

12-9-2013

2013 December 9

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**Recommended Citation**

"2013 December 9" (2013). *Minutes*. 119.

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**MINUTES OF THE UNIVERSITY SENATE**  
December 9, 2013

1. The regular meeting of the University Senate was called to order by Moderator English at 4:01 PM.

2. Approval of the Minutes

Alternate Moderator MacKay presented the minutes of the November 11, 2013 meeting for review. A motion to accept the minutes was made by Senator Clark and seconded by Senator Shultz.

**The minutes were approved as written.**

3. Report of the Provost

(Attachment #22)

Senator Nunnally suggested further consideration of outreach about our place as a public institution, and about building engagement around that understanding. Provost Choi received the suggestion positively.

Senator Pratto noted that faculty members already know how to do many things mentioned by the Provost, including publications, securing honorifics, etc. She inquired what the use of Academic Analytics and the broader academic vision means in terms of resource allocation. Provost Choi responded that if one were to compare items on a per capita basis against other universities (such as research grants and publications), UConn would not compare as well. That is why the 9 areas were conceived. We will need more research grants and start-ups, and to align resources that will allow us to grow in those areas.

Senator von Hammerstein shared appreciation for the inclusion of interdisciplinary endeavors and suggested also including international endeavors--not as a separate item, but one which touches upon all areas being emphasized as strategic initiatives. Provost Choi noted that global affairs does touch upon all areas. His office is working to identify international programs that support faculty and student excellence.

4. Report of the Senate Executive Committee presented by Senator Zirakzadeh

(Attachment #23)

5. Consent Agenda Items

- a. Report of the Nominating Committee

(Attachment #24)

- b. Report of the Curricula & Courses Committee

(Attachment #25)

**The Senate voted to approve the Consent Agenda items as posted.**

6. Annual Report of the President's Athletic Advisory Committee presented by Carol Polifroni  
(Attachment #26)

Senator Goodheart, Chair of the Student Welfare Committee shared that the committee discussed rape culture and sexual assault at its October meeting. Senator Goodheart asked about the sort of education about rape culture that student athletes receive. He also inquired about chronic brain trauma from sports—injuries which can start young. Senator Polifroni responded that on this campus, 80% of assaults are by a known person. She acknowledged the significance of any infraction by a student athlete and expressed concern for all victims of sexual assault. She shared that most sexual assaults at UConn do not involve athletes. When an assault involves an athlete, that fact is more likely to be known to and reported by the media. During student orientation, the training received by student athletes is the same that all students receive. Student athletes receive some additional training because of the spotlight they are in. The extra training focuses on their responsibilities because they publicly represent the university. Brain trauma is a topic being addressed on the national level. The PAAC has spoken with individuals in athletics at UConn about what we're doing in terms of prevention and identification of brain injuries. The #1 best thing to do is keep athletes who have brain trauma off the athletic fields. Senator Polifroni shared confidence that our athletics staff is doing what they can in terms of prevention. The trainers are well educated on brain trauma prevention, identification, and treatment.

7. Report of the Coalition on Intercollegiate Athletics presented by Lawrence Gramling  
(Attachment #27)

Senator Goodheart noted a sign at the Moe's restaurant in downtown Hartford that says Moe's burritos is the official burrito of UConn athletics.

Senator Zirakzadeh asked whether any directors of athletic programs participate in COIA, or if it involves faculty alone. Senator Gramling responded that COIA is comprised of faculty representatives from university senates. Athletic directors get invited to meetings, but are not themselves members.

Senator Zirakzadeh noted that commercialization of athletes is an important issue, given that athletes entertain alumni and generate money for universities. He inquired as to the reason commercialization hasn't been in COIA's spotlight if handling commercialization was one of the original goals of the organization. For example, are the issues too complicated or is there no consensus on what is to be done? Senator Gramling responded that the current neglect of the topic is probably because of the complexity of the issue. The O'Bannon case will have far reaching consequences for universities and athletes; Ed O'Bannon is a former UCLA basketball player involved in a lawsuit, challenging the NCAA's ban on compensating athletes.

