

10-14-2013

2013 October 14

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MINUTES OF THE UNIVERSITY SENATE
October 14, 2013

1. The regular meeting of the University Senate of October 14, 2013 was called to order by Moderator English at 4:00 PM.

2. Election of Alternate Moderators

Moderator English called on Senator Darre to nominate alternate Moderators for the University Senate for the 2013/2014 academic year. Senator Darre nominated Senators MacKay and Faustman. The nomination was seconded by Senator Polifroni. Senators MacKay and Faustman were elected as alternate Moderators.

3. Approval of the Minutes

Moderator English presented the minutes of the September 9, 2013 meeting for review.

The minutes were approved as written.

4. Report of the Provost

(Attachment #5)

Provost Choi introduced several new senior members of University team: Martha Bedard, Vice Provost of University Libraries, comes from the University of New Mexico; Lawrence Silbart, Vice Provost for Strategic Initiatives, is the former Department Head of Allied Health Sciences and will play a key role in the Academic Plan and Next Generation Connecticut; Michael Gilbert, Vice President of Student Affairs, comes from the University of Delaware and will integrate academic programs with student life; Michael Mundrane, Chief Information Officer, comes from UC Berkeley and will take us into the 22nd century of Information Technology. Also, Jeffrey Seemann, who came to us in July from Texas A&M as the Vice President for Research, took on additional responsibilities to oversee all research at both UConn and the University of Connecticut Health Center.

Senator Zirakzadeh thanked the Provost for sharing so much information about class sizes and requested additional data on: 1) trends by colleges and schools, 2) what the student: faculty ratio would be if courses that carry only 1-credit are omitted from the calculation, 3) the ratio if research faculty are omitted from the calculation. Provost Choi responded that the student to faculty ratio is meaningless without student outcomes. The FTE does not affect student: faculty ratios, but it does affect the number of courses with enrollment under 19. Dr. Thulasi Kumar will be able to look at variance by department. We should also look at student credit hours generated.

5. Senator Zirakzadeh presented the Report of the Senate Executive Committee.

(Attachments #6 & 7)

6. Senator Hubbard presented the Consent Agenda

- 1). Report of the Nominating Committee

(Attachment #8)

The Senate voted to approve the Nominating Committee report as posted.

- 2). Senator Schultz presented the Report of the Curricula & Courses Committee

(Attachment #9)

The Senate voted to approve the Curricula & Courses Committee report as posted.

7. Senator Gianutsos presented the Report from the Scholastic Standards Committee

(Attachments #10)

Senator Gianutsos presented the following motion to revise the By-Laws, Rules, and Regulations of the University Senate, Section II.C.1.b *Residence Requirement* for vote at the November 11, 2013 Senate meeting:

b. Residence Requirement

It is expected that advanced course work in the major will be completed in residence. ~~Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more.~~ Students who matriculate at UConn as freshmen must earn a minimum of 90 credits in-residence at UConn. Students can transfer in up to 30 credits, of which no more than 15 can be general education credits. Courses taken at the University and through the University's Study Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence.

Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

Senator Reis stated that this section has been in the bylaws since the 1940s with no changes, and that no other private or public universities that she knows of have such liberal transfer requirements.

Senator Reis proposed to amend the motion as follows:

b. Residence Requirement

It is expected that advanced work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Students who matriculate at the University as freshman must earn a minimum of 90 credits in-residence. Freshman can transfer in up to 30 credits, of which no more than 15 can be General Education credits. Courses taken at the University and through the University's Study Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

A number of Senators asked for clarification on the intent of the motion as well as potential unintended consequences. Senator Reis provided explication on the motion:

- Senator Reis proposed substituting the word "Students" with the word "Freshman."
- This change applies to those students who matriculate at UConn as freshmen and then obtain credits elsewhere.
- It is currently permissible for a student to earn 90 credits elsewhere and then enroll and complete the final 30 here; this will not be affected by the proposed by-laws change. The proposed by-laws change pertains to matriculating freshmen only. Senator Reis is looking into the number of permissible transfer credits as a separate issue. She has been working with Senator Locust to get data and will bring a proposal to the Scholastic Standards committee when ready.
- Credits earned at E.O. Smith and transferred in by freshmen are exempt. AP and ECE are already UConn credits, and as such are exempt.
- Community college courses taken by high-school students are articulated and come in on senior transcriptions. They are also exempt. E.O. Smith's anatomy and physiology class, for example, is a Manchester Community College class.

- This change may affect students who earn more credits than the minimum required for graduation, because it specifies how many credits can be transferred in.
- Data has been examined that show the institutions from which credits are being transferred that show the frequency of credits being transferred, and that show how many are general-education credits are being transferred. The data show that the vast majority of students who take the first general-education course at a community college and the succeeding/following course at UConn will flunk or withdraw. This is part of the rationale for limiting the amounts of credits that can be transferred in. This policy would affect approximately 100 students who take more than 36 credits elsewhere. Some students take most of their classes elsewhere during their sophomore, junior, and senior years. UConn is a competitive institution, and it is important that a UConn degree means a UConn degree.
- This change would affect dual degree candidates by restricting what students can transfer after matriculating as freshmen.
- The change would affect the very small number of students who complete freshman year at another institution and then transfer to UConn as freshmen (retaining freshman status); those students can avail of the appeal process.

The motion to amend carried with one opposition noted.

Further discussion ensued:

Senator Locust clarified that a matriculating freshman is a freshman matriculating as an entering first-year student. These are first year freshmen students, as opposed to transfer students who graduated high school and may have taken coursework elsewhere before matriculating.

Senator Hamilton noted that the language is confusing and fundamentally different than what was discussed at the Senate Executive Committee meeting.

Senator Reis verified that this change applies to freshmen students “as they enter the front door” - - that is, they enter as freshmen and stay at UConn for four years. These students would not be allowed more than 30 transfer credits. It applies to a small number of students; the average number of credits transferred by students is 8.

Senator Schultz proposed an amendment to clarify and reduce confusion. The motion was seconded by Senator Jain.

Proposed amendment to the Reis amendment:

b. Residence Requirement

It is expected that advanced work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Students who matriculate at the University as freshman must earn a minimum of 90 credits in-residence, and may transfer in no more than 15 General Education credits. Courses taken at the University and through the University’s Study Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

One comment was made by Senator Moiseff, who noted that this change opens to door for double majors to transfer in a lot of credits.

The Schultz motion to amend the Reis motion carried with one opposition.

A final round of discussion took place prior to closing the topic until the November meeting, when it will be on the agenda for discussion and vote.

Senator Zirakzadeh noted that UConn is an outlier in our liberal transfer-credit requirements compared to other institutions; however, there are real-world problems of course availability and new enrollment pressures with the aggressive expansion of undergraduate programs. He asked whether UConn has the capacity to support the 100 students who exceed 30 transfer credits, (for example, are there enough seats in general-education classes?) He also noted that requiring 90 credits to be taken in-residence is far beyond the norm; which is more like 60. Senator Reis responded that most of the transferred courses are a combination of general education and other courses—the most popular of which include: statistics, sociology, psychology, PNB, chemistry, economics. The vast majority are transferred in the summer. Most come from Connecticut's community colleges. UConn plans to add capacity in the summer. There is a question as to why students are not taking courses at the regional campuses. She is working to pay our faculty more to teach in the summer. Students are taking cheaper courses and courses perceived to be easier elsewhere.

Senator Courchaine asked whether the changes would be retroactive and how we know students take classes elsewhere because they are cheaper and perceived to be easier. Senator Reis responded that the changes would not be retroactive and that we know the intent of students taking courses elsewhere by looking at information obtained through the transfer office. We did have space in courses taken elsewhere. We are planning to increase the availability of courses.

Senator Darre noted that some students take general-education courses at community colleges for the purpose of maintaining lighter loads during the academic year. He inquired why UConn accepts transfer credits for courses if they do not adequately prepare students to advance at UConn. Senator Reis responded that this issue would need to be studied more.

Senator Manheim inquired as to the choice of 90 as the in-residence credit requirement. The current requirement of 30 was set when we had more traditional students. We are now proposing 90 when we have more non-traditional students—we have more from out of state and others from Connecticut who live closer to community colleges. Senator Reis replied that we are offering more online courses and do offer summer housing. She also shared that it is confusing to determine how many transfer credits other institutions allow, but that the most competitive universities allow 6-9 transfer credits over 4 years. Most competitive state universities have stipulations similar to what we're proposing.

Senator Schultz shared that most students who transfer summer courses only will not be taking more than 30 credits. 30 credits is equivalent to one academic year of credits.

Senator Scruggs asked for information about the financial-aid situation of the students. Senator Reis shared that most students on financial aid are not the ones transferring credits. The neediest students are taking more courses at UConn.

Senator Armstrong asked whether this policy could discriminate against low-income students. Senator Reis replied that the 100 students are not typically low income and stated she can pull more information on the 100 students. She also mentioned that we will have a liberal exemption policy.

Senator Manheim requested a definition of "in-residence" and asked whether students could take 120 credits online. Senator Reis responded that in-residence means getting UConn courses or being physically in-residence. Only 2% of our courses are online; it is impossible to earn a UConn degree online.

Senator Charrette requested comparative information on the cost of summer courses at different colleges including UConn, community colleges, and a few out-of-state institutions.

Senator Zirakzadeh asked for clarification on the exceptions to the policy. Senator Reis replied that her office has talked about extreme financial need, veterans, and extenuating circumstances, such as illness at home. She noted that the underlying issue is one of academic integrity and that the policy would only affect approximately 100 students.

8. Senator Gianutsos presented a Report from the Scholastic Standards Committee for the Information of the Senate: Grade changes and appeals for courses overseen by UICC

(Attachment #11)

Senator Gianutsos conveyed information about a current practice for edification of the Senate. The practice is in compliance with the by-laws.

Senator Schultz inquired whether Scholastic Standards discussed the unlikely scenario of when the UICC chair taught a course that was the subject of the appeal. Senator Gianutsos replied in the negative.

9. William Pizzuto presented the Annual Report of the Provost on the Regional Campuses.

(Attachments #12 & 13)

Highlights from the presentation, arranged by campus, are provided below:

Avery Point: A newly rebuilt student center is the social hub of the campus; new off-campus supervised residential housing will be offered via an agreement with Mitchell College in New London; a new engineering program will offer 2 years of core courses; there are new faculty hires; the baseball team qualified for the DII World Series.

Hartford: The former Times building in downtown Hartford will house the current undergraduate programs, including school social work and the graduate business and education programs; campus leaders began connecting with neighbors, including the Hartford Public Library and Wadsworth Athenaeum; a new task force has been established called the “sustainable Hartford task force.”

Stamford: A new digital media-and-design program will be offered; this field has demand for 30,000 professionals, with only 10,000 currently trained; new housing initiatives will initially support 400 undergraduate and graduate students.

Torrington: Work continues to increase visibility and community relations; since 2012, the Warner Theater hosts all Litchfield Writers Project events and contributes to downtown vitalization goals; the campus boasts a 10:1 student to faculty ratio; 19% of students qualified for Alpha Lambda Delta; two students were recently named Babbidge Scholars.

Waterbury: The campus has offered nine new bachelors and new masters programs since 2003; the conversion of a nearby building, St. Patrick’s Hall, also known as the rectory, will provide teaching space with an upscale café on the first floor; this supports economic development for the City of Waterbury, which owns the building and has provided \$8.1M in bond funding; UConn will be the licensee for the upscale coffee house.

Senator Goodheart noted that the regional-campus websites provide no list of faculty at each campus and suggested this addition could better support communications/cohesion. William Pizzuto replied that he is working with Andrew Bacon to redesign the regional pages, and the process will take several more months.

10. Laura Cruickshank presented the Annual Update on Building Projects

(Attachment #14)

The report was partitioned into completed, in-construction, in-design, and in-planning projects.

Completed:

- Arjona reopened after a partial renovation. It received A/C and a new fire alarm system. Renovations didn’t affect the exterior, as this building is intended to be in use for a 10-year project.
- Newly rebuilt student center of the Avery Point campus.
- Young opened in the fall after a nearly complete renovation. Work on the roof and exterior masonry, which have leaks, will be undertaken next summer.

- Bousfield received a 30,000 square foot addition. The addition includes the basement and floors 1-3, connected to the original building by an atrium.

In-Construction:

- Whetten Quad is now surrounded by fencing. It will provide access for material supply and pedestrians.
- Basketball Development Center was gift funded through the Foundation. It will open April 2014 and provide practice space for the men's and women's varsity basketball teams.
- Gant was renovated to fix roofing and other problems.

In-Design:

- People are excited about the Innovation Partnership Building because of its tie to the Connecticut economy (opening late 2016).
- Engineering and Science Building is being discussed in meetings to decide which combination of sciences will occupy the space (opening late 2016).

