

10-6-2014

2014 October 6

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**MINUTES OF THE UNIVERSITY SENATE**  
**October 6, 2014**

1. The regular meeting of the University Senate of October 6, 2014 was called to order by Moderator von Hammerstein at 4:01pm.
2. Approval of the Minutes  
Moderator von Hammerstein presented the minutes of the September 8, 2014 meeting for review. Senator Rios moved acceptance; Senator Recchio seconded; approved.

**The minutes were approved as written.**

3. Report of the Provost  
Provost Choi began his report by announcing that Scott Brown, Nancy Naples and Kathleen Segerson were installed as Board of Trustee members last Thursday. He shared that Prof. Segerson asked what they, as faculty, can do for the University. He noted that this is the level of commitment he would like from everyone.

The Graduate School celebrated its 75<sup>th</sup> anniversary recently. Provost Choi shared that over 60,000 master's and 11,000 doctoral students have been awarded their degrees through this program. Each has made an impact on their respective career areas.

Provost Choi shared that President Herbst announced the economic impact study last month. From that report, the University has a 3.4 billion dollar impact on the state. This is tremendous. He also shared that the Rudd Center for Food Policy and Obesity moved to UConn in September. He thanked Jeff Fisher and Sally Reis for their recruitment efforts.

The Master Plan will be completed in the next few months. This plan will guide the University's capital investments for the next ten years. This has been a very thoughtful process and exciting time.

Provost Choi was pleased to announce that UConn retained the #19 position in *US News and World Report* annual collegiate rankings of the nation's best public universities. He acknowledged Wayne Locust and Nathan Fuerst for their work in recruiting high quality students.

Finally, Provost Choi reminded the Senate that President Herbst will present her State of the University address on October 16 at noon in the Jorgensen Auditorium. This report will highlight key initiatives.

There were no follow up questions to the Provost's report.

4. Senator Polifroni presented the Report of the Senate Executive Committee  
(Attachment #5)

Senator Renfro followed with a question about dual employment and if the Graduate Assistants are considered employees. Vice Provost Donahue stated that the GAs have been recognized as employees and the University is currently engaged in bargaining negotiations with the UAW on their behalf. She explained that they are considered dually employed due to how they are compensated. If two payroll systems are involved for the same employee, dual employment forms are required. The Senator asked for clarification to the GAs' status: Are they considered state employees with state benefits? VP Donahue responded that UAW is currently negotiating hours, wages and working conditions. Senator Armstrong asked if a faculty member who receives summer salary from a research foundation is now considered dually employed. The answer is yes, if they are paid via the special payroll system.

5. Moderator von Hammerstein presented the Consent Agenda.

- 1) Report of the Nominating Committee

(Attachment #6)

Moderator von Hammerstein called upon Senator Hubbard for presentation of an addition to the report. Cheryl Galli clarified that the additions, which were received that morning in the Senate Office, were appointments by the Graduate Student Senate for representatives to Senate committees.

- 2) Report of the Curricula and Courses Committee

(Attachment #7)

- 3) Report of the Scholastics Standards Committee

(Attachment #8)

**The Senate voted to approve the Consent Agenda report with the addition, as posted.**

6. Senator Livingston presented the Report of the Scholastic Standards Committee  
(Attachment #9, 10, & 11)

Senator Livingston presented a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.B.11. Withdrawals and Leaves of Absence

Senator Livingston presented a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.E.15. Scholastic Probation and Dismissal

Senator Livingston presented a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.E.12. Semester Examinations and Final Assessments

Senator Livingston gave a brief explanation of the motion noting a change in language from examination to assessment. She also noted that the proposed amendment is meant to eliminate redundancy. The wording "in all undergraduate" was impossible to enforce. She also explained that some students may sit for 5 exams (10 hours) in one day.

Senator Barker asked the floor to recognize Professor David Miller.

**Moderator von Hammerstein recognized Professor David Miller**

Professor Miller questioned the wisdom of having such a policy in place. He expressed concern that such a policy may send the wrong message to students about effective planning and does not adequately prepare them for the real world. He understands the issue of having 10 hours of finals in one day. He asked if there was any data to show how many students would fall into that category or if data was available from peer institutions. He shared that he performed a cursory search on the internet and found very little available on similar policies at peer institutions. His greatest concern however is how such a policy could adversely affect professors who teach a large number of students. With a class of 600 students, many students may request a rescheduled assessment. He noted that Ossa used to determine which final could be rescheduled. He stated that option is no longer available. He has found that more and more students who are allowed to reschedule one exam will ask to reschedule his. Managing such a policy in a large section class is a difficult task.