8. Report from the Faculty Athletics Representative presented by Scott Brown

Senator Brown is the NCAA faculty representative. In this role, he reports directly to President Herbst. A professor of educational psychology for more than 25 years, Senator Brown serves on the American Athletic Conference Faculty Athletics Representative Committee and as a member of the NCAA Recruiting and Personnel Cabinet. Athletic Director Warde Manuel was not available to attend the Senate meeting and sent his apologies. He was recruiting a top notch football coach.

UConn sports had an extremely successful fall. We were national champions in field hockey, and the men's soccer team made the quarter finals. For winter sports, we won our 8<sup>th</sup> national championship in women's basketball, and women's basketball is currently ranked #1. The men's team is undefeated and ranked #10. Last year, the men couldn't compete in the Big East or NCAA tournaments. This year they are eligible for the AAC and NCAA. Men's and women's ice hockey are both off to a great start and are looking forward to joining Hockey East.

UConn has 24 teams and approximately 750 student athletes. 14 teams had an APR of 1,000, which equates with an A+. 925/930 is roughly an A or A-. 2 men's basketball players made the CLAS Dean's list. 15 teams had a semester GPA in the spring of 3.0 or more. 5 teams have a federal graduation rate higher than the general student body. 16 teams had an 80% or higher rate of graduation (this graduation-rate number is recorded for student athletes only, not for UConn students in general.)

The new basketball facility is being funded entirely by private donations and is due to open in May 2014. A new recreational facility is expected to open in 2016/17. Recreational Services reports to the athletic director. No student will get charged any fees until the doors open. The facility will cost approximately \$100M.

The budget is tight in athletics, with a zero gain since last year. The budget is expected to be stable this year and next. The conference realignment issue seems to be settling down; we are currently in the AAC. The Senate heard about compliance earlier in the meeting. In his 13 years as the faculty athlete representative, UConn has never had a compliance office so fully staffed. The staff members are working on new policies and initiatives, specifically on student welfare and developing a database for academics. Ellen Tripp is the new CPIA director, and Becky Bacher is the Assistant Director. Ellen has already accomplished a lot, including a learning- disability assessment partnership with the School of Education and another partnership with the Writing Center. The office is also involved with career planning. A 2<sup>nd</sup> faculty/staff recognition event was held at a basketball game. Regarding the concussion question, members of the Athletics division were briefed recently on the NCAA's major concerns about concussions. The #1 sport for concussions is football, and the #2 sport is women's ice hockey. Helmets do not prevent concussions; they prevent skull fractures. Helmet to helmet hits are now penalties in football. We have an academic and medical plan in place should a student receive a concussion. No coach makes return-to-play decisions. Dr. Jeff Anderson, Director of Sports Medicine, is also the head of a NCAA concussion committee.

Senator Pratto stated that she understood the need for a medical plan for athletes and asked whether the policy for concussions applies to any student at UConn (whether they are on a UConn varsity team.) Senator Brown responded that he hasn't seen a plan for other students and is not aware of procedures for non-student athletes, including those who play intramurals.

9. There was a motion to adjourn.

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

The meeting adjourned at 5:25PM.

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

The following members and alternates were absent from the December 9, 2013 meeting:

Accorsi, Michael  
Armstrong, Lawrence  
Bansal, Rajeev  
Barreca, Regina  
Becker, Loftus  
Bedard, Martha  
Boyer, Mark  
Bradford, Michael  
Bramble, Pamela  
Bushmich, Sandra  
Chazdon, Robin  
Chinchilla, Rosa  
Clokey, David  
Cobb, Casey  
DeFranco, Thomas  
Donahue, Amy

Ego, Michael  
English, Gary  
Faustman, L. Cameron  
Fernandez, Maria-Luz  
Gianutsos, Gerald  
Harris, Sharon  
Herbst, Susan  
Holz-Clause, Mary  
Jockusch, Elizabeth  
Kendig, Tysen  
Libal, Kathryn  
Lillo-Martin, Diane  
Locust, Wayne  
Love, Cathleen  
Luxkaranayagam, Brandon  
Machida, Margo