In-Planning:

- Hartford is in the program-verification stage. The designers are determining the right combination of spaces and expect to complete conceptual design in January or February, and to open the campus in fall 2016.
- Stamford has a workgroup that meets on housing. Requests for expressions of interest will be published in December. The designers are open to suggestions on what facilities might be available.
- Avery Point is in early planning on improvements to the academic building.
- Storrs will have two main drivers for facilities: the increase in students and increase in faculty. More beds, labs, teaching space, and offices will be needed. The designers have starting meeting with faculty and other groups across campuses. A Town Hall will be held on October 21st. New residence halls will be needed by the approximately 5,000 undergraduate students. Key for faculty work will be Torrey and Gant. Development will involve new science buildings and some swing space in Monteith and possibly the Depot Campus. The designers are currently working with the Torrey and Gant faculty. A lot of utility work will need to accompany these projects.

Senator Hubbard asked whether there are plans for a subterranean pathway/walkway between the Pharmacy/Biology building and the new science-and-engineering building to enable indoor transport of items from labs to offices. Ms. Cruickshank replied in the negative because the heights of the buildings are in conflict and there are barriers caused by utilities.

Senator Manheim suggested adding covered walkways between buildings to support pedestrians during inclement weather. He also noted the need to involve faculty in the planning-and-decision process. He related the history of the North Parking Garage, which is now situated in a location that inhibits expansion of the science complex. Ms. Cruickshank agreed that planning needs to be done in a collective and collaborative way.

11. New Business

(Attachment #15)

Senator Recchio detailed the history of UConn's first year writing program, including its unfavorable state in 1989, its Senate-approved restructuring in 2000, its ensuing years of success, and its recent changes to accommodate budget cuts during the 2009 budget crises. Senator Recchio discussed the importance and uniqueness of the writing program because it supports undergraduate students across all disciplines. He shared current plans to increase the class size or teaching loads in first year writing. He then put forth the following resolution:

Resolution:

Be it resolved that no changes that would have a negative impact on the quality of instruction in

Freshman English be implemented until the appropriate Senate committees (GEOC, Scholastic Standards, Faculty Standards, Student Welfare perhaps) have examined the proposed changes and made recommendations in response. And that no change be implemented without a supporting vote from the Senate, the faculty body charged with the oversight of General and lower-division education across the university.

Senator Recchio noted that since this is a general-education course, the Senate has responsibility for the matter. Senator Pratto seconded the resolution.

Senator Armstrong inquired how “altered quality” will be assessed. Senator Recchio responded that the English Department assesses its first-year program each summer.

Senator Teitelbaum shared that, as Dean of the College of Liberal Arts and Sciences, he made a decision within his jurisdiction to change the budget in the English department and recommended ways that the English department could change its offering. He noted that he will meet with the English faculty in November. Further, he posed a question of jurisdiction to the Senate and expressed that he was not prepared to discuss his rationale for the decision at the meeting.

Senator Hamilton inquired whether the Senate should undertake this potentially precedent-setting course of business. Senator Recchio responded that there is jurisdictional ambiguity because the Senate is responsible for general-education courses. Therefore, the impact of changing the nature of the course is of concern to the Senate.

Senator Schultz moved to refer the matter for discussion to GEOC and postpone discussion future date not specific. Senator Hamilton seconded the motion. The motion carried.

12. There was a motion to adjourn.

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

The meeting adjourned at 6:00 PM.

Respectfully submitted,
Jill Livingston
Health Sciences Librarian
Secretary of the University Senate

The following members and alternates were absent from the October 14, 2013 meeting:

Accorsi, Michael	Faustman, L. Cameron	Nunnally, Shayla
Barreca, Regina	Googins, Kara	Raheim, Salome
Becker, Loftus	Harris, Sharon	Rios, Diana
Bradford, Michael	Herbst, Susan	Salamone, John
Bramble, Pamela	Holsinger, Kent	Skoog, Annelie
Britner, Preston	Holz-Clause, Mary	Spiggle, Susan
Brown, Scott	Hussein, Mohamed	Stwalley, William
Bushmich, Sandra	Kendig, Tysen	Torti, Frank
Cantino, Marie	Libal, Kathryn	Van Heest, Jaci
Chazdon, Robin	Luxkaranayagam, Brandon	Visscher, Pieter
Chinchilla, Rosa	Machida, Margo	Volin, John
Clark, Christopher	Markus, Etan	von Hammerstein, Katharina
Cobb, Casey	Martin, Jeanne	Yelin, Susanne
Croteau, Maureen	Martinez, Samuel	
Ego, Michael	Mercier, Daniel	



New Senior Administrators

- Martha Bedard (**New Mexico**) – Vice Provost for University Libraries
- Larry Silbart (**CANR**) – Vice Provost for Strategic Initiatives
- Michael Gilbert (**Delaware**) – Vice President for Student Affairs
- Michael Mundrane (**Berkeley**) – Vice Provost & CIO
- Jeffrey Seemann (**Texas A&M**) – Vice President for Research

Affordability & Value

13/14 - A -23

Tuition & Fees 2012-13			Average Debt at Grad 2013			FY 10 Default Rates		
1	Penn State	\$16,444	1	Rutgers	\$33,761	1	Penn State	5.3%
2	Vermont	\$15,284	2	Penn State	\$33,530	2	Stony Brook	3.7%
3	UMass	\$13,230	3	Delaware	\$31,002	3	Rutgers	3.5%
4	Rutgers	\$13,073	4	Vermont	\$27,725	4	Maryland	3.0%
5	Virginia	\$12,006	5	UMass	\$26,893	4	UMass	3.0%
6	UConn	\$11,362	6	Maryland	\$24,180	6	Delaware	2.4%
7	Delaware	\$11,192	7	UConn	\$23,822	7	UConn	2.3%
8	Maryland	\$8,908	8	UNC	\$20,951	7	Virginia	2.3%
9	UNC	\$7,694	9	Stony Brook	\$20,371	9	Vermont	1.3%
10	Stony Brook	\$7,560	10	Virginia	\$17,525	10	UNC	0.7%
CHE Tuition & Fees Tables			Kiplinger's Rankings 2013			College Results Online		

Affordability & Value

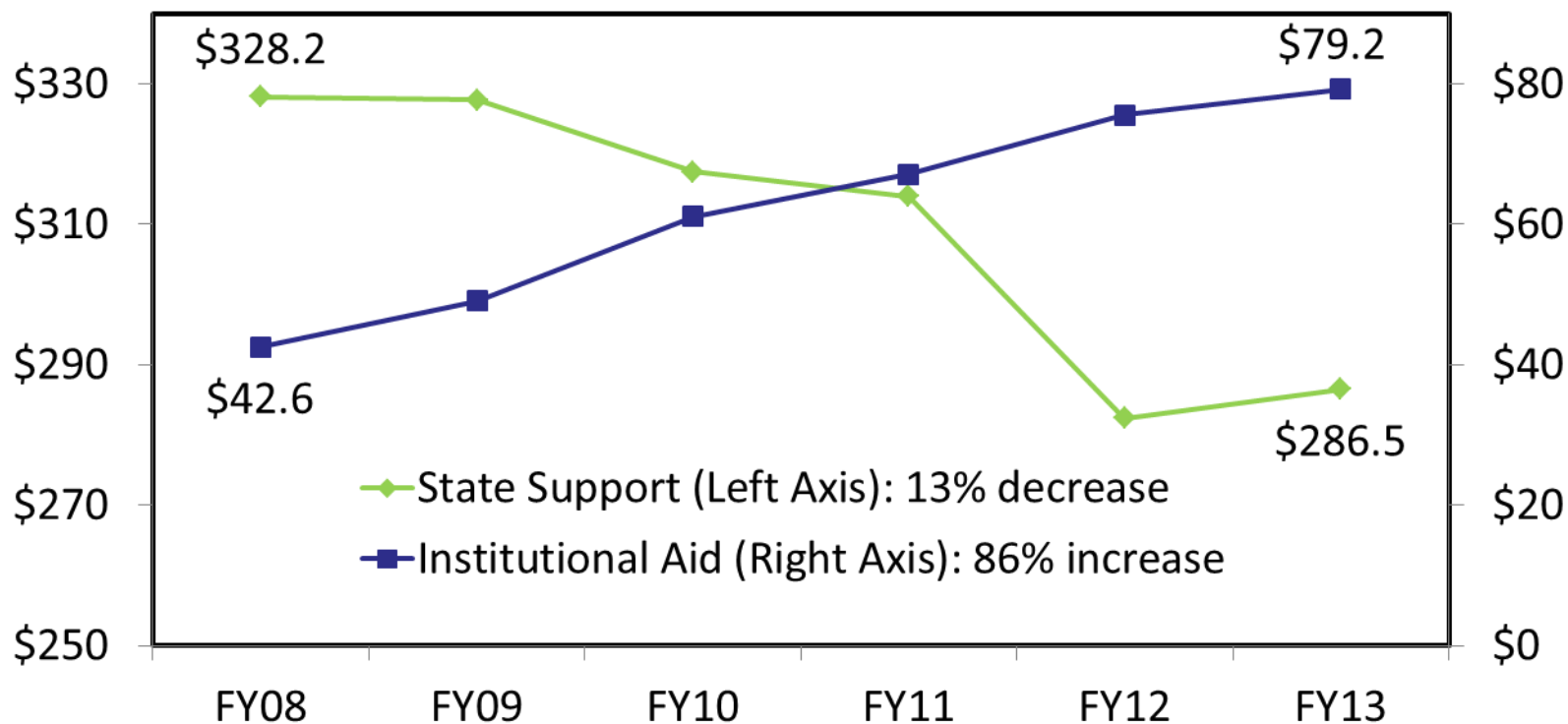
13/14 - A -24

% Freshman Pell Recipients 2011			% Undergrad Pell Recipients 2011			Pell 6-Yr Grad Rate 2012		
1	Stony Brook	38%	1	Stony Brook	36%	1	Virginia	87%
2	Rutgers	29%	2	Rutgers	29%	2	UNC	83%
3	UMass	25%	3	UMass	27%	3	UConn	78%
4	UConn	23%	4	UConn	25%	4	Penn State	77%
5	Vermont	22%	5	Vermont	20%	5	Rutgers	76%
6	UNC	20%	5	UNC	20%	6	Maryland	75%
7	Penn State	16%	5	Maryland	20%	7	Stony Brook	73%
8	Maryland	15%	8	Penn State	19%	8	Vermont	70%
9	Delaware	13%	9	Delaware	13%	9	UMass	66%
9	Virginia	13%	9	Virginia	13%	NA	Delaware	Not Avail
College Results Online			College Results Online			Academic Insights		

UConn's Commitment to Need-Based Aid

13/14 - A - 95

- UConn increased its financial aid from **\$17M in FY96** to **\$85M in FY14** - **\$73M** was awarded to students with financial need



UConn Does Not Compete with CSU 13/14 - A -26

Institutions Sharing Most Cross-Admits with UConn

	Fall 1994	Fall 2001	Fall 2005	Fall 2007	Fall 2012
1	CCSU	UMass	Northeastern	UMass	UMass
2	BU	URI	UMass	Northeastern	Northeastern
3	UMass	Northeastern	URI	BU	BU
4	Fairfield	BU	BU	Vermont	Delaware
5	URI	UNH	Delaware	Penn State	URI
6	SCSU	Quinnipiac	Quinnipiac	Delaware	Penn State
7	ECSU	Delaware	Penn State	URI	Vermont
8	BC	Syracuse	UNH	UNH	Maryland
9	UNH	Rutgers	Providence	Maryland	Quinnipiac
10	Quinnipiac	Vermont	Fairfield	Quinnipiac	Drexel
11	Providence	Penn State	Syracuse	Syracuse	BC
12	WCSU	Fairfield	Rutgers	Rutgers	Fordham

Note: Red Font = CT Institution, Blue = New England, Green = Outside of New England

2013 Statistics

	UG Students	Full- Time Faculty	Total Faculty	Student/ Faculty
2011	24,641	1,153	1,349	18.3
2012	24,469	1,213	1,411	17.3
2013	24,750	1,322	1,520 (est)	16.3 (est)

2013 Faculty Cluster Hires

- Language, Cognition, Philosophy & Asian Studies (CLAS)
- Biomedical, Manufacturing & Systems (SOE)
- Food Safety (CANR)
- Achievement Gap & Ed Leadership (NEAG)
- Digital Media & Puppetry (SFA)
- Insurance & Public Finance (LAW)
- Entrepreneurship (SBUS)
- **59% Non-STEM Faculty**

2013 Faculty Hiring Data

(Office of Diversity & Equity, E. Conklin)

- 6,976 Applications
 - 2,274 Female (33%)
 - 3,922 White (56%)
 - 260 Afr-Am (3.7%)
 - 295 Hispanic (4.2%)
 - 2479 Asian (36%)
 - 20 Nat-Am (0.3%)
- 822 Interviews (11.8%)
 - 302 Female (37%)
 - 472 White (57%)
 - 34 Afr-Am (4.1%)
 - 36 Hispanic (4.4%)
 - 276 Asian (34%)
 - 4 Nat-Am (0.5%)

2013 Faculty Hiring Data

(Office of Diversity & Equity, E. Conklin)

- 6,976 Applications
 - 2,274 Female (33%)
 - 3,922 White (56%)
 - 260 Afr-Am (3.7%)
 - 295 Hispanic (4.2%)
 - 2479 Asian (36%)
 - 20 Nat-Am (0.3%)
- 119 Hired (1.7%)
 - 37 Female (31%)
 - 83 White (70%)
 - 5 Afr-Am (4.2%)
 - 3 Hispanic (2.5%)
 - 27 Asian (23%)
 - 1 Nat-Am (0.8%)

Academic Plan Update

- What are the **intellectual merits and transformative aspects** of the proposed concept?
- What are the **strengths that exist at UConn** in the area of the proposed concept?
- **Innovative education and training** of undergraduate, graduate and post-doctoral fellows?
- How will the proposed concept contribute to the **growth of extramural research** programs?
- **Broader impacts** in diversity, globalization, community outreach, economic development?
- **Investments** and **metrics** for success?