Senator Bramble inquired if the policy meant to include online course final assessments, as well. If the final is fully on line, students will have until 11:59pm the day the exam is schedule to complete. Last year, classes were asked to follow the University schedule which, in her case, determined that the exam must be completed between 12-2pm.

**A motion was made and 2<sup>nd</sup> to add information about hybrid and 100% on line courses**

Further discussion occurred.

Senator Bresciano clarified that if there is no classroom specified for the exam, the exam is considered online and students have until midnight to submit.

Senator Bramble shared that from the students' point of view, this may not be clear. She is concerned about the specific wording not being there.

Senator Darre asked about the specific time zone the 11:59pm rule refers to as there may be international students who have already returned to their home country when taking the exam. It was suggested that those students be worked with individually.

Senator Freake offered that it may be easier to ask the registrar to create the schedule to end at 11:59pm eastern time no other change would be needed.

Senator Rios expressed her concern that she is assigned a classroom for final assessment even when she has specified that she does not need one.

Senator Brown asked how online is defined. If all coursework is completed on line but the exam is in person, is that considered online?

Senator Livingston stated that Scholastic Standards committee has asked the registrar to implement a procedure asking faculty if a room is needed for their final. This is an opt-out policy. She urged recipients of this email to respond and avail themselves of this policy. By opting out of room space, the final assessment will not be considered a part of the bunched finals.

Senator Bresciano said that there are two questions to be answered – 1) are you having an assessment and 2) what type of final – sit down, paper, online. If there are 3 finals in one day, regardless of type, the bunched policy would apply.

Senator Kaminsky stated that there seems to be a lack of clarity on the motion. He noted that Professor Miller, at the beginning of this discussion, asked the Senate to consider having the policy at all. Senator Kaminsky asked if there was going to be further discussion on that.

Senator Caira recommended sending the proposal back to the Scholastic Standards committee. She noted that the online course policy needs to be resolved.

Senator Kashi asked if there would be more discussion prior at the next meeting. The response was affirmative.

A senator recommended that the committee seek out more faculty input.

**The motion to send the policy back to committee for further review carried**

7. Vice Provost Sally Reis presented the Annual Report of the Provost on the Regional Campuses.  
(Attachment # 12)

VP Reis introduced the Directors for each campus who then gave an overview of the activity and plans for their campus.

Marcelle “Marty” Wood, Interim Campus Director, Avery Point

Michael Menard, Campus Director, Hartford

Sharon White, Campus Director, Stamford

William Pizzuto, Campus Director, Torrington

Following the presentations, there were several questions. Senator Naples asked the Hartford move and how the School of Social Work fits with the plans. VP Reis confirmed that the SSW will be moved to Hartford and will be within walking distance of the campus. The expectation is to integrate services whenever possible. Senator Naples then asked about the Stamford campus; specifically about the housing, safety and other services. VP Reis shared that she is working with several committees and is very aware of the issues concerning security and Residential Life. The goal is to provide University sponsored housing and ensuring that our students are safe. The University is looking at a master lease rather than a building a hall. The most desirable situation would be within 200 yards from campus and would involve extending the hours of the Stamford campus.

Senator Bramble shared that there is some worry within the Torrington campus. They are actively seeking to increase their class size but the fact remains that they do have smaller class sizes. She shared that there have been rumors of a minimum class size being required. This is concerning to her. A class of 15-35 may be a healthy size for that campus. If a minimum of 18 is set and the course is at 15, this may have an effect on the choice of others to enroll. This may work against them. Senator Bramble noted that they are the only four-year institution in that area of the state. VP Reis responded that there has been talk of not running a class at 9 or 10 or under however; there is no plan for a mandate over 15. Senator Bramble replied by saying she is looking for a class size number that is put into context for their location; something that is relative to what their demographics are.

Senator Kashi asked for specific numbers related to the ratio of professors and GAs. VP Reis did not have that specific information immediately available but will generate a report with that data and distribute to the Senate.

8. Moderator von Hammerstein inquired if there was any new business. There was none.
9. University Master Planner & Chief Architect Laura Cruickshank presented the Annual Report on the Master Plan

(Attachment #13)

Following the report there were several questions. Senator Caira asked for Chief Architect Cruickshank to talk about the energy plan and asked who is in charge of energy on campus? Ms. Cruickshank responded that she is working closely with Mike Jednak from Facilities Operations and Building Services. The University is its own utility company. The option and advantages of fuel cells and alternate modes of energy have been explored. Senator Caira asked if we have a good handle on the capacity needed. Ms. Cruickshank replied in the affirmative.