Makowsky, Veronica  
Mannheim, Philip  
McManus, George  
Mundrane, Michael  
Raheim, Salome  
Rana, Parth  
Rios, Diana  
Saha, Dipanjan  
Salamone, John  
Sanner, Kathleen  
Skoog, Annelie  
Van Heest, Jaci  
Visscher, Pieter  
Volin, John  
Yelin, Susanne



# Dean Searches

- 3 Candidates for Dean of School of Engineering
  - Hossein Haj-Hariri (Virginia), 12/3
  - Kazem Kazerounian (UConn), 12/4
  - Craig Benson (Wisconsin), 12/11
- Candidate for Dean of Neag School of Education
  - David Chard (SMU), 12/12
- 2 Candidates for Dean of School of Pharmacy
  - James Halpert (USCD), 12/17
  - James Dalton (Private Industry), 12/20

# UAVC (June – November 2013)

- Identified strengths and opportunities with input from deans and college/school committees
- Established Strategic Area Advisory Teams (SAAT) in 9 areas that involved 140 faculty experts
- Held public forums to seek input in developing SAATs (more than 200 faculty participated)
- SAAT drafts submitted for review by university community

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



# SAAT Reports

- Advanced Materials and Manufacturing
- Arts, Humanities and Public Discourse
- Brain, Mind and Cognitive Processes
- Complex Systems, Big Data/Secure Computing
- Creativity, Innovation and Entrepreneurship
- Genetics, Genomics and Personalized Medicine
- Health and Wellness
- Human Diversity, Disparity and Rights
- Sustainability & Resilience: Environment & Energy

# Academic Plan

- Become a top flagship institution recognized for the excellence of faculty, students and alumni
- Innovations in breakthrough research and education that are vital to scholarship, intellectual development and creativity
- Basis upon which to make informed decisions on faculty & staff positions, operating & project budgets, facilities & space allocations
- Objective evaluation and benchmarking against aspirant institutions

# What Should We Value?

- Student Excellence, incl:
  - SAT & GRE Scores
  - Grad. Rates & Time to Degree
  - National Scholarships
  - Placements
  - Diversity
  - Learning Outcomes
  - Other?
- Faculty Excellence, incl:
  - Honorific Awards
  - Publications & Citations
  - Research Grants
  - Performances/Exhibits
  - Diversity
  - Teaching & Advising
  - Other?
- Emphasize nationally-competitive metrics to guide:
  - Program Investment
  - Faculty Recruitment
  - PTR Decisions

**Report of the Senate Executive Committee**  
to the University Senate  
December 9, 2013

Preface: On behalf of the Senate Executive Committee, it is my pleasure to express deep thanks to our three student workers – **Sage Carlson, Andrew Kim, and Allison Mitchell**.

The Senate Executive Committee has met twice since the November 11<sup>th</sup> meeting of the University Senate.

On November 22<sup>nd</sup> the Senate Executive Committee met alone for an hour.

- Part of the meeting was devoted to planning the upcoming annual **TAFS** meeting (for Trustees, Administrators, Faculty, Students, and Staff) for the spring. The purpose of the TAFS meeting is to build bridges between different levels of and interests within the university and to explore, as a group, topics of mutual interest.
- The SEC also nominated Professor **Sherri Olson** to be the Senate's representative to the **Institutional Advancement Committee** of the University's Board of Trustees. Professor Olson has agreed to the appointment and will immediately begin her term on that committee.

Afterwards, the SEC for an hour met in closed session with Provost Choi.

After that meeting, the SEC met for approximately 90 minutes with the Chairs of the Standing Committees. Besides planning for the agenda of this meeting, the group discussed such topics as:

- The expected use of “**academic analytics**” as a method for comparing with quality of academic units at UConn with analogous units at other research universities.
- Reported feelings of **dissatisfaction and alienation** among students at the regional campuses, and reported spontaneous evolution of student-advocacy organizations at the regionals. In the opinion of members of the Student Welfare Committee, if the reports are true, “what we are seeing a grass-roots movement.” One consequence of this mobilization may be a

request to the Board of Trustees for a second undergraduate representative.