Strategic Area Advisory Teams

- SAATs will actively engage university community to develop proposals for:
 - Systems Genomics
 - Advanced Materials & Manufacturing
 - Social Justice
 - Creativity & Innovation
 - Centrality of Humanities & Arts
 - Brain and Cognitive Sciences
 - Sustainability
 - Public Health & Wellness
 - Complex Systems & Big Data/Secure Computing

Extra Slides

OUR STRATEGIC PLAN

- ① GROW THE ENDOWMENT.
- ② ATTRACT HIGH-ABILITY STUDENTS.
- ③ SUPPORT FACULTY AND STAFF EXCELLENCE.
- ④ BUILD A DIVERSE GLOBAL COMMUNITY.

THERE'S BEEN A LEAK!
I DISCOVERED 3,000
OTHER UNIVERSITIES
HAVE THIS SAME ONE!

COLLEGE ADMIN.

Aligned to Academic Vision

13/14 - A -35

- UAVC, VPR, deans and Provost Office to identify priorities for new thrusts (**faculty hiring and program investments**)
- **Stamford Focus** – J. Elliott, B. Grant & Vice Provosts to develop academic programs in DM & SBUS. L. Cruickshank and M. Gilbert will lead residence hall plans.
- **Avery Point Focus** – M. Alfultis and L. Cruickshank will lead renovation of academic buildings. J. Seemann will lead coastal and ocean engineering/science research thrusts.
- **Hartford Focus** – Vice Provosts, CLAS/SSW/SBUS deans, M. Menard for academic programming. L. Cruickshank will lead building program.
- VPEPM and Provost Office to coordinate student enrollment.

Capital Component

- **GANT and Torrey** - L. Cruickshank will develop plans for new/renovation. J. Teitelbaum & faculty to provide input.
- **New Research Facilities** - VPR, deans and Provost Office will develop plans for new facilities for research thrusts
- **New Teaching Facilities** – L. Cruickshank and Provost Office will develop plans for new/renovated teaching facilities
- **Infrastructure** – M. Jednak and L. Cruickshank will develop plans for upgrades to Steam, power, water, sewer, etc
- **UITs** – M. Mundrane will develop plans for IT investments
- **Residence Halls** – M. Gilbert and L. Cruickshank will develop plans for new dorms. S. Reis will work with group to include STEM and Honors LLC.

Academic Vision: Core Values

13/14 - A -37

<http://provost.uconn.edu/academic-vision/>

Innovation

The University of Connecticut is dedicated to discovery and communication of breakthrough and foundational ideas; to translation and collaboration across disciplines and communities; and to positive transformation through research, scholarship and creative works.

Academic Vision: Core Values

Education

The University of Connecticut aspires to graduate leaders who will excel in addressing the challenges of the 21st century; to cultivate critical thinking, creativity, and joy in learning in our students; and to inspire and facilitate lifelong learning.

Academic Vision: Core Values

Engagement

The University of Connecticut serves Connecticut, the nation and the world. Through outreach, research, translation, and partnership, we seek to fuel economic development and to create a healthy, happy, and inclusive society.

2012 Faculty Hiring Data

(Office of Diversity & Equity, E. Conklin)

13/14 - A -40

- 4,295 Applications
 - 1,219 Female (28%)
 - 2,437 White (57%)
 - 141 Afr-Am (3.3%)
 - 153 Hispanic (3.6%)
 - 1,549 Asian (36%)
 - 15 Nat-Am (0.35%)
- 451 Interviewed (10.5%)
 - 183 Female (41%)
 - 293 White (65%)
 - 22 Afr-Am (4.9%)
 - 21 Hispanic (4.7%)
 - 113 Asian (25%)
 - 2 Nat-Am (0.44%)

2012 Faculty Hiring Data

(Office of Diversity & Equity, E. Conklin)

13/14 - A -41

- 4,295 Applications
 - 1,219 Female (28%)
 - 2,437 White (57%)
 - 141 Afr-Am (3.3%)
 - 153 Hispanic (3.6%)
 - 1,549 Asian (36%)
 - 15 Nat-Am (0.35%)
- 72 Faculty Hired (1.7%)
 - 36 Female (50%)
 - 45 White (63%)
 - 4 Afr-Am (5.6%)
 - 5 Hispanic (6.9%)
 - 18 Asian (25%)
 - 0 Nat-Am (0%)

2013 Faculty Hiring Highlights

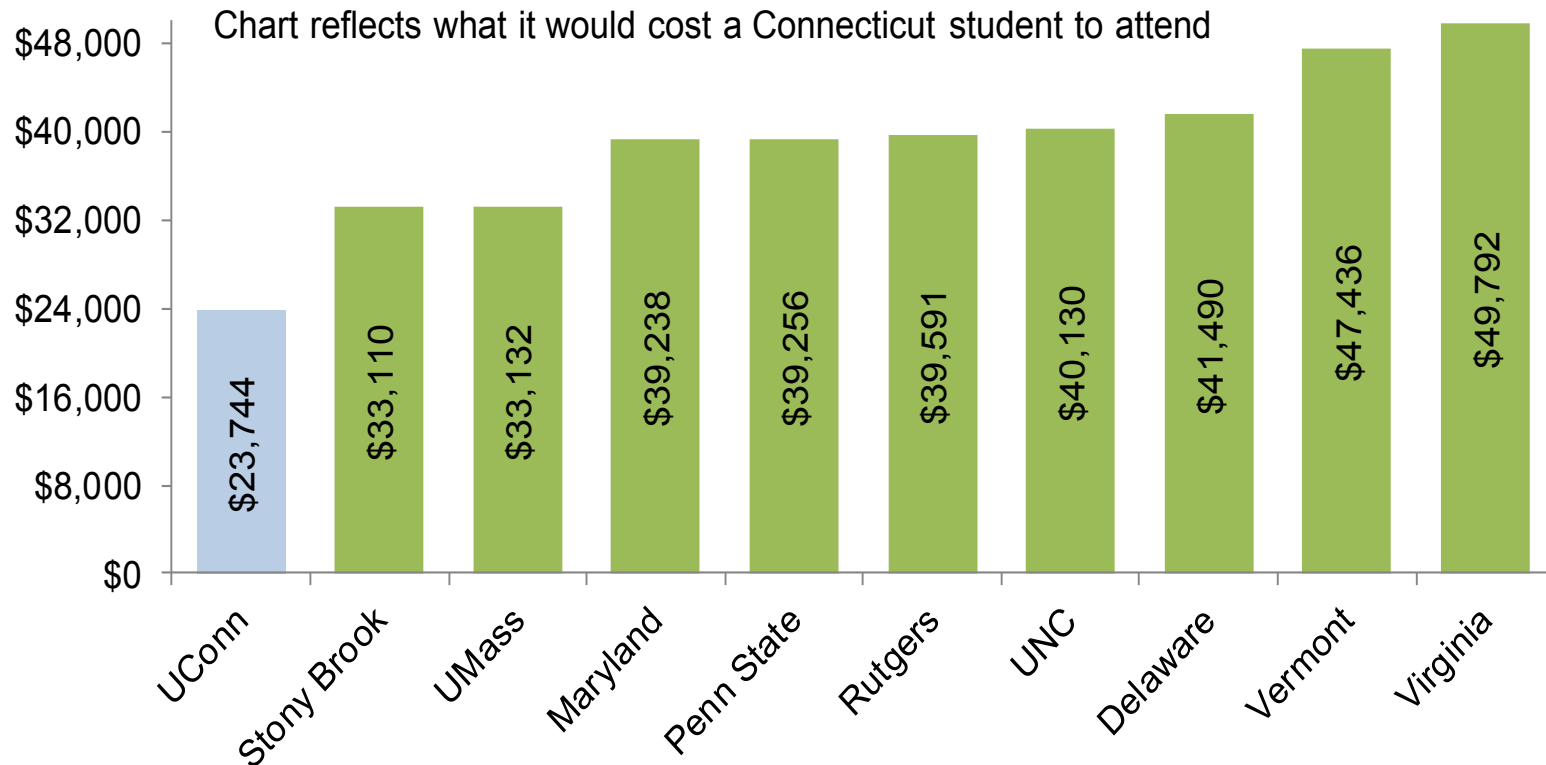
- 75 non-STEM faculty/ 50 STEM faculty
- http://clas.uconn.edu/new_faculty/newfaculty.php

How Does UConn Compare?

13/14 - A -43

- UConn ranked 51st in the nation in percentage increase in tuition from 2006 to 2012

FY14 Total Cost of Attendance



CT's High-Achieving Students

13/14 - A -44

- Since '95, UConn attracted over 1,700 Valedictorians & Salutatorians
- Since '95, Honors enrollment increased from 200 to 450 (a mean SAT score of 1413)

Mean SAT Score By Scholarships (For In-State Students)						
	2008	2009	2010	2011	2012	2013
Nutmeg Scholarship	1417	1443	1426	NA	1450	1490
Academic Excellence Scholarship	1396	1404	1406	1403	1405	1416
Day of Pride Scholarship	1242	1250	1303	1246	1224	1310

Report of the Senate Executive Committee
to the University Senate
October 14, 2013

The Senate Executive Committee has met twice since the September 9th meeting of the University Senate.

- (1) On October 4th the SEC met for two one-hour closed sessions with President Herbst and, afterwards, with Provost Choi. These meetings are always held in “executive session” and are strictly confidential and candid exchanges, with no notes taken.

Following those meetings, the SEC met with the Chairs of the Standing Committees to plan the agenda for this meeting and to coordinate the activities among the committees. All committees are very active. The Budget Committee, for example, is busy exploring student labor policies, the financial-aid gap, the future of work-study, the handling of the University’s deficits, and the distribution of indirect costs. The Scholastic Standards Committee is wrestling with policies having to do with course forgiveness, transfer credits, and syllabus expectations and requirements. GEOC is dealing with oversight of courses (making sure that their formats and content comply with expectations) and is developing criteria for the selection of awardees in the Provost course-development competition.

To help Senators learn about and contribute to discussions about the growth and development of the University, the Growth and Development Committee is experimenting with open meetings this year. All Senators who are interested in the topics for this semester are welcome to the meetings (their time and place are listed on the Senate web page). The schedule of meetings for the remainder of this semester is on the screen.

After the meeting with the committee chairs, the Senate Executive Committee met alone and made some appointments for upcoming openings on various university committees. The Senate Executive Committee, as mentioned last month at the Senate meeting, is strictly abiding to a two-consecutive-term policy for filling positions, in order to cultivate new Senate leaders and to spread opportunities to serve the University among more people.

- Later this semester Richard Brown will be replacing Greg Anderson on the Building Names Committee, and Mark Westa will be replacing Bill Stwalley on the Building and Grounds Committee. The Senate Executive Committee thanks Greg and Bill for serving with distinction on their respective committees and for exhibiting the attention to details and embodying the open-mindedness and thoughtfulness that make co-governance valuable to all parties.
- The Senate Executive Committee also appointed Senator Brandon Luxkaranayagam to serve on the newly formed Student Technology Free Committee.

- (2) On October 11th the SEC first met to deal with internal organizational matters, such as planning for the October Senate meeting and starting to plan the annual TAFS meeting, which involves with administrators, BoT members, and leaders of the faculty and staff. Currently the SEC is playing with a hot-and-spicy topic along the lines of “Risks and Rewards of Rapid Growth.”

