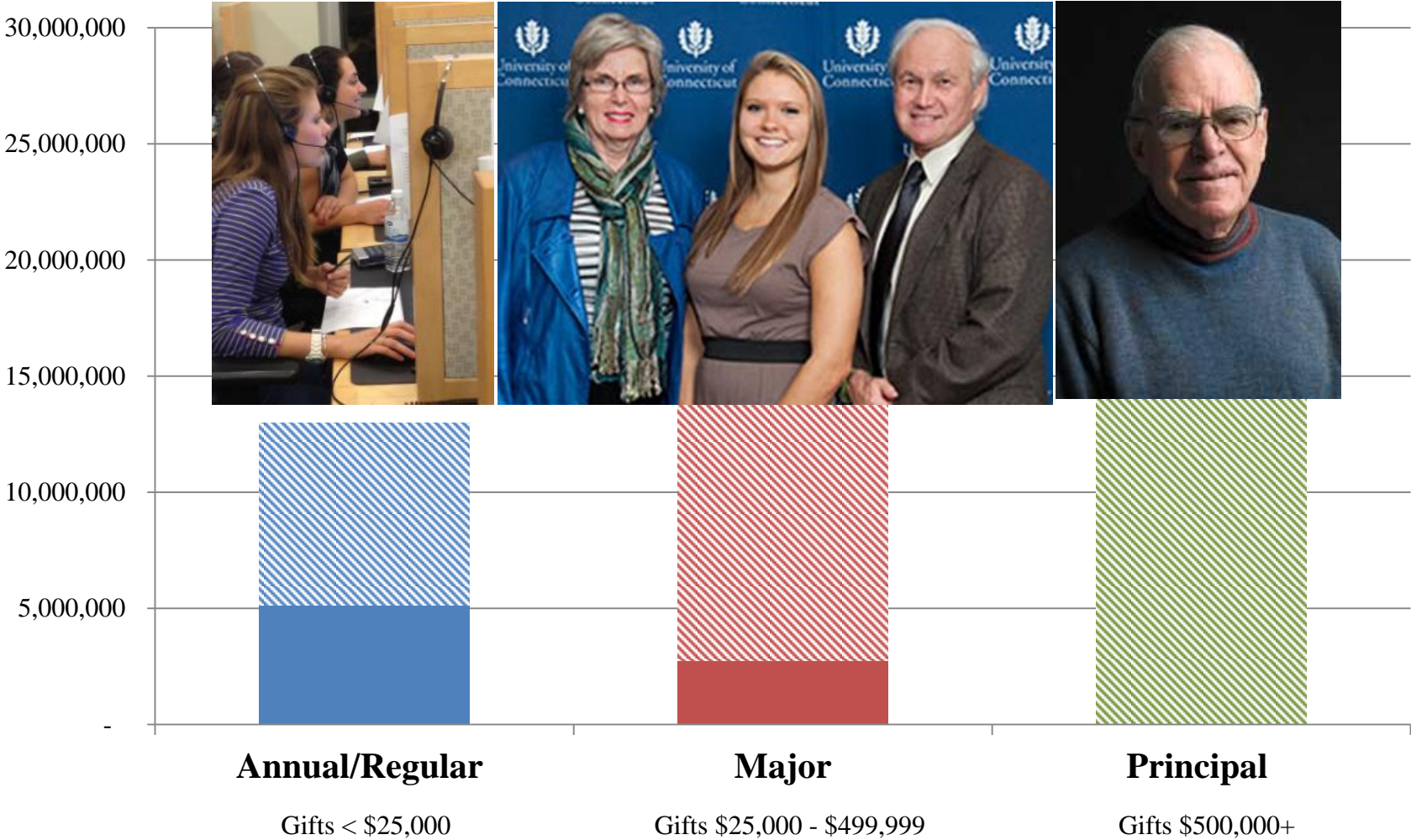
Fundraising Results by Gift Level Comparison FY92 to FY13