- The emerging “**syllabus motion**” that will probably be presented to the Senate in the spring. The proposal is currently being reviewed by multiple committees and non-Senate constituencies, such as the AAUP.
- Worries that the goal of “**writing across the curriculum**” may be becoming a smoke dream. It appears that upwards of 25% of current undergraduates do not take first-year writing at all. Many students take no writing course until late in their careers, when students can no longer apply, reinforce, and refine the writing techniques that they have learned.

On December 6<sup>th</sup> the Senate Executive Committee met in closed session with President Herbst.

Afterwards, the committee met with Provost Choi, Executive Vice President Richard Gray, Vice President Wayne Locust, and Vice Provost Sally Reis.

- Provost Choi discussed academic goals, such as the promotion of interdisciplinary research, and the evolving academic plan.
  - After his presentation there was a discussion about the current **Provost competition with regard to interdisciplinary initiatives**, about UConn’s teaching goals and their relationship to the academic plan, and about the need to promote **diversity at the level of upper administration, especially academic Deans**.
- Vice President Locust reported that at this point in the admissions cycle, UConn’s situation looks very good. The applicant pool is large, SAT scores are higher than ever, and there is considerable geographic and ethnic diversity among the applicants.
  - After his presentation, the group discussed the need for (and challenges to) enhancing **diversity within the international-student population**, at both the undergraduate and graduate level.
- Vice President Grey discussed current work on the 2015 and 2016 budgets; initiatives to reduce expenditures on electricity; and the “**Rich Gray**” war on scooters (a humorous phrase that referred to the enforcement of on-campus policies to ensure pedestrian safety and to ensure that the parking

spaces for special needs members of the community remain available for the intended users).

- Vice Provost Reis informed the SEC of the upcoming NEASC review and of current preparations.
  - To meet **past** NEASC recommendations, a **common-core** examination might be implemented, using a representative sample of undergraduates. Vice Provost Reis will provide the Senate with information next semester on the NEASC-review process.

In closing I wish to remind the Senate of the current topics for the spring Senate meetings (please see the power-point slide).

Respectfully submitted,  
Cyrus Ernesto Zirakzadeh  
Chair, Senate Executive Committee  
December 9, 2013

**Nominating Committee Report  
to the University Senate**

December 9, 2013

1. We move the following faculty deletion from the named standing committee:

Linda Neelly from the General Education Oversight Committee

2. We move to appoint Mansour Ndiaye to the Enrollment Committee effective immediately with a term ending June 30, 2014.
3. We move to appoint Kate Fuller to the Student Welfare Committee effective immediately with a term ending June 30, 2014.
4. We move to appoint Fatma Selampinar to the General Education Oversight Committee effective immediately with a term ending June 30, 2015.

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

**December 9, 2013**

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

A. FINA 2001 Global and Transcultural Forms

*Proposed Catalog Copy*

2001. Global and Transcultural Forms

Two credits. Two 1.5 hr labs per week. Prerequisite: permission of instructor. Immersion in world arts practices that cross national and cultural boundaries.

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

A. ENGL 2409 The Modern Novel (course description)

*Current Catalog Copy*

2409. The Modern Novel

(212) (Formerly offered as ENGL 3409.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Major twentieth-century novels. CA 1.

*Revised Catalog Copy*

2409. The Modern Novel

(212) (Formerly offered as ENGL 3409.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Major novels since 1900. CA 1.

B. MATH 1011Q Introduction to College Algebra and Mathematical Modeling (instructional pattern)

*Current Catalog Copy*

1011Q. Introductory College Algebra and Mathematical Modeling

(104Q) Three credits. Five class periods. Not open for credit to students who have passed MATH 1010, or any Q course. Strongly recommended as preparation for Q courses for students whose high school algebra needs reinforcement.

Emphasizes two components necessary for success in 1000-level courses which employ mathematics. The first component consists of basic algebraic notions and their manipulations. The second component consists of the practice of solving multi-step problems from other disciplines, called mathematical modeling. The topics include: lines, systems of equations, polynomials, rational expressions, exponential and logarithmic functions. Students will engage in group projects in mathematical modeling.