Then, the SEC met for an hour with Vice Provost for Global Affairs, Daniel Weiner, and became familiar with his initiatives. The group spent a considerable amount of time discussing study abroad affordability and expansion, recruitment of international students, and graduate-student adjustments to the United States. There also was an open-ended discussion of how best to integrate Dr. Weiner’s eight strategic goals involving global affairs into the evolving academic plan.

Afterwards the Senate Executive Committee met for ninety minutes with Provost Mun Choi and Vice Presidents Mary Holz-Clause, Wayne Locust, Jeffrey Seemann, and Michael Gilbert.

- Provost Choi discussed strategies for promoting diversity in hiring processes, UConn affordability at the undergraduate level, and the draft policies on background checks on new hires.
- Vice President Seemann discussed the new role of the Vice President for Research vis-a-vis the Health Center.
- Vice President Locust informed the Senate Executive Committee about recent positive trends in first-year retention rates, the success of the School of Business and School of Engineering open house, and efforts to better coordinate regional-campus student recruitment and retention.
- Vice President Gilbert discussed a pretty aggressive timeline for the construction of new resident halls at the Storrs and Stamford campuses. The administration’s leadership hopes to open the first new hall at Storrs in fall 2016.
- And Vice President Holz-Clause discussed trends in UConn patent applications filed, licenses producing income, and total income received. Since 2008, the university has received more than \$1,000,000 in income each year from technology licenses and options.

The Senate Executive Committee responded to each administrator’s comments by asking a variety of questions. The committee members posed questions, for example, about

- the use of spousal hiring in the recruitment of candidates who would enhance the faculty’s diversity;
- the availability of data on numbers of offers to candidates who would enhance the diversity of the University faculty and staff;
- recent changes in the charge and organization of sponsored program services; and
- the growing (un)affordability of UConn for graduate students once fees are included in comparisons across peer and aspirant institutions.

Most of these questions did not lead to closure and definitive “answers,” but to awareness of brewing issues and of the need to continue conversations while collecting relevant information.

Final note: Provost Mun Choi and Vice Provost Jeffrey Ogbar have written a letter to the University community on the promotion of diversity in future hires through a more aggressive approach to finding suitable candidates. To learn about some of their ideas, please visit the Senate’s web page where the letter is posted.

Please be advised that the Faculty At-Large election is currently underway. If you have not already done so, please vote.

Respectfully submitted,
Cyrus Ernesto Zirakzadeh
Chair, Senate Executive Committee
October 14, 2013

Growth & Development Committee Meetings

November 14, 2013 CLAS Building, room 413	11:00AM ~ Michael Gilbert Vice President of Student Affairs 11:30AM ~ Joshua Newton President UConn Foundation
December 12, 2013 CLAS Building, room 413	11:00AM ~ Laura Cruickshank Master Planner & Chief Architect 11:30AM ~ Kent Holsinger Vice Provost for Graduate Education & Dean of the Graduate School
January 23, 2014 Dodd Center, room 162	11:00AM ~ Jeffrey Seemann Vice President for Research
February 13, 2014 Dodd Center, room 162	11:00AM ~ Mary Holz-Clause, Vice President of Office of Economic Development, Clyde Higgs, Executive Director of the Tech Park, and Rita Zangari, Executive Director of Technology Partnerships and Licensing

ATTACHMENT #8
**Nominating Committee Report
to the University Senate**
October 14, 2013

13/14 - A -49

1. We move the following faculty and staff deletions from the named standing committees:

Nicholas Leadbeater from the General Education Oversight Committee
Veronica Makowsky from the Scholastic Standards Committee
Lawrence Silbart from the Growth & Development Committee
Katharina von Hammerstein from the Faculty Standards Committee

2. We move to appoint the following faculty and staff members to the named committee effective immediately with a term ending June 30, 2014.

Tracie Borden to the Diversity Committee as representative from Growth & Development
Karen Bresciano to the Diversity Committee as representative from Student Welfare
Rosa Chinchilla to the Diversity Committee as representative of Curricula & Courses
Joseph Crivello to the Growth & Development Committee as representative from Scholastic Standards
Maureen Croteau to the Diversity Committee as representative from Enrollment
Kelly Kennedy to the Growth & Development Committee as representative from Student Welfare
Katrina Higgins to the Diversity Committee as representative from Scholastic Standards
Diane Lillo-Martin to the Diversity Committee as representative from Faculty Standards
Min Lin to the Diversity Committee as representative from University Budget
Jeanne Martin to the Growth & Development Committee as representative from University Budget
Daniel Mercier to the Growth & Development Committee as representative of Curricula & Courses
Mary Yakimowski to the Growth & Development Committee as representative from Enrollment

3. We move to appoint the following faculty members to the General Education Oversight Committee:

Scott Campbell, Mary Ellen Junda, and Eduardo Urios-Aparisi ~ term ending June 30, 2015
Charles Mahoney ~ term ending June 30, 2016

4. For the information of the Senate, the Undergraduate Student Government has named Kara Googins, Brandon Luxkaranayagam, Parth Rana, and Dipanjan Saha to membership on the University Senate effective immediately with a term ending June 30, 2014.

5. For the information of the Senate, the Undergraduate Student Government has appointed the following students to the named committees:

Kevin Alvarez to the Student Welfare Committee
Elena Innes to the Scholastic Standards Committee
John Meyers to the Scholastic Standards Committee
Claire Price to the University Budget Committee

6. For the information of the Senate, the Graduate Student Senate has appointed the following students to the named committees:

Safet Berisa to the University Budget Committee
Riana Pryor to the Student Welfare Committee
Michelle Sanpedro to the General Education Oversight Committee
Christopher Tomaszewski to the Scholastic Standards Committee
Danielle Wong to the Faculty Standards Committee

Respectfully submitted,
Andrea Hubbard, Chair
Rajeev Bansal
Pamela Bramble

Marie Cantino
Cameron Faustman
Katharina von Hammerstein

**University Senate Curricula and Courses Committee
Report to the Senate
October 14, 2013**

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

A. ANTH 1010 Global Climate Change and Human Societies

Proposed Catalog Copy

A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it.

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

A. INTD 1660W Ports of Passage (Subject area and course number)

Current Catalog Copy

(1660W) Second semester. Three credits. Prerequisite ENGL 1010 or 1011 or 3800

A selection of readings concerning ports around the world.

Interdisciplinary readings will explore the cultural and historical significance of the port as a setting of philosophical and commercial exchange. Interdepartmental course (CLAS) CA 4-INT

Revised Catalog Copy

MAST 2100W Ports of Passage

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

A selection of readings concerning ports around the world. Interdisciplinary approach to the cultural and historical significance of the port as a setting of philosophical and commercial exchange. CA-4 INT

B. FINA 1006 Earthtones: Vocal Ensemble (cross-listing and repeat credit restriction)

Current Catalog Copy

One credit. One laboratory period. May be repeated for credit with a change of topic.

World music vocal ensemble that brings to life the songs of specific cultures as a means to gain knowledge and understanding of communities, culture, spirituality and social justice. A fee of \$25 is charged for this course. CA 1

Revised and Cross-listed Catalog Copy

MUSI 1006/FINA 1001

One credit. One laboratory period. May be repeated for credit with a change of topic for a maximum of 8 credits.

World music vocal ensemble that brings to life the songs of specific cultures as a means to gain knowledge and understanding of communities, culture, spirituality and social justice. A fee of \$25 is charged for this course. CA 1

C. CSE 2300W Digital Logic Design (prerequisites)

Current Catalog Copy

2300W. Digital Logic Design

(210W) First semester. Four credits. Three class periods and one two-hour laboratory period.

Prerequisite: CSE 1100 or 1102 and secondary school physics or PHYS 1010 or 1501; ENGL 1010 or 1011 or 3800. Not open to students who have passed CSE 207 or 208W.

Representation of digital information. Analysis, design, and evaluation of combinational and sequential logic circuits. Debugging techniques. Use of computer facilities for circuit simulation, CAD, and report preparation and presentation. Introduction to structure and operation of digital computers. Design projects. Written reports with revisions are required for each project.

Revised Catalog Copy

2300W. Digital Logic Design

(210W) Four credits. Three class periods and one two-hour laboratory period.

Prerequisite: CSE 1010 or 1100 or 1102 and secondary school physics or PHYS 1010Q or 1501Q; ENGL 1010 or 1011 or 2011 or 3800. Not open to students who have passed CSE 207 or 208W.

Representation of digital information. Analysis, design, and evaluation of combinational and sequential logic circuits. Debugging techniques. Use of computer facilities for circuit simulation, CAD, and report preparation and presentation. Introduction to structure and operation of digital computers. Design projects. Written reports with revisions are required for each project.

III. The Curricula and Courses Committee and General Education Oversight Committee recommend approval of the following course for CA4-INT

A. AHS 2330 Italy's Mediterranean Food and Our Health

Proposed Catalogue Copy

Three credits. May not be counted toward the Allied Health Sciences major's group A or science elective requirements.

Production and processing of the characteristic foods of Italy. Summary of the Italian Mediterranean diet: definitions, culture, history, food consumption patterns, nutrient composition and potential health benefits. Emphasis on the difference in diet between Italians and Americans in relation to the health differences between the two populations. CA-4Int.

IV. For the information of the Senate, the Curricula and Courses Committee and General Education Oversight Committee approved the following courses for inclusion in the W Competency

A. HSMG 4997W Senior Thesis in Healthcare Management and Insurance Studies

Proposed Catalogue Copy

Prerequisites: ENGL 1010 or 1011 or 2011 or 3800; open only to Health Care Management and Insurance Studies majors enrolled in the honors program; instructor consent required.

Individual study of special topics on health care management and insurance.

B. ANSC 3324W Scientific Writing in Embryo Biotechnology

Proposed Catalog Copy

One credit. One class period. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher. Co-requisite: ANSC 3323. Tian.

A-writing intensive class integrated with course content in ANSC 3323 Animal Embryology and Embryo Biotechnology.

C. FNCE 4997W Senior Thesis in Finance

Proposed Catalog Copy

Three credits. Hours by arrangement. Prerequisite: Open to Juniors or higher; open only to Finance Department Honors Students with consent of instructor and Department Head; ENGL 1010 or 1011 or 2011 or 3800.

D. SPAN 3267W The Spanish-American Short Story

Proposed Catalog Copy

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800. Recommended preparation: SPAN 3178. With a change in content, this course may be repeated for credit.

Readings of major authors and works with special emphasis on the development of the short story since the nineteenth century and on its relations to other short narrative forms (such as the fable, the cuadro de costumbres, or the tradición) as well as to significant moments of Spanish-American social history.

E. SOCI/WGSS 3317W Women and Crime

Proposed Catalog Copy

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher. Women as offenders, victims and practitioners in the criminal justice system.

V. For the information of the Senate, the Curricula and Courses Committee and General Education Oversight Committee approved the following courses for inclusion in the Q Competency

A. LING 3410Q Semantics

Proposed Catalog Copy

(Not open for credit for students who have passed LING 3510Q). Three credits. Prerequisite: LING 2010Q.

Analysis of the semantics of natural languages in a generative framework: truth conditions, compositionality, quantification.

B. LING 3511Q Syntax

Proposed Catalog Copy

(Not open for students who have passed LING 3510Q). Three credits. Prerequisite: LING 2010Q

Analysis of the syntax of natural languages in a generative framework: phrase structure, movement, syntactic operations and dependencies.

VI. For the information of the Senate, the Curricula and Courses Committee and General Education Oversight Committee approved the following revisions to courses included in the W Competency

A. CSE 4939W Computer Science and Engineering Design Project I (prerequisites)

Current Catalog Copy

4939W. Computer Science and Engineering Design Project

(293W) Either semester. Three credits. Prerequisite: CSE 4300 and either CSE 4900 or 4901 or 4902 or 4903 or 4904 or 4905; ENGL 1010 or 1011 or 3800.

The second semester of the required major design experience. In one semester-long team project, students will propose, design, produce, and evaluate a software and/or hardware system. The project will culminate in the delivery of a working system, a formal public presentation, and written documentation. Oral and written progress reports are required.

Revised Catalog Copy

CSE 4939W. Computer Science and Engineering Design Project I

(293W) Three credits. Prerequisites: CSE 4100 or CSE 4102 or CSE 4300, which may be taken concurrently; ENGL 1010 or 1011 or 2011 or 3800.

The first semester of the required two-semester major design experience. Working on a team, students will propose, design, produce, and evaluate a software and/or hardware system. This course will culminate in the delivery of the design, analysis, and initial working system to be used as a basis for CSE 4940, a formal public presentation, and written documentation. Oral and written progress reports are required.

B. EKIN 3547W Service Learning Through Sport and Physical Activity (course title)

Current Catalog Copy

3547W. Service Learning through Sport and Physical Activity.

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800; open only by instructor consent; open to Sport Management majors only.

Revised Catalog Copy

3547W. Introduction to Sport-Based Youth Development

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800; open only by instructor consent; open to Sport Management majors only.