Senator Beall asked about plans for the brown houses on the Depot campus. Ms. Cruickshank responded that the houses are cultural resources and that the state historic preservation office

has been involved in determining in whether there is any real historic value to these properties. She noted that absent the brown houses, the space could really become something remarkable.

Senator Renfro commented that such a large project is overwhelming and difficult to comprehend. He shared his concerned over the timeline - with an anticipated student enrollment increase of 5,000 long before the science plans are completed. He questioned if there would be teaching labs and needed facilities before the enrollment increase. Provost Choi responded that the 1,000-5,000 student increase is based on NextGen funds. As renovations begin, teaching capacity is central to the plans. He also referenced comments Registrar and Senator Lauren DiGrazia made at a previous meeting sharing that classroom space is at capacity on Tuesdays/Thursdays but not on Mondays/Wednesdays/Fridays. This is something to consider, as well.

Senator Volin voiced his concerns over traffic patterns when the work is done to the Depot campus. His is particularly concerned about the Gampel traffic with removal of (that) road. Ms. Cruickshank responded that traffic studies have been done and the traffic consultant is doing the modeling.

10. Senator Recchio moved to adjourn; Senator Tilton seconded.

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

The meeting was adjourned at 6:08pm.

Respectfully submitted,

Thomas Lawrence Long  
Associate Professor in Residence  
School of Nursing  
Secretary of the University Senate

The following members were absent from the October 6, 2014 meeting:

Accorsi, Michael	Cobb, Casey	Mundrane, Michael
Ammar, Reda	Coundouriotis, Eleni	Nair, Suresh
Bansal, Rajeev	Croteau, Maureen	Sanchez, Lisa
Becker, Loftus	DiGrazia, Lauren	Schultz, Eric
Bedard, Martha	Ego, Michael	Scruggs, Lyle
Benson, David	English, Gary	Seeman, Jeffrey
Bouchard, Norma	Gianutsos, Gerald	Silbart, Lawrence
Bradford, Michael	Herbst, Susan	Skoog, Annelie
Brenick, Alaina	Jain, Faquir	Spiggle, Susan
Britner, Preston	Jockusch, Elizabeth	Teitelbaum, Jeremy
Buenano, Eddison	Kendig, Tysen	Teschke, Carolyn
Chazdon, Robin	Libal, Kathryn	Torti, Frank
Chinchilla, Rosa	Machida, Margo	Tribuzio, Peter
Clark, Christopher	Martinez, Samuel	
Clausen, John	Mercier, Daniel	



Report of the Senate Executive Committee  
to the University Senate  
October 6, 2014

The Senate Executive Committee has met twice as a group since our September 8<sup>th</sup> meeting of the University Senate. We have also met with one of the candidates for the CFO position and will meet with another candidate tomorrow.

- (1) On September 26<sup>th</sup> the SEC met in separate closed sessions with Vice Provost Reis and 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 have met at least once this semester and are continuing their work to address the many topics noted in my September report.

The Curricula and Courses committee asked the SEC if it was thought to be beneficial to appoint one of their committee members to serve on the Scholastic Standards committee. As much of the work on these committees intersects, it was agreed this was appropriate and suggested that this be trialed for this year. C&C will communicate with the Nominating committee when the selection has been made. If successful, a change in the By-Laws to require this appointment may be considered.

The Faculty and Standards committee shared details of a discussion had in their meeting about Intellectual Property. We understand that this topic will be raised at the October Board of Trustee’s meeting by our University’s General Counsel. There remains concern about differing perspectives and lack of clarity on what constitutes intellectual property, the timing of the correction to the state statute which is out of compliance with the supreme court’s *Stanford v Roche* ruling, the lack of disclosure of this policy in offer letters for employment, and the absence of a time frame for property consideration. We request a delay in presentation to the BOT until these issues are addressed.

The Faculty and Standards committee will meet with Vice Provost Reiss to discuss PTR guidelines.

The Diversity Committee shared that they welcome the opportunity to be appropriately involved in the work of the new task force on diversity being led by Vice Provost Weiner and Assistant Vice Provost Wilder. One member of the Diversity Committee has been appointed to the Task Force and we await the charge from Provost Choi to the Task Force.

- (2) On October 3<sup>rd</sup> the SEC first met with Andrea Dennis-Lavigne, Chair of the Academic Affairs Committee and Board of Trustee Member. Then, the SEC met for an hour with Provost Choi. Following these closed sessions, the SEC met with members of the university administration. We are grateful that this meeting was so well attended.