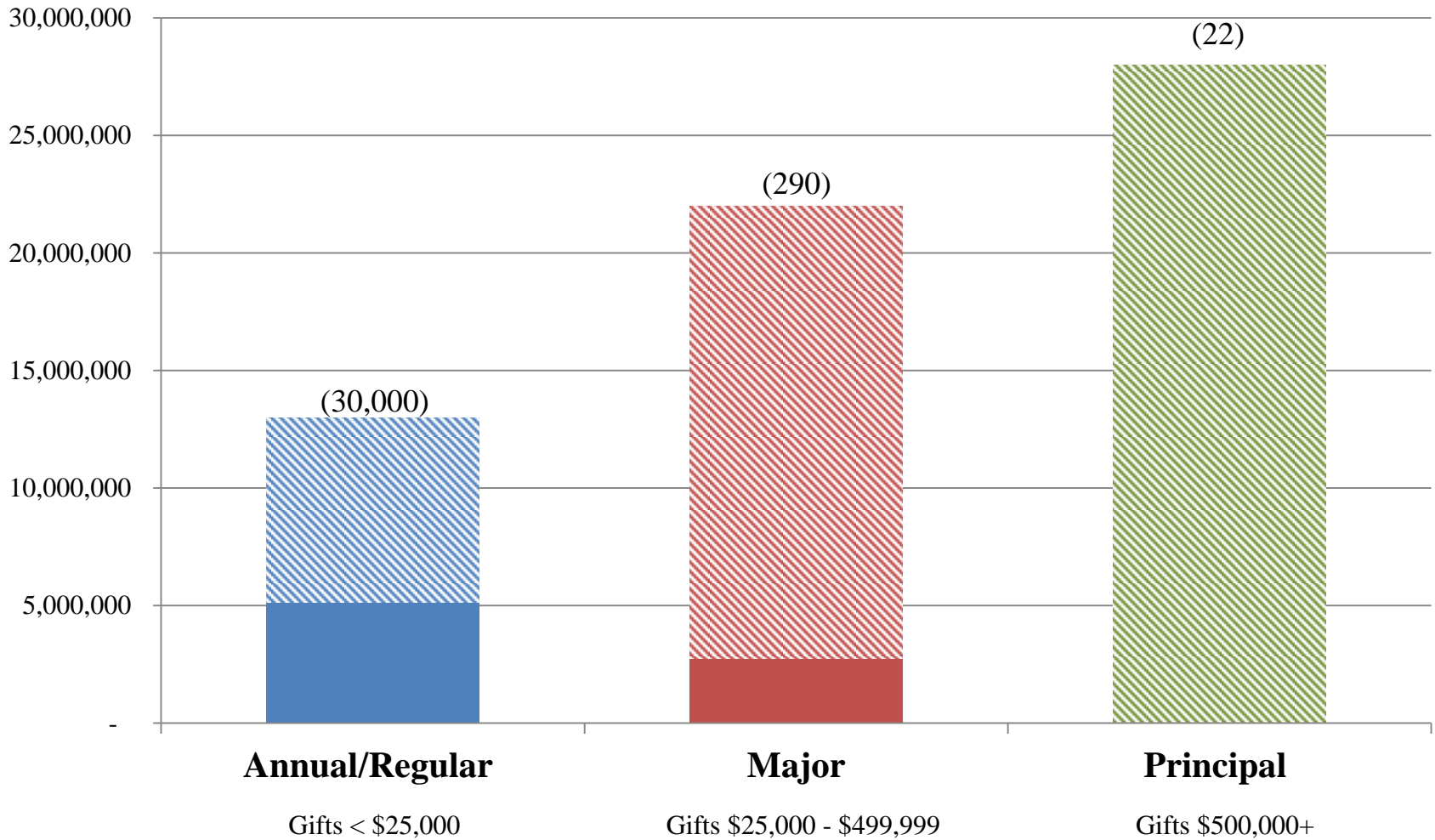
Fundraising Results by Gift Level Comparison FY92 to FY13