VII. For the information of the Senate, the Curricula and Courses Committee and General Education Oversight Committee approved offering the following General Education course in intersession:

- A. LAMS/HIST 3635 Mexico in the 19th and 20th Century (CA1, CA4-INT)

VIII. For the information of the Senate, the Curricula and Courses Committee and General Education Oversight Committee approved offering the following General Education course online in intersession:

- A. GEOG 1000 Introduction to Geography (CA2)

Respectfully Submitted by the 13-14 Senate Curricula and Courses Committee:

Eric Schultz – Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Maria Ana O'Donoghue, Jeffrey Ogbar, Annelie Skoog, Daniel Mercier, Deborah McDonald, Casey Cobb

9-4-13

Senate Scholastic Standards Committee
MOTION: REVISION to section of By-laws: Section II.C.1.b
Residency/Transfer Credits
October 14, 2013

Background:

Currently, UConn students “must earn a minimum of 30 credits in residence toward a degree at the university” which permits the acceptance of 90 credits or more of transfer in all Bachelor’s programs.

The Scholastic Standards Committee submits to the Senate a proposal to amend and increase the residency requirement, section II.C.1.b of the University Senate bylaws, for matriculated freshmen. This proposed change is consistent with the notion that a UConn degree should consist primarily of UConn courses.

This change would not apply to AP credits or UConn ECE credits (all deemed in-residence), nor does it apply to study abroad or U.S. military veterans.

Motion: Revise By-laws section II.C.1.b as follows:

II.C.1.b. Residence Requirement

It is expected that advanced course work in the major will be completed in residence. ~~Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more.~~ **Students who matriculate at UConn as freshmen must earn a minimum of 90 credits in-residence at UConn. Students can transfer in up to 30 credits, of which no more than 15 can be general education credits.** Courses taken at the University and through the University’s Study Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence.

Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

**Senate Scholastic Standards Committee
Report to the University Senate
Grade changes and appeals for courses overseen by UICC
October 14, 2013**

For the information of the Senate

Background:

Courses overseen by the University Interdisciplinary Courses and Curriculum Committee (UICC) [INTD and UNIV] are in need to a policy for faculty grade change and for student appeal of assigned course grades. The UICC approved a process (see below) which was forwarded to the SSSC. The SSSC endorses the recommendation of the UICC as an application of existing by-laws to the unique circumstances of INTD and UNIV courses.

Grade changes and appeals for courses overseen by UICC

(approved by UICC, 4/18/2013)

The registrar will inform the UICC chair of instructor-initiated grade changes for courses over which UICC has oversight. These notifications will be forwarded to the head of the unit offering the course, e.g., the lead academic department for INTD courses or the relevant office for UNIV courses.

The process for appealing assigned course grades is described in the By-Laws, Rules, and Regulations of the University Senate, II.E.10, see below.

For INTD courses, the process will proceed as described in the By-Laws, utilizing the department head of the lead instructor of the course and the corresponding dean.

For UNIV courses, the UICC chair will function in place of the department head. Further appeals will be directed to the Vice-Provost for Academic Affairs, who will act in place of a dean for the purposes described under section II.E.10 of the By-Laws and be responsible for appointing a Faculty Grade Change Review Panel.

II.E.10 Appeals of assigned course grades

A student who believes that an error in grading has occurred and wishes to request a review must request a review by the instructor of record within six months of the course grade having been posted. If the instructor of record cannot be contacted, the student should contact the Department Head. If the instructor agrees that a change is justified, the instructor will initiate the grade change (according to the procedure in the previous section of these by-laws). Individual schools and colleges may have more stringent requirements than the six-month requirement of this by-law.

If a student requests a review of a course grade and the instructor believes that the original grade is correct, the student has 30 days to appeal the decision to the head of the department in which the course is taught. The department head will seek input from the instructor and the student. If this process results in agreement by the instructor that a grade change is justified, the instructor will initiate the grade change according to the procedure in paragraph 2 of section II. E. 9 of these by-laws.

If the instructor and the department head agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student

has 10 days to request, through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel.

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel. This request shall be made within 10 days of completion of the department head's review.

The Faculty Grade Change Review Panel, hereafter referred to as the Faculty Review Panel, shall be composed of three full-time faculty members appointed by the dean of the school or college in which the course is taught. The Faculty Review Panel shall convene a hearing within 10 working days of notification of a case. Both the appealing student and the course instructor should be present at the hearing. The student will be afforded an opportunity to state the grounds on which he or she is appealing the grade. The instructor will be afforded the opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and/or request testimony of others. The Faculty Review Panel may request input from the department head.

If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the registrar a change of grade request signed by all the members of the Review Panel. The Review Panel will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within 10 working days of the decision. The decision of the Faculty Review Panel shall be considered final.

UNIVERSITY OF CONNECTICUT

REGIONAL CAMPUSES REPORT

TO THE UNIVERSITY SENATE

OCTOBER 14, 2013

(ALPHABETICALLY BY CAMPUS)

AVERY POINT

GREATER HARTFORD

STAMFORD

TORRINGTON

WATERBURY

UConn Avery Point Annual Report to the Senate October 7, 2013

CAMPUS OVERVIEW

The Avery Point Campus community is a complex enterprise comprised of undergraduate and graduate programs; the Department of Marine Sciences and associated Marine Sciences and Technology Center; Connecticut Sea Grant; the Northeast Underwater Research Technology and Education Center; the UConn Technology Incubator Program; and Project Oceanology.

MISSION STATEMENT

CT Department of Higher Ed Role & Scope - "The Avery Point campus will place special emphasis on marine and maritime-oriented undergraduate and graduate curricula, as well as programs responsive to the needs of its significant corporate and industrial constituencies and its unique regional economic and cultural characteristics."

Five core areas to fulfilling this role and scope are:

1. Liberal Arts Undergraduate Programs
2. Marine and Maritime Undergraduate Programs
3. Graduate and Professional Programs
4. Research Activities
5. Community Engagement Activities

DEGREE OFFERINGS

The campus provides students the opportunity to begin almost all of UConn's more than 100 majors. Students can also choose to remain at Avery Point and complete undergraduate degrees in American Studies, English, General Studies, Maritime Studies, and Marine Sciences. In addition, Avery Point offers the following graduate and professional programs: Oceanography (both M.S. and Ph.D.), Masters in Engineering (MEng) Program, Certificate Entry into Nursing (CEIN/BS) Program, and the Teacher Certification Program for College Graduates (TCPCG).

ENROLLMENT & GRADUATION

STUDENT CATEGORIES	FALL 2011	FALL 2012	FALL 2013
UNDERGRADUATE	581	600 (incl CEIN/BS)	536 (incl CEIN/BS)
GRADUATE	82 (incl MEng)	69 (incl MEng)	99 (incl MEng)
GENERAL STUDIES	161	149	116
NON-DEGREE	61 (incl MEIN)	35	38
TOTAL	885	852	787

Graduation and retention rates are available in the Appendix for all Regional Campuses.

HIGHLIGHTS

Faculty Achievements

- Avery Point faculty reported 394 total scholarly contributions in HuskyDM in 2012-2013.

- Professor Rob Mason published a new book, "Trace Metals in Aquatic Systems," which provides a detailed examination of the concentration, form and cycling of trace metals and metalloids through the aquatic biosphere, and has sections dealing with the atmosphere, the ocean, lakes and rivers. Dr. Mason's book was on display at the 2013 American Chemical Society meeting.
- Professor Evan Ward was elected to the Connecticut Academy of Science and Engineering (CASE), bringing the number of current Marine Sciences faculty so honored to 11. Prof. Ward is recognized internationally for his research establishing a new paradigm for how bivalve molluscs encounter, transport, process and ingest particulate material.
- Professor Kroum Batchvarov completed the first season of underwater excavations in Tobago of the 1677 French-Dutch naval battle. Three UConn Avery Point Maritime Studies graduates were members of the excavation team.
- Professor Matt McKenzie was appointed as a Connecticut delegate to the New England Fisheries Management Council.
- Professor Mary K. Bercaw-Edwards was awarded a UConn Humanities Institute Fellowship for 2012-2013.
- 19 Marine Sciences tenure-track faculty members were engaged in a total of 74 active projects totaling \$18.7M in 2012-2013, including funding from NSF, NOAA, DOD, and EPA, as well as state, local, and private sources.

Student Achievements

- 20% of Avery Point's students (126 total) were named to the Dean's List in Fall 2012, increasing to about 25% (146 total) in Spring 2013.
- Avery Point Class of 2013 graduates Thomas Lacey and Russ Lycan both were accepted to Eastern Carolina University's maritime archeology graduate program. Thomas and Russ each are graduates of UConn's Maritime Studies program with a minor in Maritime Archeology. Russ Lycan is a U.S. Navy Veteran.
- 2012-2013 BGS graduates were admitted to the following post-graduate programs:

Master of Arts in Education	Sacred Heart University
Master of Indust & Org Psych	Central CT State University
Doctor of Law	Pace University
Master of Counseling	University of Alaska
Nursing BS (2 students)	Quinnipiac University
Master of Social Work	UConn
CEIN/GS (3)	UConn
- Husky Ambassadors held a "Breakfast Club" one Saturday per month where they completed two hours of community service followed by breakfast. Several community service projects centered on the damage caused by Hurricane Sandy, and Ambassadors volunteered their services to various homeowners and local agencies in Southeastern Connecticut to pick up debris after the storm, and also assisted the Groton Emergency Shelter during Storm Sandy. Overall, 249 students completed 1,197 volunteer hours
- For the third time in four years, the Avery Point Baseball Team was the NJCAA East District Champion and represented UConn at the NJCAA World Series. During the past 14 years, the Avery Point baseball team has established themselves with a record of excellence, winning 9 NJCAA Division II New England Championships, 4 East District Championships, and 4 World Series appearances.

ACTIVITIES

New Engineering Program

Avery Point's undergraduate engineering program was expanded to include the second year of core courses to give students the option of remaining at Avery Point for a second year before transitioning to the Storrs Campus to complete their engineering program.

New Student Center

Avery Point's new Student Center features new dining services, a student lounge and game room, an intimate performance venue, and three outdoor patios. The existing 300-seat auditorium was completely renovated into a state-of-the art facility for lectures, presentations, and performances. Our new Student Center serves as an important gateway and social hub for student activities.

UConn Dining Services Comes to Avery Point

As part of the redesigned Student Center, we included a new, significantly larger and better equipped Campus Dining Services Facility, bringing UConn Dining Services to Avery Point. The new facility, which opened this month, is called “Mort’s,” after Morton Plant, the original owner of the Branford House mansion at Avery Point.

New Faculty Hires

As part of the University’s ambitious faculty hiring initiative, we have hired new faculty in marine sciences, maritime archeology, geography, environmental economics, and mathematics. These new faculty members will join our outstanding Avery Point faculty and will allow new collaborations between our marine sciences and maritime studies programs, and new courses and programs for our students.

New Off-Campus Housing Option

Through a new three-year agreement with Mitchell College in New London, Avery Point students will be able to live in supervised residential halls with RAs and professional staff managed by Mitchell College.

Significant Campus Milestones

Avery Point celebrated several milestones, including the 10th Anniversary of the establishment of the Maritime Studies Program, 25th Anniversary of Connecticut Sea Grant, and 40th Anniversary of Project Oceanology.

OUTREACH & ENGAGEMENT

- 12 Avery Point students in the Student Support Services (SSS) College Access Program (CAP) mentored middle school students enrolled in Groton’s West Side Middle School as part of a year-long commitment to Service Learning through mentoring. Students meet weekly with their middle school matches as part of a program funded in part by a grant from the Community Foundation of Eastern Connecticut.
- The Husky Ambassadors began collaborations this year with the United Service Organization (USO) helping to welcome back and send off over 400 sailors at the Naval Submarine Base in New London, CT.
- Avery Point hosted an Alternative Break for 12 students from Avery Point & 12 students from Storrs. The focus for the three-day weekend was “Homelessness & Affordable Housing.”
- Avery Point hosted several events to increase public engagement and awareness, including Connecticut GIS Day, National Read Across America, regional competition for the National Ocean Sciences Bowl (“the Quahog Bowl”), American Experience and Coastal Perspectives Lecture Series, Alexey von Schlippe Gallery of Art Events, Latin Network for the Visual Arts Biennial Exhibition which included the work of 60 artists from 18 Latin countries. Poetry of the Wild Project, New London County Extension Center (4-H) Environmental Science Day, Long Island Sound Foundation Marine Science Day.

UConn Greater Hartford Annual Report to the Senate October 7, 2013

CAMPUS OVERVIEW

MISSION STATEMENT

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.