- Provost Choi thanked the UConn community for our work in elevating the reputation of this University. He announced that the Board of Trustees was

scheduled to induct three new members immediately following the SEC meeting on Friday. Inductees include Scott Brown, Nancy Naples and Kathleen Segerson. We congratulate them on their appointments. He also shared that the search for our new Executive Vice President for Administration and Chief Financial Officer resulted in many qualified candidates. The search has been narrowed to two candidates; one of whom was on campus last Thursday and the other will interview on campus as scheduled.

- Vice President of Student Affairs Michael Gilbert shared the establishment of three new groups convened by his office.

The Student Affairs Student Leadership Council will provide student advice, feedback and guidance to the VPSA office. A second group will address the creation of an online program to address Sexual Assault Education/Prevention training as a “booster shot” for students beyond their Freshman year. As you are aware, Freshman receive significant education during their orientation and this is additional material to be delivered at a later point in their collegiate trajectory.

Vice President Gilbert also formed a committee formed to develop a Bystander Intervention Educational Program; it is composed of staff and students who will work together to recommend a best practice for our institution.

The SEC was pleased to learn of these initiatives and requested consideration of the addition of faculty and graduate students to these discussions and committees.

- Vice Provost for Graduate Education Kent Holsinger shared information on:
  - New I-20 procedure for international students requiring admission at least one month prior to the start of an academic semester in order to permit processing of needed forms and steps prior to the first day of class.
  - Dual employment for graduate students now needs to be reported; for example if a graduate assistant works at UConn and also teaches at another state college or university, this is dual employment and requires approval. If a GA is also employed by another entity under student labor, this will require approval.
  - Collecting data on graduate programs for tracking of outcomes and successes is underway.
- Michael Glasgow, Associate Vice President for Sponsored Program, represented Vice President for Research Jeff Seeman. Michael introduced the pilot of a shared service concept for improving support for faculty proposal preparation. This program will give departments and faculty additional support during the preparation time of a proposal. The support will be available on an as needed basis and will make more efficient use of existing resources. Pharmacy and engineering are two beta sites for this initiative.

- We will hear more from our Master Planner and Chief Architect Laura Cruickshank when she presents the PAES Annual report in a few minutes but she did share the presentation shown at the early September town hall meeting. PAES has also made significant improvements to their website and will continue to do so in the coming months.
- Vice President for Communications Tysen Kendig shared the successful unveiling of the economic impact report. Data from the report will be disseminated in a number of venues such as Metro North and the New York Times. He also shared that the research writers which were hired last month have had an immediate impact with four stories in the NY Times in recent weeks.

Much has been accomplished already in this new semester and much remains on our agendas. Thank you to our Committee Chairs and the members for your work. I look forward to a productive month until we meet again on November 3.

Respectfully submitted,  
E. Carol Polifroni  
Chair, Senate Executive Committee  
October 6, 2014

## **Nominating Committee Report to the University Senate**

October 6, 2014

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

Peter Kaminsky from the Student Welfare Committee

2. We move to appoint the following faculty and staff members to the named committee effective immediately with a term ending June 30, 2015.

Gerald Gianutsos to the Scholastic Standards Committee

Shayla Nunnally to the Diversity Committee as representative from Curricula & Courses

3. For the information of the Senate, the following individuals have been appointed as ex-officio members to the standing committees of the University Senate:

Dan Weiner to the Curricula and Courses Committee

Wayne Locust to the Enrollment Committee

Sally Reis to the Faculty Standards Committee

Dana Wilder to the Growth and Development Committee

Jennifer Lease Butts to the Scholastic Standards Committee

Michael Gilbert to the Student Welfare Committee

Elizabeth Conklin to the Diversity Committee

Katrina Spencer to the University Budget Committee

4. For the information of the Senate, the Undergraduate Student Government has named Eddison Buenano, Eliza Conrad, Hootan Kashi, Brandon Luxharanayagam, and Colin Ng to membership on the University Senate effective immediately with a term ending June 30, 2015.
5. For the information of the Senate, the Undergraduate Student Government has appointed Claire Price as its representative on the Senate Executive Committee.
6. For the information of the Senate, the Graduate Student Senate has appointed Jason Charrette as its representative on the Senate Executive Committee.
7. 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