*Revised Catalog Copy*

## 1011Q. Introductory College Algebra and Mathematical Modeling

(104Q) Three credits. Four class periods. Not open for credit to students who have passed MATH 1010, or any Q course. Strongly recommended as preparation for Q courses for students whose high school algebra needs reinforcement. Emphasizes two components necessary for success in 1000-level courses which employ mathematics. The first component consists of basic algebraic notions and their manipulations. The second component consists of the practice of solving multi-step problems from other disciplines, called mathematical modeling. The topics include: lines, systems of equations, polynomials, rational expressions, exponential and logarithmic functions. Students will engage in group projects in mathematical modeling.

## C. MATH 1060Q Precalculus (recommended preparation)

*Current Catalog Copy*

## 1060Q. Precalculus

(109Q) Three credits. Recommended preparation: MATH 1010, MATH 1011 or the equivalent. Not open for credit to students who have passed MATH 1120, 1125, 1131, or 120. Students may not receive credit for this course and MATH 1040. Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and trigonometric functions.

*Revised Catalog Copy*

## 1060Q. Precalculus

(109Q) Three credits. Recommended preparation: MATH 1011 or the equivalent, and a qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120, 1125, 1131, or 120. Students may not receive credit for this course and MATH 1040.

Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and trigonometric functions.

## D. MATH 1071Q Calculus for Business and Economics (recommended preparation)

*Current Catalog Copy*

## 1071Q. Calculus for Business and Economics

(106Q) Three credits. (One credit for students who have passed MATH 1121, 1131, 120, or 1151.) Recommended preparation: MATH 1010, 1011 or the equivalent and MATH 1070. Not open for credit to students who have passed MATH 1110.

Derivatives and integrals of algebraic, exponential and logarithmic functions. Functions of several variables. Applications.

*Revised Catalog Copy*

1071Q. Calculus for Business and Economics

(106Q) Three credits. (One credit for students who have passed MATH 1121, 1131, 120, or 1151.) Recommended preparation: MATH 1011 or the equivalent, and MATH 1070, and a qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1110.

Derivatives and integrals of algebraic, exponential and logarithmic functions. Functions of several variables. Applications.

E. MATH 1131Q Calculus I (prerequisites)

*Current Catalog Copy*

1131Q. Calculus I

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

*Revised Catalog Copy*

1131Q. Calculus I

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

F. MATH 1132Q Calculus II (prerequisites)

*Current Catalog Copy*

1132Q. Calculus II

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

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

*Revised Catalog Copy*

## 1132Q. Calculus II

(116Q) Four credits. Prerequisite: A qualifying score on the mathematics placement assessment and one of MATH 1121, 1126, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 or better on the Calculus BC exam).

Recommended preparation: A grade of C- or better in MATH 1121 or 1126 or 1131. Not open to students who have passed MATH 1122, 121, or 1152. Substitutes for MATH 1122 or 121 as a requirement.

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

## G. MATH 1151Q Honors Calculus I (prerequisites)

*Current Catalog Copy*

## 1151Q. Honors Calculus I

(135Q) (Formerly offered as MATH 120Q.) Four credits. Prerequisite: Passing score on the Calculus Placement Survey. Students cannot receive credit for MATH 1151 and either MATH 1121, 1131, or 120. May be used in place of MATH 1131 to fulfill any requirement satisfied by MATH 1131.

The subject matter of MATH 1131 in greater depth, with emphasis on the underlying mathematical concepts.

*Revised Catalog Copy*

## 1151Q. Honors Calculus I

(135Q) (Formerly offered as MATH 120Q.) Four credits. Prerequisite: A qualifying score on the mathematics placement assessment. Students cannot receive credit for MATH 1151 and either MATH 1121, 1131, or 120. May be used in place of MATH 1131 to fulfill any requirement satisfied by MATH 1131.

The subject matter of MATH 1131 in greater depth, with emphasis on the underlying mathematical concepts.

## H. MATH 1152Q Honors Calculus II (prerequisites)

*Current Catalog Copy*

## 1152Q. Honors Calculus II

(136Q) (Formerly offered as MATH 121Q.) Four credits. Prerequisite: MATH 1151 or advanced placement credit for calculus (a score of 4 or 5 on the calculus AB examination or a score of 3 on the Calculus BC examination) or consent of instructor. Students cannot receive credit for MATH 1152 and either MATH 1122, 1132, or 121. May be used in place of MATH 1132 to fulfill any requirement satisfied by MATH 1132.