DEGREE OFFERINGS

The campus provides students the opportunity to begin almost all of UConn's more than 100 majors. Additionally, the Greater Hartford Campus offers the following degrees: Human Development & Family Studies; English; Psychology; Urban & Community Studies; Business Administration; Business and Technology; Urban Semester; and General Studies. Graduate degrees are offered in the following areas: Master of Arts in Education - Teacher Certification Program for College Graduates (TCPCG); Master of Public Administration (MPA); Online Graduate Program in Survey Research (GPSR); Doctor of Social Work; Master of Social Work (MSW); and Staff Training and Education for the Profession (STEP).

ENROLLMENT & GRADUATION

STUDENT CATEGORIES	FALL 2011	FALL 2012	FALL 2013
UNDERGRADUATE	1,179	1,237	1,206
GENERAL STUDIES	165	151	144
NON-DEGREE	86	73	93
TOTAL	1,430	1,461	1,443

Greater Hartford Undergraduate enrollment trends remain solid. FY14 brought in two additional APiRs: one in Physics and one in Biology - much needed appointments due to retirements as well as increased student demand. These GenEd courses are critical for students and we are excited to build on our solid science foundation in preparation for Next Generation STEM initiatives.

Graduation and retention rates are available in the Appendix for all Regional Campuses.

HIGHLIGHTS

HONORS PROGRAM is up and running with Director of Student Services, Katie Martin, as administrative lead, and Walt Woodward, State Historian and Associate Professor of History, teaching an Honors course entitled “American Landscapes” and serving in an advisory role to nurture and develop our top students.

NETWORKED PRINTER INITIATIVE has been launched which will result in significant savings and improvements to service. Swapping our leased multifunction copiers when leases expire will generate 20% savings on overall cost (~\$20,000 over a 4 year term in Director’s Budget), as well as increased performance, capabilities, and support. A network-based workgroup printing project is also underway which will also result in savings – overall cost saving of approximately 44% annually (~\$40,000) with payback on initial capital investment within two years. This project has reduced supported printer count from 257 to 60; streamlined models from 150 to fewer than 12 which also streamlined toner variation to less than 12 model types supported. Project also includes enabling remote monitoring of devices for troubleshooting, diagnostics and ordering and initiated just-in-time delivery of toner replacement for more efficient use of inventory and space.

ACTIVITIES

RELOCATION! Our downtown campus will house our current undergraduate programs, the School of Social Work, Department of Public Policy, Neag School of Education programs (TCPCG, Closing the Achievement Gap cluster, Policy cluster), Masters in Engineering, and Graduate Business Programs (BAPM, FRM, PMBA, Executive Education).

We established cohesive working groups charged with providing support for details related to curriculum, operations, and building functionality and the groups have met with the architects who are creating our new campus. The groups include: 1) Academic Support, Business and Student Services; 2) College of Liberal Arts and Sciences & Masters of Engineering (CLAS & MENG); 3) Public Policy; Urban & Community Studies; and Education (DPP, UCS, NEAG); 4) School of Business; and 5) School of Social Work.

DIRECTOR’S COMMITTEES – Council of Deans; Building and Grounds Committee

OUTREACH & ENGAGEMENT

OFFICE OF THE STATE HISTORIAN – Supporting history throughout the communities of Connecticut, speaking this Fall on topics ranging from “New England’s Other Witch Hunt” to “The Costs of Battles Not Fought : Rumors and War in Early Connecticut.”

SPEAKER SERIES – Planning has begun for a lecture series to begin next academic year and to serve as an annual event that will highlight our areas of expertise through the Connecticut State Historian’s Office and our campus emphasis on social sciences.

DOWNTOWN HARTFORD – Campus leaders have begun connecting with neighbors and partners of our new location including meetings with: Infinity Music Hall, The Wadsworth Atheneum, and the Hartford Public Library.

SUSTAINABLE HARTFORD TASK FORCE – Campus Director serving on this newly formed task force to explore and develop academic and community partnerships with the City of Hartford.

COOPERATIVE EXTENSION CENTER – Serving Hartford County through the Expanded Food and Nutrition Education Program (EFNEP); 4-H Youth Development; Community programs; and the Master Gardener Program.

UConn Stamford

Annual Report to the Senate

October 7, 2013

CAMPUS OVERVIEW

MISSION STATEMENT

The UConn Stamford Campus strives to meet the academic (teaching, research, and service) and community (economic, social, and educational) needs of Fairfield County and Southwestern Connecticut, with an emphasis on business, liberal arts, digital media, and global education.

DEGREE OFFERINGS

The campus provides students the opportunity to begin almost all of UConn's more than 100 majors. Additionally, the Stamford Campus offers the following degrees: American Studies, Business Administration, Business and Technology, Digital Media Design, Economics, English, Financial Management, Human Development & Family Studies, History, Individualized & Interdisciplinary Studies Program, Political Science, Psychology, and General Studies. A new Early Childhood concentration is growing quickly, as well. Graduate degrees are offered in the following areas: Master's in Financial Risk Management (FRM), Masters in Business Administration (MBA), the 6th Year Administrator Prep Program (UCAPP – NEAG), and a certificate program in Nursing (CEIN).

ENROLLMENT & GRADUATION

STUDENT CATEGORIES	FALL 2011	FALL 2012	FALL 2013
UNDERGRADUATE	1128	1228	1224
GENERAL STUDIES	211	202	174
NON-DEGREE	147	149	139
GRADUATE	457	450	440
TOTAL ENROLLMENT	1732	1827	1803

Graduation and retention rates are available in the Appendix for all Regional Campuses.

HIGHLIGHTS

UConn Stamford's full-time faculty offer 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 the UConn Stamford faculty:

- **Charles Yarish**- accomplished his best year ever as an international researcher and EEB grant recipient; selected for the 2012 Provost's Award for Excellence in Public Engagement in the Faculty category.
- **Anne Farrell** – successful grant recipient in HDFS; was the lead author of a grant (awarded to the CT DCF with UCONN receiving approximately 1.2 million for the evaluation) to provide intensive supportive housing services to families involved in the child welfare system throughout the State of CT.
- **Rich Hurley**- business faculty member with expertise in accounting, tax & law, who frequently publishes in his specialty, forensic accounting. The Association of Certified Fraud Examiners (ACFE) awarded him the "2011 Educator of the Year."

UConn Stamford provides undergraduates with unique opportunities to engage in hands-on research outside the classroom:

- **Mairead Hynes**, an undergraduate History Major in the Honors Program, received an OUR (Office of Undergraduate Research) Travel Award as well as a Humanities Institute Undergraduate Research Award to support research on her Honor's thesis at Oxford University in the United Kingdom.
- **Jennifer Lippard**, an MBA student in Market Driven Management and Integrated Marketing Communications, completed an Independent Study for Brian Greenberg's Intense Intestines Foundation.
- **Brian Greenberg**, a UConn Stamford BSBT alum who needed help for his non-profit start up, asked Jennifer Lippard to be on his Board of Directors. Now, Jennifer is a Marketing Manager at Phillips Consumer Lifestyle.

In addition, over \$150,000 in scholarship funds were received by outstanding students during the Annual Awards Ceremony in 2013. Stamford also has an outstanding honors program that is vibrant and continues to grow.

ACTIVITIES

- **Upals program**- annual 4-week summer college enrichment program for first-generation college-bound students
- **Mayor's Mentor Program**- one Stamford high school intern employed on campus each summer
- **Annual Town Hall Meeting**- unofficial school year opening that brings in over 300 guests with Storrs representatives, faculty, staff, and community representatives, campus recognition awards are presented to recognize faculty and staff contributions; the "Town and Gown Award" is given to a local community or business leader in recognition of their contributions in supporting the campus
- **Stamford Learning Accelerator events**- UCONN Stamford Conference to "Celebrate Women Entrepreneurs" in CT featuring keynoter speaker- Cindi Bigelow, CEO and President of Bigelow Tea; Grown in Connecticut; Innovation for Economic Growth in Connecticut; American Marketing Association; Fairfield County Chapter; IBM Watson Final Student Presentation; UConn Student Agency; 1st EB-5 Project; Seaweed Projects; Innovation Connection; and NBC Sports Group & Olympics
- **Women's Center and Women's, Gender and Sexuality Studies (WGSS) events**
- **Center for Judaic and Middle Eastern Studies events**-Annual Louis J. Kuriansky Conference-keynote speaker, The Most Reverend Monsignor David Maria Jaeger, 2013
- **9th Annual Black History Month Celebration**- 2013 keynote speaker was Juanita James, President and CEO of the FCCF and UConn Trustee; other speakers included Governor Dannel Malloy
- **"Read Across America"**- annual children's reading event; 2013 featured Senator Richard Blumenthal
- **Upward Bound (new program)**- prepares underserved and/or first-generation college-bound students in grades nine through twelve for success in high school, enrollment in college, and ultimately college graduation; began Summer 2013
- **STEM for Middle School Girls**- GE/UConn Engineering Partnership (Summer, 2013)
- **Fairfield County Sports Commission**-new inductees for Hall of Fame
- **Student International Festival**
- **Poetry Recital at Franklin Street Art Works**-English majors read poetry at community art gallery
- **Career Fairs**-served over 140 students with 37 employers present at spring, 2013 Career Fair
- **Faculty Colloquium Series**- forum for the Stamford Campus faculty to share their research and scholarly projects
- **UConn Stamford Art Gallery Exhibits**
- **Opening of OASIS Veterans Center room**
- **Operating Shuttle Bus with GPS system**

OUTREACH & ENGAGEMENT

Relationships with the community are mutually beneficial to our faculty, staff, and students, but mostly to the campus as a whole. The Stamford Campus faculty, staff, and students have been engaged directly in public

engagement activities with unwavering commitment and dedication. Faculty and staff are involved as members of boards and committees of a range of non-profit organizations, health and human service agencies, K-12 schools, and many other community organizations. The groups they belong to include: Boys and Girls Club of Stamford; Stamford Achieves; Connecticut Women's Hall of Fame Scholars Committee; Falk Foundation; Stamford Early Childhood Council; CT Early Childhood Mental Health Research Group; Local Early Intervention Coordinating Council; Jewish Community Center of Stamford; Fairfield County Episcopal Clergy Association; Junior League of Greenwich; Stamford Chamber of Commerce; Stamford Partnership; Stamford Downtown Special Services District; Childcare Learning Centers; Norwalk Chamber of Commerce; Greenwich Chamber of Commerce; Domestic Violence Crisis Center; Connecticut Committee of the Regional Planning Association; World Affairs Forum; Stamford Public Education Foundation; Business Council of Fairfield County; Stamford Public Schools; Norwalk Public Schools; and Fairfield County Sports Commission.

Assistance with raising needed scholarship funds will be provided by Mike Morrison, Regional Giving Officer/ Director of Development who has joined the Stamford Campus part-time.

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.

UConn Fairfield County Day event was held at the Stamford Campus in September 2013. The goal of the program was to recognize past athletes for the "Hall of Fame," bring together the local alumni for networking and socialization, and raise funds for student scholarships.

The University Pals program completed its fifth year of offering middle school and high school students in the Stamford and Norwalk Public School systems with a five-year college preparation program for first-generation college bound students. Purdue Pharma offers scholarships to eligible Upals graduating students.

The Campus Art Gallery continues to be active in the local arts scene in the City of Stamford and the Fairfield County region.

The UConn Stamford bus shuttle service to and from the Stamford Train Station has been operational for four years, and there has been increased ridership by faculty, students, staff and visitors. The shuttle bus has become one of the marketing tools for student recruitment, as the train service offers a viable option to driving a vehicle to and from campus.

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

October 7, 2013

CAMPUS OVERVIEW

MISSION STATEMENT

The mission of the University of Connecticut Torrington Campus is to provide an affordable, high-quality undergraduate education to the citizens of Litchfield County and to be an active participant in the life and culture of the regional community.

DEGREE OFFERINGS

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.

ENROLLMENT & GRADUATION

STUDENT CATEGORIES	FALL 2011	FALL 2012	FALL 2013
UNDERGRADUATE	155	176	157
GENERAL STUDIES	77	54	42
NON-DEGREE	20	21	14
TOTAL	252	251	213

Graduation and retention rates are available in the Appendix for all Regional Campuses.

HIGHLIGHTS

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.

The Torrington campus environment allows students to develop strong connections within the school community. The student to faculty ratio is approximately 10:1. Accessibility of faculty and quality of instruction are the cornerstones of our academic excellence.

ACTIVITIES

Scholarly contributions include:

- Publications by Assistant Professor of English Kathy Knapp, and Assistant Professor of History Robert Forbes.
- An art show by Associate Professor of Art and Art History Pamela Bramble.

Activities this year included programs by the Litchfield County Writers Project and the ARTS Project. Their events featured authors Dani Shapiro, Charlotte Rogan, Gina Barreca, and artists Danielle Mailer, Marlow Shami, and Richard Heys.

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

UConn Torrington also engaged with many organizations throughout the year by hosting events on campus.