Jake Broccolo to the Curricula and Courses Committee

Tim Lim to the Diversity Committee

Kailee Himes to the Enrollment Committee

Dan Byrd to the Faculty Standards Committee

Jake Broccolo to the Growth and Development Committee

Bethany Brown to the Scholastic Standards Committee

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

Nicole Coleman to GEOC  
Morad Behandish to the Faculty Standards Committee  
Shanna Graham to the Growth and Development Committee  
Jeff Wong to the Master Planning and Advisory Committee  
Nancy Wong to the Student Welfare Committee  
Huong Nguye to the Diversity Committee  
Michael Amroselli to the University Budget Committee

Respectfully submitted,

Andrea Hubbard, Chair  
Rajeev Bansal  
Marie Cantino

Teresa Dominguez  
Hedley Freake  
Katharina von Hammerstein

**University Senate Curricula and Courses Committee  
Report to the Senate  
October 6, 2014**

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

A. MATH 2710W

*Proposed Catalog Copy*

SOCI 2701 Sustainable Societies

MATH 2710W Transition to Advanced Mathematics

Either semester. Three credits. Prerequisite: Math 1132 or 1152; and ENGL 1010 or 1011 or 2011. Not open for credit to students who have passed MATH 2143. Open only to Mathematics majors. Students intending to major in Mathematics should ordinarily take this course or Math 2710 during the third or fourth semester.

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis.

B. SOCI 2271 The Social Construction of Happiness

*Proposed Catalog Copy*

SOCI 2271 The Social Construction of Happiness

3 credit hours. Lecture.

Happiness as a social construction that shapes and is shaped by human societies and their social structures and processes. The social causes, nature, and consequences of the pursuit of happiness as a socially defined and organized phenomenon.

C. DRAM 2XXX Honors Core: Analyzing Sports as Performance

*Proposed Catalog Copy*

DRAM 2XXX Honors Core: Sports as Performance. Instructor consent required.

Rigorous critical investigation of parallels between sports and performance. Includes writing, critical readings, experiential activities, viewing sporting events/performances, multimodal research. Critical and theoretical perspectives on athletics, spectacle, performance, national identity, community, race, gender, sexuality, and more.

D. UNIV 2100 The McNair Scholar

*Proposed Catalog Copy*

UNIV 2100 The McNair Scholar

One credit. Prerequisite: acceptance into the McNair Scholars Program during the fall semester prior to course enrollment.

Immersion of McNair Scholars in STEM (science, technology, engineering, and mathematics) undergraduate research projects and academic research assignments to prepare for graduate school.

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

- A. ARTH 1128 Introduction to Western Art II: The Renaissance to the Present, A World Perspective (title change)

*Current Catalog Copy*

ARTH 1128: Introduction to Western Art II: The Renaissance to the Present, a World Perspective

Three credits.

Survey of Western art (15th Century through the present) within a global perspective. Explores transformations in Western art in relation to the West's fundamental interconnection with non-Western societies. CA 1. CA.4-INT.

*Revised Catalog Copy*

ARTH 1128: Global Perspectives on Western Art: Renaissance to the Present.

Three Credits.

Survey of Western art (15th Century through the present) within a global perspective. Explores transformations in Western art in relation to the West's fundamental interconnection with non-Western societies. CA 1. CA.4-INT.

- B. ARTH 1141 Introduction to Latin American Art (title change)

*Current Catalog Copy*

ARTH 1141. Introduction to Latin American Art

Three credits.

A thematic survey of Latin American art from 200 B.C. to the present. CA 1. CA.4-INT.

*Revised Catalog Copy*

ARTH 1141: From Sun Gods to Lowriders: Introduction to Latin American Art

Three Credits.

A thematic survey of Latin American art from 200 B.C. to the present. CA 1. CA.4-INT.

- C. GERM 1175 Human Rights and German Culture (course description)

*Current Catalog Copy*

GERM 1175 Human Rights and German Culture

(175) Three credits. Readings and lectures in English. May not be used to meet the undergraduate foreign language requirement.

Study of primary sources on human rights from the Age of Enlightenment to contemporary documents and debates as well as literature and other forms of art related to human rights.

Documentaries on the Holocaust, human rights in divided Germany, and the contemporary debate on multiculturalism and political asylum. CA 1. CA 4-INT.

*Revised Catalog Copy*

GERM 1175 Human Rights and German Culture

(175) Three credits. Readings and lectures in English. May not be used to fulfill the undergraduate foreign language requirement.

Study of philosophical discourse on human rights from the Enlightenment to the present and analysis of related ethical problems in conjunction with an examination of relevant literary texts, film, and other art forms. Study of Germany's role in the development of international human rights instruments. CA 1. CA 4-INT.