The subject matter of MATH 1132 in greater depth, with emphasis on the underlying mathematical concepts.

*Revised Catalog Copy*

## 1152Q. Honors Calculus II

(136Q) (Formerly offered as MATH 121Q.) Four credits. Prerequisite: A qualifying score on the mathematics placement assessment, and MATH 1151 or advanced placement credit for calculus (a score of 4 or 5 on the calculus AB examination or a score of 3 on the Calculus BC examination) or consent of instructor. Students cannot receive credit for MATH 1152 and either MATH 1122, 1132, or 121. May be used in place of MATH 1132 to fulfill any requirement satisfied by MATH 1132.

The subject matter of MATH 1132 in greater depth, with emphasis on the underlying mathematical concepts.

## I. MATH 2141-2142Q Advanced Calculus I, II (course substitutions)

*Current Catalog Copy*

## 2141-2142Q. Advanced Calculus I, II

(243Q-244Q) Both semesters. 4 credits each semester. May be taken for honors credit but open to any qualified student. Prerequisite: A year of calculus (that may include high school) and instructor consent. MATH 2141Q may be used in place of MATH 1131 or 1151 to fulfill any requirement satisfied by MATH 1131 or 1151. MATH 2142Q may be used in place of MATH 1132 or 1152 to fulfill any requirement satisfied by MATH 1132 or 1152.

A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.

*Revised Catalog Copy*

## 2141-2142Q. Advanced Calculus I, II

(243Q-244Q) Both semesters. 4 credits each semester. May be taken for honors credit but open to any qualified student. Prerequisite: A year of calculus (that may include high school) and instructor consent. MATH 2141Q may be used in place of MATH 1131 or 1151 to fulfill any requirement satisfied by MATH 1131, 1151. MATH 2142Q may be used in place of MATH 1132, 1152 or 2710 to fulfill any requirement satisfied by MATH 1132, 1152 or 2710.

A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.

## J. MATH 2143-2144Q Advanced Calculus III, IV (course substitutions)

*Current Catalog Copy*

## 2143-2144Q. Advanced Calculus III, IV

(245Q-246Q) Both semesters. 4 credits each semester. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2142Q or consent of instructor. MATH 2143 may be used in place of MATH 2110 to fulfill any requirement satisfied by MATH 2110. MATH 2144 may be used in place of MATH 2410 to fulfill any requirement satisfied by MATH 2410.

A rigorous treatment of more advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

*Revised Catalog Copy*

2143-2144Q. Advanced Calculus III, IV

(245Q-246Q) Both semesters. 4 credits each semester. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2142Q and consent of instructor. MATH 2143 may be used in place of MATH 2110 to fulfill any requirement satisfied by MATH 2110. MATH 2144 may be used in place of MATH 2410, MATH 2420 or MATH 2210 to fulfill any requirement satisfied by MATH 2410, MATH 2420 or MATH 2210.

A rigorous treatment of more advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

K. WGSS/HRTS 2263 Women and Violence (course description)

*Current Catalog Copy*

2263. Women and Violence

(Formerly offered as WS 3263.) (Also offered as HRTS 2263.) Three credits. Prerequisite: Open to sophomores or higher. Recommended preparation: Any 1000-level WGSS course.

Discussion of violence against women in our society, including rape, battering, incest and pornography and the social, political and personal meaning of violence.

*Revised Catalog Copy*

WGSS 2263. Women and Violence

(Formerly offered as WS 3263/263.) (Also offered as HRTS 2263.) Three credits. Prerequisite: Open to sophomores or higher. Recommended preparation: Any 1000-level WGSS course.

Discussion of violence against women in the US and globally, including close examination of various forms of interpersonal and structural violence as well as the social, political and personal meanings of violence.

HRTS 2263. Women and Violence

(263) (Formerly offered as HRTS 3263.) (Also offered as WGSS 2263.) Three credits.

Prerequisite: Open to sophomores or higher. Recommended preparation: Any 1000-level WGSS course.