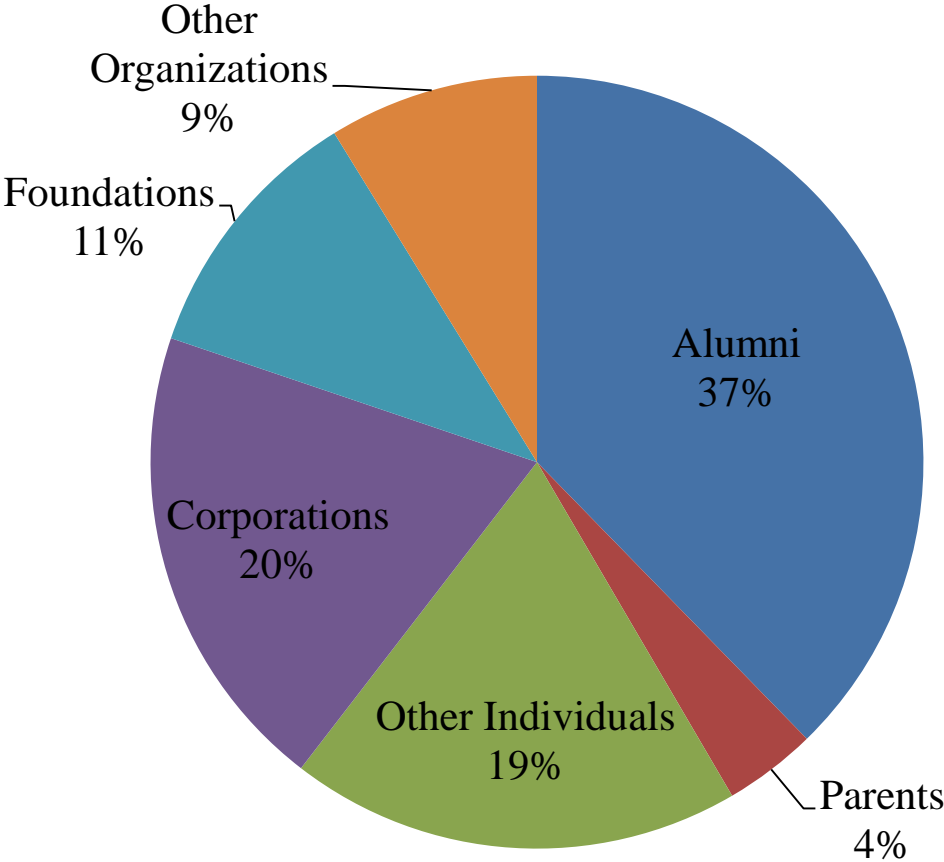
Fundraising Results by Gift Level Comparison FY92 to FY13



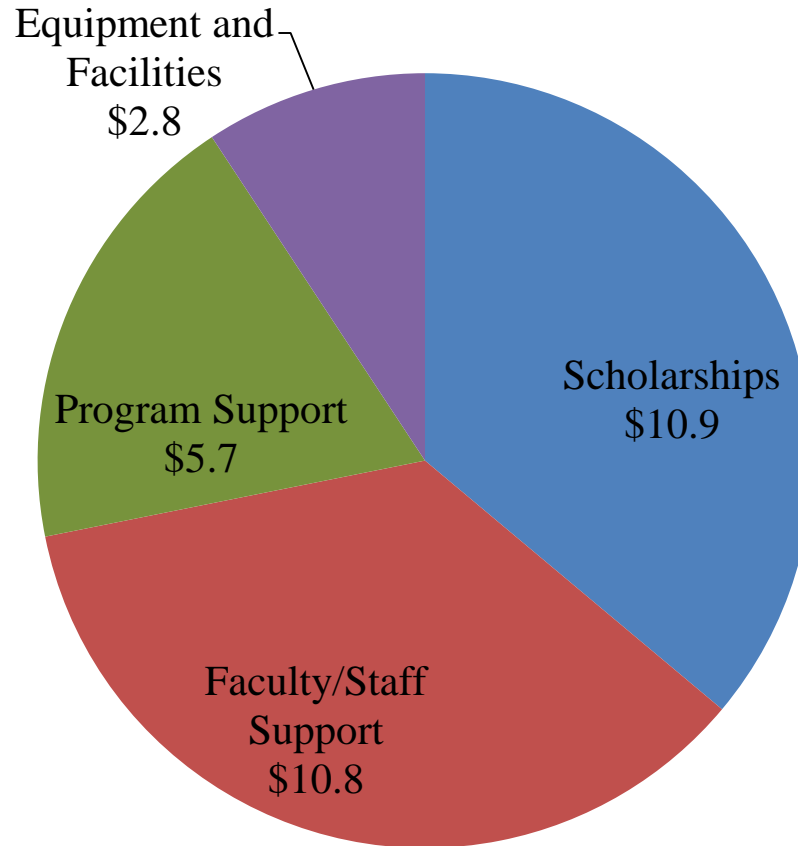
Fundraising Results by Gift Level Comparison FY92 to FY13



Sources of University's Gift Support



Disbursements to University from Foundation Funds FY12



Dollar totals in millions.