**III. The Curricula and Courses Committee recommends approval to ADD the following new S/U Graded course:**

## A. AMST 3281 Internship

*Proposed Catalog Copy*

## AMST 3281 Internship

Credit and hours by arrangement, not to exceed six credits per semester. Open to juniors or higher; open only with consent of instructor. No more than eight credits may be earned in a single placement, and no more than three credits may be counted towards completion of requirements for the American Studies major. May be repeated for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**IV. The Curricula and Courses Committee and the General Education Oversight Committee recommend approval of the following new 3000- and 4000-level courses in the W competency:**

## A. ANTH 3450W Anthropological Perspectives on Art

*Proposed Catalog Copy*

## ANTH 3450W Anthropological Perspectives on Art

(285) Three credits. Prerequisite ENGL 1010 or 1011 or 2011.

Approaches to cultural creativity and aesthetics in the graphic and plastic arts of pre-state societies. Examples from North America, Oceania, and Africa.

## B. ARTH 3720W The Art of China

*Proposed Catalog Copy*

## ARTH 3720W The Art of China

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Open to juniors or higher. Survey of major art forms in China c. 2500 B.C to the twentieth century.

## C. ARTH 3740W Far East Painting

*Proposed Catalog Copy*

## ARTH 3740W Far Eastern Painting

Three credits.

Prerequisite: ENGL 1010 or 1011 or 2011. Recommended preparation: ARTH 3720 or 3730.

Open to juniors or higher. Major trends in painting in China from the Han Dynasty to the present, and in Japan from the Nara period to the present.

## D. DMD 3010W Critical Perspectives on Digital Media

*Proposed Catalog Copy*

## DMD 3010W Critical Perspectives on Digital Media

Three credits. Prerequisites: ENGL 1010 or ENGL 1011 or ENGL 2011. Open to DMD majors. Others by instructor consent.

Critical thinking and writing about digital media objects, contexts, and "texts," and how these participate in the social construction of human identities and belonging.

## E. HRTS 3149W Human Rights through Film

*Proposed Catalog Copy*



**HRTS 3149W Human Rights Through Film**

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open only to juniors or higher.

Human rights-related issues explored via the cinematic medium. Both the substantive content and the technical aspects of the films will be analyzed through a combination of lecture, viewing, and group discussion.

**F. SOCI/HRTS 3835W Refugees and Humanitarianism**

*Proposed Catalog Copy*

**HRTS/SOCI 3835W Refugees and Humanitarianism**

Three Credits. Prerequisites: ENGL 1010 or 1011 or 2011. Suggested preparation: POLS 1007/HRTS 1007.

Social and political challenges of living as a refugee and working in humanitarian settings. Refugee camps, the institutional development of the UN High Commissioner for Refugees, and alternative approaches to sanctuary.

**V. The Curricula and Courses Committee and the General Education Oversight Committee recommend approval of the following revisions to 3000- and 4000-level courses in the W competency:**

**A. PSYC 3100/W History and Systems of Psychology (pre-req change)**

*Current Catalog Copy (for both W and non-W versions)*

**PSYC 3100 The History and Systems of Psychology**

(291) Three credits. Prerequisite: PSYC 1100, and PSYC 1101 or 1103.

Philosophical and scientific origins and major schools, including structuralism, functionalism, behaviorism, gestalt, and psychoanalysis.

**PSYC 3100W The History and Systems of Psychology**

(291W) Prerequisite: PSYC 1100, and PSYC 1101 or 1103; ENGL 1010 or 1011 or 2011 or 3800.

*Proposed Catalog Copy (for both W and non-W versions)*

**PSYC 3100 The History and Systems of Psychology**

(291) Three credits. Prerequisite: PSYC 1100; PSYC 1101 or 1103; PSYC 2300 or PSYC 2300W or PSYC 2301 or PSYC 2400 or PSYC 2600 or PSYC 2700; and PSYC 2200 or PSYC 2500 or PSYC 2501 or PSYC 3201 or PSYC 3500 or PSYC 3501.

Philosophical and scientific origins and major schools, including structuralism, functionalism, behaviorism, gestalt, and psychoanalysis.

**PSYC 3100W The History and Systems of Psychology**

(291W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; PSYC 1100; PSYC 1101 or 1103; PSYC 2300 or PSYC 2300W or PSYC 2301 or PSYC 2400 or PSYC 2600 or PSYC 2700; and PSYC 2200 or PSYC 2500 or PSYC 2501 or PSYC 3201 or PSYC 3500 or PSYC 3501.