Discussion of violence against women in the US and globally, including close examination of various forms of interpersonal and structural violence as well as the social, political and personal meanings of violence.

L. BME 2101 Introduction to Biomedical Engineering (prerequisites, co-requisites and course description)

*Current Catalog Copy*

2101. Introduction to Biomedical Engineering.

(210) (Formerly offered as BME 3101.) Three credits. Prerequisite: BIOL 1107; open only to Biomedical Engineering majors, others by instructor consent. Corerequisite: PHYS 1501Q and MATH 2110Q.

Survey of the ways engineering and medical science interact. The art and science of medicine, and the process of medical diagnosis and treatment. Diagnostic instrumentation and measurements including medical imaging. Introduction to bioelectric phenomena, biomechanics, and biomaterials. Biochemical engineering. Computers in medicine. Molecular medicine and biotechnology.

*Revised Catalog Copy*

2101. Introduction to Biomedical Engineering

(210) (Formerly offered as BME 3101.) Three Credits. Prerequisite or corequisite: MATH 1132Q; PHYS 1230 or PHYS 1501Q or PHYS 1530Q. Recommended preparation: BIOL 1107. Open to non-BME majors with instructor consent.

Fundamental concepts and techniques of engineering and medical science and their integration. The art and science of medicine and the process of medical diagnosis and treatment. Topics include: diagnostic instrumentation, diagnostic measurements and their interplay; bioelectric phenomena, biomechanics, and biomaterials; biochemical engineering; computers in medicine; molecular medicine and biotechnology; medical imaging.

M. ECON 2481 Internship Field Study (repeatability)

*Current Catalog Copy*

2481. Internship – Field Study

(294) (Formerly offered as ECON 3481.) Variable credit to a maximum of 6 credits. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; students must secure a satisfactory intern position before the end of the second week of the semester of enrollment in this course; they should begin consultation with the instructor several months in advance. Does not count toward the economics major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Supervised field work, relevant to some area of economics, with a business firm, government agency or non-profit organization. Evaluation by the field supervisor and by the instructor (based on a detailed written report submitted by the student).

*Revised Catalog Copy*

## 2481. Internship – Field Study

(294) (Formerly offered as ECON 3481.) Variable credit to a maximum of 6 credits. May be repeated for credit to a maximum of 15 credits. Hours by arrangement. Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; students must secure a satisfactory intern position before the end of the second week of the semester of enrollment in this course; they should begin consultation with the instructor several months in advance. Does not count toward the economics major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Supervised field work, relevant to some area of economics, with a business firm, government agency or non-profit organization. Evaluation by the field supervisor and by the instructor (based on a detailed written report submitted by the student).

**III. The Curricula and Courses Committee recommends DELETION of the following 1000- or 2000-level courses**

- A. UNIV 1998 Variable Topics

**IV. The Curricula and Courses Committee and General Education Oversight Committee approved the following course for inclusion in Content Area 3 Science and Technology (non-LAB):**

- A. PHAR 1005 Molecules in the Media

**V. The Curricula and Courses Committee and General Education Oversight Committee approved the following course for inclusion in Content Area 4 Diversity and Multiculturalism (International):**

- A. SOCI 1701 Society in Global Perspective

**VI. The Curricula and Courses Committee and General Education Oversight Committee approved the following 3000- and 4000-level W Competency course deletions:**

- A. EEB 3209W Soil Degradation and Conservation
- B. EEB 4251W Medical Entomology
- C. EEB 4253W Concepts of Applied Entomology
- D. ENGL 3119W Modern English Literature

**VII. The Curricula and Courses Committee and General Education Oversight Committee approved offering the following course during intersession:**

- A. ANTH 1500 Great Discoveries in Archaeology (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, Cody Grant, Lotaya Wright

12-9-13



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

The PAAC is a small committee reporting directly to President Herbst.