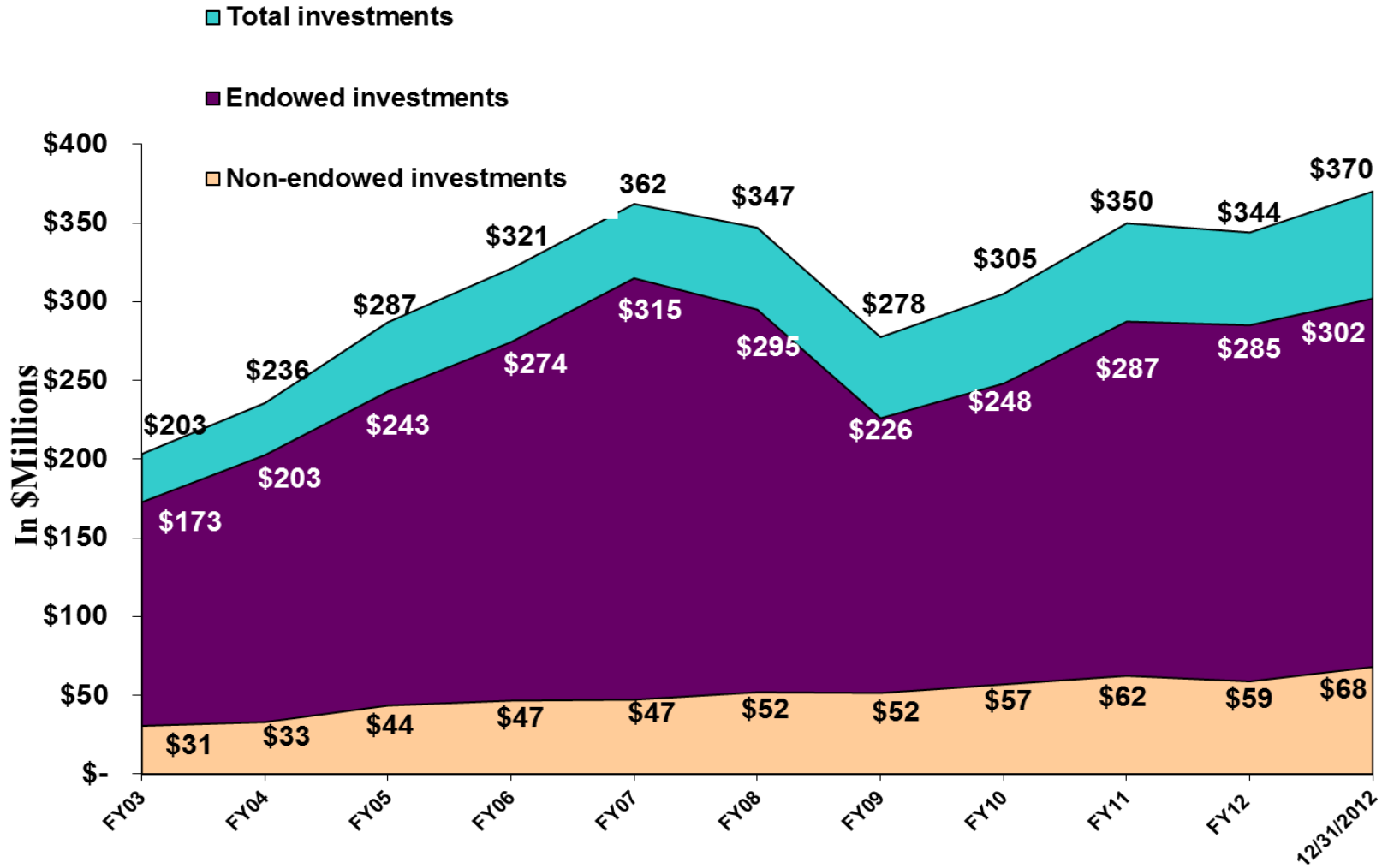


The University of Connecticut
FOUNDATION
I N C O R P O R A T E D

University Senate
UConn Foundation and Fundraising Update
April 29, 2013

Frank Gifford
Vice President for Development

Endowment Management



Commencement Committee
Annual Report to the Senate
April 29, 2013

Several changes have occurred within the Commencement Office this past year, including: shifting responsibilities of the Commencement Office from the Provost's Office to University Events and Conference Services with Lauren Douglas as a program coordinator retaining responsibility for Commencement and Convocation, the formation of a Commencement Steering Committee, shifting responsibility for the Graduate Ceremony from the Marshal and Commencement Office to the Graduate School, and adding the Neag Sixth Year students to the Graduate Ceremony. Another major change being instituted for the 2013 Commencement ceremonies is the use of tickets that will be scanned as people enter Gampel (printed by the Athletic Ticketing Office). This will allow us to get more detailed information (number of attendees at the Gampel ceremonies, arrival times, and through which entrance they entered the building). This will be of great help in planning future ceremonies.