**B. PSYC 3600/W Social-Organizational Psychology (Pre-req change)**

*Current Catalog Copy (for both W and non-W versions)*

**PSYC 3600 Social-Organizational Psychology**

(282) Three credits. Prerequisite: PSYC 2600 or 2700.

Social psychological phenomena in the workplace. Social perceptions, personality, stress, work-related attitudes, motivation, team decision-making and effectiveness, leadership and influence, organizational culture.

PSYC 3600W Social-Organizational Psychology  
(282W) Prerequisite: PSYC 2600 or 2700; ENGL 1010 or 1011 or 2011 or 3800.

*Revised Catalog Copy (for both W and non-W versions)*

PSYC 3600 Social-Organizational Psychology  
(282) Three credits. Prerequisite: PSYC 2600. Recommended preparation: PSYC 2700.  
Social psychological phenomena in the workplace. Social perceptions, personality, stress, work-related attitudes, motivation, team decision-making and effectiveness, leadership and influence, organizational culture.

PSYC 3600W Social-Organizational Psychology  
(282W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; PSYC 2600. Recommended preparation: PSYC 2700.

**VI. The Curricula and Courses Committee and the General Education Oversight Committee recommend addition of the following courses in Content Area 1 – Arts and Humanities**

A. DMD 2010 History of Digital Culture

**VII. The Curricula and Courses Committee and the General Education Oversight Committee recommend addition of the following courses in Content Area 3 – Science and Technology, non-Lab:**

A. DMD 2010 History of Digital Culture

**VIII. The Curricula and Courses Committee and the General Education Oversight Committee recommend addition of the following courses in Content Area 4 – Diversity and Multiculturalism, non-International:**

A. ARTH 3050 African-American Art

B. ARTH 3050W African-American Art

**IX. The Curricula and Courses Committee and the General Education Oversight Committee recommend approval of the following General Education courses for offering in the intensive session:**

A. GEOG 2100 Economic Geography (CA2)

Respectfully Submitted by the 14-15 Senate Curricula and Courses Committee: Pamela Bedore – Chair (Fall 2014), Eric Schultz – Chair (Spring 2015), Marianne Buck, Marie Cantino, Michael Darre, Douglas Hamilton, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Samuel Martinez, Daniel Mercier, Shayla Nunnally, Maria Ana O'Donoghue, Jaci Van Heest, Jake Broccolo (student rep)

09/17/14

Scholastic Standards Committee  
Report to the University Senate  
October 6, 2014

We move to change all references within the By-Laws to the “Office of Student Services and Advocacy” to “Dean of Students Office.” This change will accurately reflect the current name of the office.

Respectfully Submitted by Senate Scholastic Standards Committee:

Jill Livingston, Chair; Lawrence Armstrong; Karen Bresciano; Bethany Brown; Stuart Brown; Jennifer Lease Butts; David Clokey; Robin Coulter; Susanna Cowan; Joseph Crivello; Lauren DiGrazia; Hedley Freake; Gerald Gianutsos; Lawrence Gramling; Katrina Higgins; Thomas Recchio; Carol Teschke; and Peter Tribuzio

**UNIVERSITY OF CONNECTICUT**  
**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
**October 6, 2014**

## **Proposal to change By-Laws regarding Withdrawals and Leaves of Absence**

### **A. Background:**

Members of the United States armed forces called to active military service have different withdrawal and readmission processes than a traditional student. This proposal incorporates language to recognize that federal laws dictate different readmission rules for this military population.

### **B. Current By-Laws:**

#### II.B.11. Withdrawals and Leaves of Absence

A student who withdraws from the University at any time before the final examinations in a semester shall receive no credit for courses taken nor be charged with any failures during the semester.

No student who withdraws after the end of the sixth week of a semester will be permitted to register for a subsequent semester without the permission of the Dean of Students. It is understood that when such permission is sought the Dean will ascertain the standing of the student at the time when he or she withdrew. For purposes of application for readmission such students shall be treated as a dismissed student if his or her standing at the time of withdrawal is such that if it were continued to the end of the semester he or she would then be subject to dismissal.

A student in good standing who leaves the University at the end of a semester and is out of residence for one or more semesters may re-enter at the beginning of any later semester upon application to the Dean of Students. The attention of such students is called to the fact that special permission is needed to count courses taken more than eight years before graduation (see II.C.1.e).

All students withdrawing from the University for any reason must complete the proper forms through the Department of Student Affairs.