OUTREACH & ENGAGEMENT

The campus has continued to increase its visibility across the region and build stronger community relationships, 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. The campus is represented on many key arts, culture, and economic initiatives, including the Torrington Arts and Culture Commission, the Northwest Connecticut Economic Development Committee, the Northwest Chamber of Commerce, and the Northwest CT Arts Council.

Other examples of the campus' direct involvement in the community is with 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.

UConn Waterbury

Annual Report to the Senate

October 7, 2013

CAMPUS OVERVIEW

MISSION STATEMENT

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.

DEGREE OFFERINGS

The campus provides students the opportunity to begin almost all of UConn's more than 100 majors. Additionally, the Waterbury Campus offers the following degrees: American Studies, General Studies, Professional Studies, Business Administration, Business Technology, English, Human Development and Family Studies, Psychology, and Urban and Community Studies.. Graduate degrees are offered in the following areas: Master of Arts in Education - Teacher Certification Program for College Graduates (TCPCG); Master's in Business Administration; and Certificate Entry into Nursing (CEIN/BS).

ENROLLMENT & GRADUATION

STUDENT CATEGORIES	Fall 2011	Fall 2012	Fall 2013
Undergrad	888	877	859*
Non-Degree	36	44	39
Graduate	134	143	Approx. 102 [^] *
Total	1058	1064	1000

***Fall 2013 the Nursing program (Certificate Entry into Nursing) was categorized as an undergraduate program. In fall 2011 and fall 2012 enrollment for this program was categorized at the graduate level.**

[^]As of this report, official OIR figures for graduate and professional programs are not yet published; therefore, this number is an estimate.

Fall 2013

- 277 freshman and transfers, including 6 Presidential Scholars and 1 Leadership Scholar
- 898 undergraduate students *including degree and non-degree
- Approximately 1000 total enrollment *including undergraduate and graduate
- 44% of degree seeking undergrads enrolled in one of the campus's nine undergraduate degree programs

2012/2013 Statistics

- 55% of potentially eligible students in 2012/2013 completed the form to campus change to Storrs
- 102 undergraduate students graduated or planned to graduate - 4 graduated with double majors
 - ♦ 3 AMST
 - ♦ 19 BGS
 - ♦ 4 BPS
 - ♦ 7 BSBA
 - ♦ 2 BSBT
 - ♦ 9 ENGL
 - ♦ 18 HDFS
 - ♦ 14 PSYC
 - ♦ 10 URBN
 - ♦ 20 Other

Graduate Programs

- 24 Waterbury CEIN/BS students graduated in December 2012
- 31 CEIN/BS new students Spring 2013 – 33% increase in enrollment
- 19 Students graduated from the TCPG program in May 2013 - 19% increase over the previous year
- 20 MBA graduates for summer and fall 2012 – a 230% increase over summer and fall 2011

Graduation and retention rates are available in the Appendix for all Regional Campuses.

HIGHLIGHTS

Through the efforts of Senator Joan Hartley and other state legislators, \$3 million was procured from the state bond commission for the design and reuse of St. Patrick's Hall (aka Rectory Building). The plan is to use the Rectory Building as an educational facility by Waterbury UConn and to open an upscale coffee house on the first floor. The building has 4 floors with approximately 5,000 sq. ft. per floor. The UConn BOT is aware of this project and supports its implementation. The Waterbury campus has no cafeteria and no food service other than packaged snacks at the Co-op. The goal for this new facility is to provide needed classroom facilities and to provide UConn students with needed food services. This project will also provide economic development to the city. The City of Waterbury owns the building and the Waterbury Development Corporation (WDC) oversees the project and manages the bond money for the project. The Mayor of the City and the Board of Alderman have approved its use and lease (10 year with two 5 year options) for UConn occupancy. Dennis Pierce, Director of UConn's Dining Services, will oversee all food service and UConn will be the licensee for the upscale coffee house. The architectural firm of "Wank Adams Slavin Associates" (WASA), from New York, has completed designs and construction/renovation bids have been received. It is anticipated that construction/renovation will begin November 2013 and will take 12-14 months for completion.

ACTIVITIES

The Waterbury campus welcomed several new faculty members this academic year. Our Urban and Community Studies (UCS) program hired a lecturer in Geography to replace a UCS faculty member who resigned at the end of the academic year. We also hired a Visiting Assistant Professor (VAP) in Math to replace a retiring Math faculty member. We hired a VAP in Psychology with a dual role teaching at both Waterbury and Torrington to replace a position left vacant by a resignation. Starting spring 2014, a tenure-track Assistant Professor in History will join our faculty. This position replaces a position held by an Associate Professor in History who passed away. The campus is currently working with CLAS and academic departments to hire three new APiR positions to start in fall 2014. These positions are in STEM areas and will help the campus address the increasing enrollment and course demand in these science fields.

Faculty Accomplishments

The campus faculty continues to engage in and to excel at scholarly and professional pursuits. The following are examples of some of the outstanding activities and accomplishments of the Waterbury campus faculty:

- Publications in Peer-Reviewed Journals
- Peer Review of Articles
- Research and writing on book projects
- Published essays and chapters
- Extramural funding from USDA/NIDA
- Research Foundation Faculty Large Grant Award Recipient
- Grant funding from CT Humanities Fund and CT Community Foundation
- Script Writer and Director of the New York Philharmonic Young People's Concert Series
- Ad Hoc Reviews

- Editorial Board members
- Museum Exhibit Curator
- 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
- Supervise Field Studies, Service Learning, Independent Studies, Internships
- Campus Research Talks

Student Activities/Accomplishments

- In collaboration with the School of Business Career Center, the Waterbury Career Services Office launched a highly successful Community and Business Career Fair. There were 10 community organizations, including the Social Security Administration and the Department of Labor, and 9 companies including AT&T and UTC participating in the event. Over 100 students attended to learn about part-time and full-time jobs and internships.
- The Waterbury campus held its second annual Scholar's Reception in April for 5 Babbidge and 29 New England Scholars from the Waterbury campus.
- 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.

OUTREACH & ENGAGEMENT

The UConn Waterbury Campus offered over 25 programs free to the public during 2012-13, including 7 research lectures as part of the *UConn Waterbury Research Lecture Series*. Additionally, campus officials hosted Community Fairs and Career Fairs which brought over 40 organizations to the campus and provided networking opportunities for over 200 students. Notably, the Urban and Community Studies Department sponsored "Food Justice in Urban Connecticut" which brought together academics, community leaders, businesses, and public officials. The Osher Lifelong Learning Institute, a community-based program for older adults, served over 800 students during the academic year and offered over 100 courses, workshops, and special events. In summer 2013, the campus hosted an Open House event which attracted over 220 community members and featured a keynote address focused on the STEM-related topic, the Human Genome, by Dr. Susan Preston-Berlin. The campus continues to offer numerous internships and service learning opportunities in the greater Waterbury Community, many of which were featured in a Republican-American article, "Exceeding Expectations: Ten Years Later UConn Waterbury Serves Thousands of All Generations," celebrating the campus's tenth anniversary in Downtown Waterbury.

**Regional Campuses
Annual Report to the Senate
October 7, 2013**

APPENDIX

- **Regional Campuses, Full-Time, First-Time Freshman Enrollment – 2001 – 2013**
- **Most Recent Retention Rates and Graduation Rates for Entering Freshman Classes, By Campus, as of Fall 2012**

University of ConnecticutREGIONAL CAMPUSESFull-time First-Time Freshmen

<i>Campus</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>
Avery Point	132	172	155	177	166	191	221	224	222	259	248	254	209
Hartford	263	301	292	314	318	349	366	404	376	394	437	433	365
Stamford	135	138	148	191	168	209	190	236	209	246	244	255	222
Torrington	54	58	55	56	54	70	62	67	55	49	60	60	60
Waterbury	126	126	210	239	230	266	273	283	255	267	281	269	214
<i>Total - Regional Campus</i>	710	795	860	977	936	1,085	1,112	1,214	1,117	1,215	1,270	1,271	1,070

Most Recent Retention Rates and Graduation Rates for Entering Freshmen Classes By Campus as of Fall 2012

Storrs Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	93			
Fall 2010	92	87		
Fall 2009	93	88	85	
Fall 2008	92	87	85	
Fall 2007	93	88	86	
Fall 2006	93	87	85	82
Fall 2005	93	88	86	83
Fall 2004	92	85	83	81
Fall 2003	90	84	80	78
Fall 2002	88	82	79	76
Fall 2001	88	81	78	75

Please Note: Retention percentages include early graduates.

Graduation rates are calculated according to Federal Student Right to Know legislation and the NCAA Graduation Rates Policy. Graduation rates include students graduating in the summer session of the sixth year of study. Beginning Fall 2005, retention rates are calculated based on full-time, baccalaureate entering classes.

Total Five Regional Campuses

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	83			
Fall 2010	81	69		
Fall 2009	82	69	64	
Fall 2008	80	64	62	
Fall 2007	78	66	61	
Fall 2006	79	65	58	51
Fall 2005	79	62	58	51
Fall 2004	79	65	59	50
Fall 2003	79	66	59	52
Fall 2002	76	61	56	48
Fall 2001	77	60	53	46

Stamford Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	86			
Fall 2010	78	69		
Fall 2009	81	67	66	
Fall 2008	81	60	57	
Fall 2007	83	75	69	
Fall 2006	79	74	67	53
Fall 2005	80	67	66	57
Fall 2004	82	70	64	55
Fall 2003	81	72	60	55
Fall 2002	71	61	59	49
Fall 2001	78	67	62	55

Avery Point Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	81			
Fall 2010	80	70		
Fall 2009	77	61	55	
Fall 2008	79	63	62	
Fall 2007	76	59	55	
Fall 2006	82	64	56	47
Fall 2005	75	56	52	48
Fall 2004	75	59	56	45
Fall 2003	80	65	60	53
Fall 2002	81	60	52	44
Fall 2001	70	43	37	32

Torrington Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	75			
Fall 2010	71	61		
Fall 2009	85	73	67	
Fall 2008	73	57	54	
Fall 2007	63	53	45	
Fall 2006	70	50	43	40
Fall 2005	67	54	44	43
Fall 2004	73	63	47	39
Fall 2003	82	73	66	55
Fall 2002	74	62	50	47
Fall 2001	75	53	49	47

Hartford Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	86			
Fall 2010	83	69		
Fall 2009	85	74	68	
Fall 2008	79	66	64	
Fall 2007	80	71	65	
Fall 2006	81	70	65	59
Fall 2005	83	65	59	52
Fall 2004	79	69	62	54
Fall 2003	77	63	59	52
Fall 2002	80	65	63	56
Fall 2001	82	67	61	51

Waterbury Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	81			
Fall 2010	83	70		
Fall 2009	82	68	64	
Fall 2008	81	69	63	
Fall 2007	78	62	57	
Fall 2006	76	56	49	44
Fall 2005	77	60	57	50
Fall 2004	81	62	56	46
Fall 2003	79	64	55	46
Fall 2002	66	53	42	38
Fall 2001	73	57	47	43

ATTACHMENT #13



UConn's Marine & Maritime Campus

13/14 - A-16

Home to:

UConn Marine Sciences Department
Marine Sciences Technology Center
NE Underwater Research Tech & Ed Center
CT Sea Grant
Project Oceanology

Undergraduate Programs:

American Studies
English
Marine Sciences
Maritime Studies
Bachelor of General Studies (BGS)

Highlights:

Baseball Team to World Series
New Student Center
UConn Dining Services comes to AVPT
New Off-Campus Housing Option
New Engineering Program
New Faculty Hires

Graduate and Professional Programs:

Oceanography
Certificate Entry into Nursing (CEIN/BS)
Master of Engineering (MENG)
Teacher Cert Program for College Graduates



RELOCATION PLANNING:

West Hartford to the City of Hartford!

- Established working groups have formed to provide support and input to the space planner and architects
- Continued discussions toward centralized services, shared space, classroom management, and building amenities
- Connected with future neighbors and partners including The Wadsworth Atheneum; Hartford Public Library; Infinity Music Hall
- Member of newly formed “Sustainable Hartford Task Force” exploring and developing academic and community partnerships in Hartford



UConn Stamford in The City That Works!

Housing

First time ever housing will be offered at UConn Stamford. Initially, housing for 400 undergraduate and graduate students will be developed in downtown Stamford. The initial process to identify potential space is underway.



New Majors

UConn Stamford is now recruiting majors for the new offering in Digital Media Design. Additionally, a new undergraduate Business major in Financial Management began in 2013.