The modifications to the Commencement Office were made in light of the many changes to Commencement over the past five years and will improve logistics surrounding the various ceremonies.

We still retain the larger Commencement Committee for the purpose of planning and information dissemination to the various schools, colleges and non-academic units involved in commencement. This committee is comprised of staff from the departments of Public Safety, Parking Services, Facilities Operations, Dining Services, University Events, University Relations, Gampel Management, Jorgensen Center for the Performing Arts, ITL, and the Registrar's Office. In addition, membership includes the Alumni Association, the Student Union, Senior Year Experience, USG, Students with Disabilities the UConn Co-op and members of the faculty, administrators from the President's and Provost's Offices and the Graduate School.

A smaller Commencement Steering Committee was formed to manage the 'day-to-day' planning and decisions. This committee is comprised of Mike Darre, Lauren Douglas, Cara Workman, Amy Donahue, Rachel Rubin, Lauren DiGrazia (or representative from the Registrar's Office) and John Saddlemire (or a representative from Student Affairs).

The members of these committees, and those of the school and college committees, are dedicated, without reservation, to making the Commencement and Convocation ceremonies a part of a happy and memorable family experience. Many go far beyond their normal work expectations to accommodate the needs of the occasion and deserve the whole University's thanks.

Particularly, I would like to recognize the work of Shirley Rakos, from the UConn Co-op, who has taken on the task of, not only supplying caps and gowns to over 3,000 students, but also of issuing about 20,000 guest tickets. She works closely with Carolyn Lindlau to ensure that all guest tickets are distributed properly. The Co-op, as well as the Registrar's Office and the Graduate School, provides Lauren and me with the detailed estimated attendance data, on a day-by-day basis, that allows me and the school and college committees, to plan seating and guest ticket allocations.

For the May 2012 commencement, we conducted twelve separate Commencement Ceremonies for all schools and colleges as follows (including one Recognition Ceremony):

Saturday, May 5, 2012

<i>Saturday</i>	9 am	1 pm	1:30pm	4pm	5 pm	6 pm
Gampel	Engineering		Graduate School			CANR
Jorgensen	SSW Recog. Cerem.	CCS			Fine Arts	
Rome Ballroom	Pharm D			Pharmacy		

Sunday, May 6, 2012

<i>Sunday</i>	9 am	12:30 pm	1:00 pm	5:00pm
Gampel	Business	CLAS I		CLAS II
Jorgensen	Education		Nursing	
Rome				

Sunday, May 13, 2012

<i>Sunday</i>	2:00pm
CT Convention Center	UHC

Sunday, May 20, 2012

<i>Sunday</i>	11:00am
Law School	Law

Student participation in the ceremonies was very good with more than 3,000 undergraduates participating (of the 5,000 + eligible) and about 730 graduate students of the about 1700 eligible.

We thank Angela Salcedo for being the organist for all the Gampel ceremonies.

I would especially like to thank Marvin McNeil and the Herald Trumpeters for their participation in the Gampel Ceremonies and David Mills and Jeffrey Renshaw and the Wind Ensemble for providing music for the ceremonies in Jorgensen. We are also grateful for the vocal contributions from the various students in singing our National Anthem for the Graduate and Undergraduate ceremonies.

We were fortunate to have some excellent speakers at each of the ceremonies, including Dr. Robert C. Gallo at the Graduate ceremony, Denise Merrill at the Center for Continuing Studies, Marshall L. Matz at the CANR/RHSA ceremony, Claire R. Leonardi at the Business ceremony, Richard T. Carbray, Jr. at the Pharmacy ceremony, Stefan Pryor at the Neag ceremony, Dr. Arun Majumdar at the Engineering ceremony, Ben Cameron at the Fine Arts ceremony, Dr. Susan Herbst and Joette Katz at the CLAS ceremonies and Dr. Donna M. Nickitas at the Nursing ceremony.

Honorary degrees were given to John Lewis, Richard Valachovic, Joseph C. Papa, Jr., Dr. Robert C. Gallo, Thomas Pogge, and Joseph Polisi.

On August 24, 2012, Convocation was held in Gampel Pavilion with President Susan Herbst presiding. Greetings to those assembled were provided by Mun Y. Choi, Interim Provost and Executive Vice President for Academic Affairs, with the Presentation of the Class of 2016 given by Wayne Locust, Vice President for Enrollment Management and Planning. Stephen Petkis, President, Undergraduate Student Government spoke on behalf of current students, and President Herbst, gave the exhortation to the students. The event was very successful with Gampel being nearly full.