The NCAA by-laws state:

**“6.1.1 President or Chancellor.**

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

**6.1.2 Athletics Board.**

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

**6.1.2.1 Composition.**

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

The 2013-2014 PAAC has membership from:

- FAR (Scott Brown)
- Alumni representative (Dan Blume)
- Two elected senate representatives (Larry Gramling and Nancy Rodriguez)
- Five faculty/staff (one of whom is PAAC chairperson) (Katrina Higgins, Linda Strausbaugh, Kathy Segerson, Robert Colbert, Carol Polifroni)
- USG representative (Kara Coogins)
- CPIA Director (Ellen Tripp)

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

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

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

1. *To promote an understanding of the Division of Athletics; mission among all members of the University community.*
2. *To maintain and foster a clear commitment to academic integrity and institutional control*

*as it applies to the Division of Athletics within the University.*

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

Since our last report in Spring 2013, the PAAC has met four times and meets monthly- every six weeks during the academic year and as needed over the summer. As is the past this report is organized around the seven specific responsibilities of the PAAC and highlights are provided for each area.

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

To fulfill this responsibility, the PAAC is composed of university faculty and staff as well as members of the community and those parties interested in athletics. Additionally, The PAAC hosts faculty/staff breakfasts and luncheons to share current events within athletics and to hear from members of the UConn community. Recent discussions with faculty and staff have centered on perceptions of student-athlete, privilege with concomitant responsibility, student recreational facility and conference realignment impact on travel schedules. A student member has been added to the membership of PAAC .

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

CPIA reports directly to the Director of Athletics. Ellen Tripp was appointed Director of CPIA this past summer. She has re-structured the work of the office, enhanced the academic support to the student-athlete, engaged the academic advisors in the curriculum planning of the student-athlete, and carefully monitored travel schedules with academic performance. Additionally, if a student-athlete enrolls in an online course, they are assigned specific course work time monitored by a CPIA advisor. Ellen continues to work in conjunction with the Provost's office, specifically Sally Reis, to ensure CPIA is working within the university community and with the various schools and colleges.

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

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

SAAC meets regularly with the FAR and issues are addressed by PAAC as needed. Academic schedules and availability of courses were the primary issues for 2013.

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

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

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

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

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

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

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

An external review of CPIA was conducted last Spring 2012. The next is scheduled for 2016.

Thank you to Joanne Fazio for staffing the committee.

*E. Carol Polignone*

## ATTACHMENT #27

Coalition on Intercollegiate Athletics (COIA) Report to the University Senate

University of Connecticut

December 9, 2013

Presented by: Lawrence Gramling, Member of COIA National Steering Committee

William Kraemer, University Senate COIA Representative

**COIA:** Alliance of faculty from Football Bowl Subdivision (FBS) schools formed in 2002; provides a faculty voice on intercollegiate sports issues:

- Academic integrity
- Student-athlete welfare
- Campus governance of intercollegiate athletics
- Commercialization
- Fiscal responsibility

Currently there are 61 schools including seven current AAC schools

### **Calendar Year 2013 COIA Activity**

1. Annual Meeting February 1 – 3, 2013 at University of South Florida, Tampa, FL (selected highlights)

- Theme: “Increasing Faculty Engagement in a Deregulated Athletics Context”
- Discussion of legal issues facing intercollegiate athletics (panel of attorneys)
  - Emerging role of concussions (*Note: COIA work in progress; see 3., below*)
  - University’s legal duty: health and safety of student athletes
  - O’Bannon Case: use of athletes’ images (video games, etc.)
  - NCAA has relied on the “Collegiate Model” participants are amateurs, while university athletic enterprises are able to “commercialize and professionalize”
- Kevin Lennon, VP of NCAA: (from January, 2013 NCAA convention)
  - “Competitive equity cannot be regulated” i.e., there cannot be equity among all D-1 schools
  - Deregulation model would have rules that are meaningful, enforceable, and contribute to student success
  - *Universities would be responsible for their own enforcement*
  - NCAA is looking to faculty for assistance in regulating schools.
- Major product of the meeting: Five page summary of a new model for Athletics governance on campuses (Shared with Senate Executive Committee and PAAC in Spring 2013)

2. October, 2013: *Principles and Proposals Concerning NCAA Division 1 Restructuring*, presented at meeting in Indianapolis (available on COIA website)

3. November, 2013: Letter to be sent to Senates to gather information about concussion

<http://blogs.comm.psu.edu/thecoia/>