***UConn Torrington:
Community
engagement and
economic development***



***UConn Waterbury Campus
99 East Main St.
Waterbury, CT***

***St. Patrick's Hall (aka) Rectory
118 East Main St.
Waterbury, CT***





University Senate Project Updates

October 14th, 2013

Completed Projects

Arjona Renovation

Renovation

Opened: Fall 2013

Project Budget: \$15,400,000

Renovation of the Jaime Arjona Building is complete, the last program adjustments are in process. The scope of work included:

- installation of air conditioning throughout the building and in the two ground floor auditoria
- architectural finishes upgrades
- lighting, electrical information technology and plumbing upgrades
- installation of a new fire alarm system



Avery Point Campus Student Center

13/14 A-83

Addition and Renovation

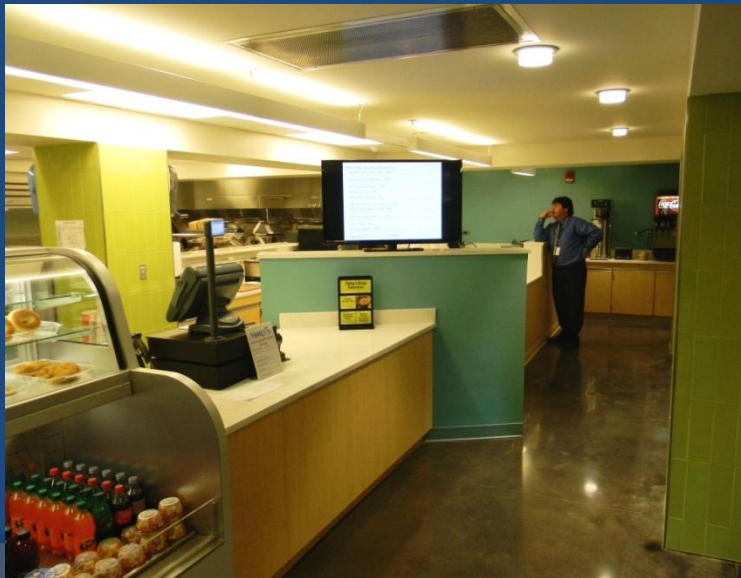
Opened: Fall 2013

Project Budget: \$9,315,150

Project Goal *“To create a dramatic gateway to the Campus and provide a center of activity that fosters interaction within our community of students, faculty, staff, campus neighbors, and visitors.”*

The new Student Center provides

- campus food service operation / dining space
- large space for campus / community events
- student lounge / game room for socializing
- venue space for performances
- patio spaces



Young Building Renovation

13/14 - A -84

Renovation: 72,000 GSF
Project Budget: \$19,773,430

Opened: Fall 2013

The William B. Young Building, constructed in 1953, contains classrooms, studios, offices and research laboratories for the College of Agriculture & Natural Resources including:

- Departments of Natural Resources & the Environment
- Agricultural & Resource Economics
- Plant Science & Landscape Architecture
- Agricultural Extension Service
- College administration

This project upgraded the interior architectural finishes and mechanical/electrical infrastructure, and replaced the exterior windows. Additional work is planned for the roof and masonry.



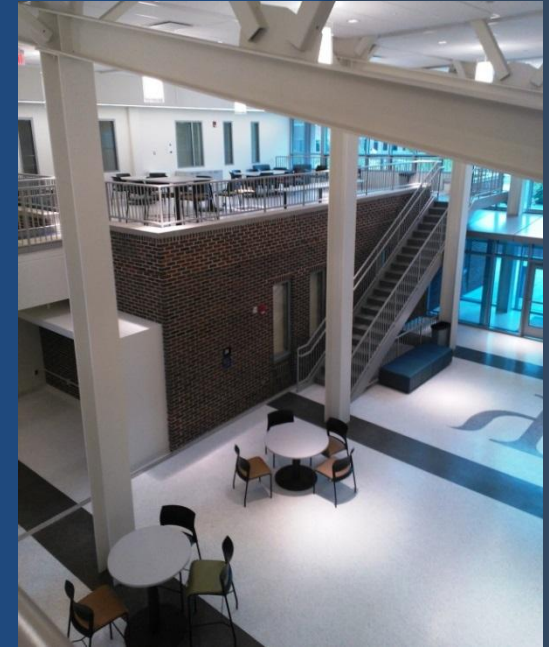
Bousfield Psychology Addition & Renovation

Addition: 30,000 GSF
Project Budget: \$25,170,550

Opened: Fall 2013

This addition is connected to the existing building via a two-story atrium which serves as the new entrance.

- **Basement houses physiopsych labs plus computer server and mechanical/support spaces**
- **First floor provides lecture / seminar rooms of various sizes, atrium offers additional break-out space**
- **Second floor houses Psychological Services Clinic which conducts research and serves the public**
- **Third floor houses EEG labs, a wet lab, and a suite of small office-type rooms for conducting psychological research**



Projects in Construction

Whetten Quad

Construction Start: May 2013

Project Budget: \$4,000,000

Estimated Finish: Dec 2013

The area between Library, Whetten, ITEB, The School of Business and Connecticut Commons was redesigned and construction is underway.

This project will create a vibrant destination on campus that will include:

- Appropriate pedestrian walkways
- Plaza spaces for gathering, sitting & conversation
- Lawn areas for enjoying sunny spring days
- Limited, efficient service vehicle access
- Accessible parking



Basketball Development Center

13/14 - A -88

New Construction: 76,000 GSF
Project Budget: \$33,231,000

Construction Start: Dec 2012
Estimated Finish: April 2014

The two-story Basketball Development Facility is under construction on the site of the former Memorial Stadium behind Gampel Pavilion. Footings and foundations are complete, structural steel and masonry are underway.

The building will accommodate the Men's and Women's Basketball programs with space for courts, strength and training, video, academic study, locker rooms, equipment, laundry and office areas.



Gant Building Renovation

Renovation: 238,000 GSF
Project Budget: \$8,570,000

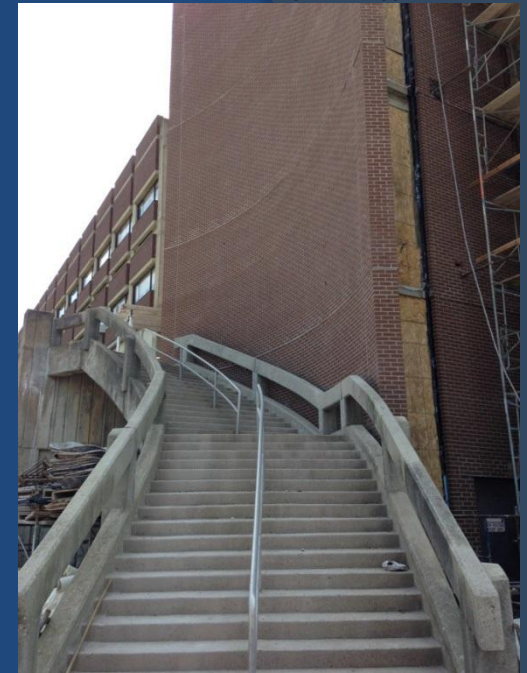
Construction Start: Dec 2012
Estimated Finish: Jan 2014

The Gant complex, completed in the early 1970s, contains offices, research labs, classrooms and computer facilities and houses the Institute of Materials Science, Physics, Math and the Data Center.

The project includes repair of the building envelope (roofs, windows and masonry), improvement of fire suppression systems, and upgrades to mechanical, electrical & plumbing systems. A new fire alarm system was installed throughout the complex and the roof was replaced in the Math Science wing.

The University developed the project to respond to safety issues regarding façade deterioration and the north and south stair towers.

13/14 - A -89



Innovation Partnership Building

Engineering and Science Building

Projects in Design

Next Generation Connecticut

- **Hartford**
- **Stamford**
- **Avery Point**
- **Storrs**

Projects in Planning

**Statement from Dr. Thomas Recchio
to the University Senate
October 14, 2013**

I should begin by saying that I am speaking as a member of the Senate, not as a representative of my department. My concern is changes that are planned to increase class size and/or TA teaching loads in the university's first-year academic writing required courses. Since I directed the Freshman English Program, the home of those courses, for 22 years, and since I am responsible for the current configuration and teaching conditions of those courses, I cannot help but make an effort to defend their continued integrity.

First a brief history of what the first-year requirement was, then how and why it was reconfigured and the success of that reconfiguration, then the impact of the 2009 budget crisis, and finally a proposed resolution for your consideration.

In 1989 UConn had a two semester 6-credit Freshman English requirement, one three-credit course per term. TAs taught two sections per term (for 12 credits per year) and class size was 24 students per section for a student teacher ratio of 48-1. Each course required 25 pages of revised writing (nearly double that of a "W" course). Under these condition TAs, who by contract are required to devote 20 hours per week for their full TA, were devoting 36-44 hours per week to their teaching. Morale was low, degree completion uneven, and increasingly graduate students abandoned their teaching in mid-semester or got so far behind that we had to run mass grading sessions to catch them up. Such teaching conditions were clearly unsustainable, so I proposed that, working within the same resource constraints, that we restructure Freshman English in order to make quality teaching possible. That restructuring was finished and approved by the Senate in 2000. We went from two required courses to one 4-credit required course and reduced the TA teaching load from 2-2 to 1-1, making is possible for TAs to fulfill their teaching responsibilities at 20 hours per week. At the same time, we reconfigured how the courses would be taught, requiring multiple one-on-one conferences and small group tutorial sessions to ensure that each student received enough careful reading, feedback from teachers and peers, and opportunities for revision in order to grow as an academic writer. We achieved the academic goals of the former TA teaching load of twelve credits without exploiting TAs by requiring they work more than twice the hours for which they were compensated.

Over the past 13 years, our courses have been highly successful. We developed focused sections attached to learning communities (for which we received a \$240,000 Davis Grant), and the Honors Program asked that we redesign the required honors first-year course on the model of our academic writing seminars (as we named the new courses). In addition the new General Education requirements (mandated by the University Senate) made Freshman English the venue for the first level information literacy competency. We have worked closely with the library over the years on that, and our students compare very favorably nationally on information literacy assessments (according to the library). We also stopped accepting Advanced Placement Test credit for our first-year writing requirement (although we did grant credit for AP, just not for Freshman English). The idea was that Freshman English would

provide every student with a personal, high quality introduction to the work of academic writing, which, by definition, draws on the work done previously by others (the information literacy piece).

Then the budget crisis hit, and a process of gutting the Freshman English Program began.

First, we were told that we had to increase class size from 20 to 25. ("W" courses, which are taught primarily by full-time faculty, are capped at 19 in acknowledgement of the special demands required in writing instruction, but apparently new writing teachers who teach courses that require more writing than "W" courses do not need to same consideration.) We negotiated that down to 22.

Second, the TA allotment to our graduate program was reduced by 25%, which meant we had to begin to find adjunct faculty to teach more of our sections.

Third, despite the department's academically informed decision not to accept AP test scores for our first-year writing requirement, we were ordered to accept scores of 4 and 5 for such credit. That reduced the numbers of students needing to take Freshman English by between roughly 400-700 in any given year, thereby disrupting one of the goals for general education (namely information literacy) and undercutting enrollments in learning community courses and to some extent the new honors course (English 2011).

We absorbed those changes and worked cooperatively to make them work for the benefit of the students with the understanding that as the university's finances improved, we could restore over time the academic rigor of the program across the board.

The increases in class size and/or teaching loads being imposed will bring us some way back toward where we were in 1989. In order to accommodate the increased number of students, we would have to change the way we teach our course, moving away from a seminar/tutorial structure and back toward lecture, writing, quick and superficial responses to papers (because of time constraints), and so on. I do not think the university wants to move in such a direction. Nor do I think other schools and colleges, whose students are required to have credit for Freshman English would want a dilution of the course. Accreditation teams for the Engineering School evaluate the quality of writing instruction required of engineering students in the general education curriculum, for instance. The quality of the first-year writing course matters to them. The interests of the whole university are at stake here.

An argument can be made, of course, that Freshman English is not succeeding in its goals, or that its goals are too high and that increasing class size and/or TA teaching load would simply bring teaching conditions in line with conditions in other humanities and social sciences departments. If we cut back on the amount of writing required (say to the "W" course level of 15 pages), that would perhaps be true. But by so doing, the courses would become fundamentally different courses. We do have objective measures that provide insight into the quality of instruction in Freshman English: the GEOC mandated and supported comprehensive assessment of Freshman English classes done in 2009, grade distribution comparisons between Freshman English sections and department courses across the board (done twice) by the English Department, and student evaluations of teaching. Before making changes that would gut

the core of the General Education mandated course, the full implications of those changes need discussion, careful consideration, and recommendations from multiple constituencies.

So, I would like to propose the Senate support the following resolution:

Resolution

Be it resolved that no changes that would have a negative impact on the quality of instruction in Freshman English be implemented until the appropriate Senate committees (GEOC, Scholastic Standards, Faculty Standards, Student Welfare perhaps) have examined the proposed changes and made recommendations in response. And that no change be implemented without a supporting vote from the Senate, the faculty body charged with the oversight of General and lower division education across the university.