The sense of organization and dignity with which the all of the various ceremonies were carried out could not have been accomplished without the assistance of another dedicated group of individuals – the marshals. This group is drawn from across the campuses and help to line up the students, march them to Gampel or Jorgensen, seat them and control the lines for presentation. In addition, they have the responsibility of organizing the faculty lines and leading the processions. They dutifully practice in the days before the ceremonies and wear the awesome befeater hats.

We have a pictorial history of the University that is displayed on the screens before ceremonies, so, as well as those listed in the first few paragraphs, I also tip my hat to the A/V staff in Gampel Pavilion (led by David Kaplan) who make these video presentations possible.

The Graduate School ceremony was a collaboration between the Commencement Office and Kent Holsinger, Tom Peters, and faculty volunteers. This event has grown and for the fifth year we had photographers available in the Graduate School office reception area during the morning of the ceremony to take pictures of the Doctoral candidates being hooded by their advisors.

With separate undergraduate ceremonies taking place in three different venues, I must thank Gary Yakstis and his staff at the Jorgensen Center for the Performing Arts and Helen Mesi and her staff at the Rome Ballroom for making the ceremonies in their venues a unique experience for the graduates and their families. Again, I thank Evan Feinglass for coordinating all the activities for rehearsals, moving equipment, and other activities in Gampel Pavilion. He oversees the Event Staff who manage the flow and seating of the families and friends of our graduands and prevent them from surging down the bleachers to take photographs, among many other important details.

The Commencement Committee is a delight to work with. They are one of the most good-natured groups of collaborators that I have ever encountered, and who delight in reminding me of all the goofs and mistakes that happen behind the scenes. Thank you for keeping me on my toes!

I also want to thank Florette Juriga, who assists Lauren during the last couple of months prior to Commencement weekend by answering phone calls, voice mails, general e-mail inquiries and in-person student inquiries – in addition to other administrative duties required to make Commencement a successful event. Without her behind-the-scene efforts, I doubt that we would be as organized and successful as we are.

Special thanks goes to Kevin Gray who translates our floor set-up diagrams for Gampel Pavilion and makes them a reality by working with his staff to set-up the flowers, podiums, chairs, tables, and diploma covers. He also makes sure the School and College banners are properly cared for and ready for practices and the respective Commencement ceremonies. Kevin and his staff do a number of jobs behind the scenes in preparation for the ceremonies and they do them flawlessly!

It is impossible to easily estimate the total time and effort that is required to make the ceremonies successful. However, it has all paid off as I have had many letters and comments of congratulations and our ceremonies are regarded by many as being one of the best-organized university Commencements. We should be proud of this group of dedicated UConn employees.

Our plans for Commencement 2013 have been underway for many months and this will be the sixth year that Schools and Colleges will be conducting their own undergraduate ceremonies. There will be thirteen events over two days as follows:

Saturday, May 11, 2013

<i>Saturday</i>	9 am	1 pm	1:30pm	4pm	5 pm	6 pm
Gampel	Engineering		Graduate School			CANR
Jorgensen	SSW Recog. Cerem.	BGS			Fine Arts	
Rome Ballroom	Pharm D			Pharmacy		

Sunday, May 12, 2013

<i>Sunday</i>	9 am	12:30 pm	4 pm	5:00pm
Gampel	Business	CLAS I		CLAS II
Jorgensen	Education		Nursing	
Rome				

Respectfully Submitted on behalf of the Commencement Committee by:

Michael J. Darre, Chair
University Marshal

Committee Members:

Elizabeth Anderson, Keith Barker, Preston Britner, Monica Bullock, Judith Chestnut, Michael Darre (Chair), Lauren Douglas, Barbara Drouin, Cameron Faustman, Evan Feinglass, Janet Freniere, Martha Funderburk, Davita Glasberg, Eva Gorbants, Frances Graham, Larry Gramling, Kevin Gray, David Kaplan, Mike Kirk, Donna Korbel, Shawn Kornegay, Avery Krueger, Susan Locke, David Lotreck, John Mancini, Steven Marrotte, Maryann Markowski, David Mills, Lisa Pane, Thomas Peters, Valerie Pichette, Willena Price, Shirley Rakos, Sally Reis, Stephanie Reitz, Hans Rhyhart, Kathleen Shipton, Joseph Tinnel, Kathleen Wells, Dana Wilder, Stephanie Wilson, Marcelle Wood, Cara Workman, and Gary Yakstis.

<http://commencement.uconn.edu>.