Students in good standing who wish to withdraw from the University may apply to the Dean of Students for Leave of Absence, which will permit them to resume their studies in a semester specified by mutual agreement. Normally the period of such leaves would not exceed three semesters.

### C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follow: (Deleted items in ~~striketrough~~; new language underlined).

A student who withdraws from the University at any time before the final examinations in a semester shall receive no credit for courses taken nor be charged with any failures during the semester.

No student who withdraws after the end of the sixth week of a semester will be permitted to register for a subsequent semester without the permission of the Dean of Students or designee. It is understood that when such permission is sought the Dean or designee will ascertain the standing of the student at the time when he or she withdrew. For purposes of application for readmission such students shall be treated as a dismissed student if his or her standing at the time of withdrawal is such that if it were continued to the end of the semester he or she would then be subject to dismissal.

A student in good standing who leaves the University at the end of a semester and is out of residence for one or more semesters may re-enter at the beginning of any later semester upon application to the Dean of Students Office. The attention of such students is called to the fact that special permission is needed to count courses taken more than eight years before graduation (see II.C.1.e).

All students withdrawing from the University for any reason must complete the proper forms through the ~~Department of Student Affairs~~. Dean of Students Office.

Students in good standing who wish to withdraw from the University may apply to the Dean of Students Office for Leave of Absence, which will permit them to resume their studies in a semester specified by mutual agreement. Normally the period of such leaves would not exceed three semesters. Students called to active duty are afforded additional consideration and should contact the Dean of Students Office to review their circumstances.

**UNIVERSITY OF CONNECTICUT**  
**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
**October 6, 2014**

## **I. Scholastic Probation and Dismissal**

### **A. Background**

The policies and procedures for readmission of students dismissed their first and second times are nearly identical and both repeat language from the preceding paragraph. The proposed change to the By-Laws section II.E.15 simplifies the By-Laws language by eliminating redundancy.

### **B. Current Relevant By-Laws**

By-Laws, Rules, and Regulations of the University Senate II.E.15

#### *15. Scholastic Probation and Dismissal*

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

#### First Dismissal

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

until both their semester and cumulative GPA are 2.0 or above. Students will follow the catalog requirements for the semester of their readmission.

#### Second Dismissal

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

#### Third Dismissal

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

### **C. Proposal to Senate: Motion**

**To amend the By-Laws, Rules and Regulations of the University Senate as follows:** (Deleted items in ~~strickethrough~~; new language underlined).

By-Laws, Rules, and Regulations of the University Senate II.E.15

#### 15. *Scholastic Probation and Dismissal*

Students who have been dismissed may, during a later semester, request an evaluation for readmission to the University. Students wishing to apply for readmission, whether at Storrs or a regional campus, must do so through the Dean of Students ~~Office of Student Services and Advocacy~~ who will convene a readmission board including the deans' designees. Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. In their first regular semester after readmission, dismissed students will be on scholastic probation and may be subjected by the Vice Provost for Academic Affairs to other conditions for their continuance. Students who have left the University for a reason other than academic dismissal are

readmitted under the same scholastic standing status as achieved at the time of their separation from the University.

#### First Dismissal

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

#### Second Dismissal

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

#### Third Dismissal

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



**UNIVERSITY OF CONNECTICUT**  
**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
**October 6, 2014**

## **I. Semester Examinations and Final Assessments**

### **A. Background**

The change from requiring “final examinations” to “final assessments” has been intended by other committees, but the By-Laws language has not been changed. There was also considerable difficulty for the Registrar, students, and faculty members regarding what constituted “bunched finals” (final examinations). Evidently deliberations and information-gathering have been going on for some years and we would like progress on the issues as possible at present. Although there are procedural changes and publicized information that the Registrar will change and which does not require Senate approval the proposed changes are intended to address the problems mentioned heretofore.

### **B. Current Relevant By-Laws**

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

#### *12. Semester Examinations and Final Assessments*

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

It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, the assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to proctored in-class examinations, projects in project based courses, portfolios in writing intensive courses, and take-home finals, for example.

In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to compromise instructional time at the end of the semester. In the case of in-class and other proctored final examinations, these examinations must be given in the places and at the times scheduled by the university. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university’s bunched final examination policy will apply.

The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases

require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.

A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam must apply to the Office of Student Services and Advocacy for an excuse that will authorize the student's instructor to give a makeup.

A student whose absence from a final examination is not excused in this way shall receive a failure for this examination. A student whose absence is excused by the Office of Student Services and Advocacy shall have an opportunity to take an examination without penalty.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be two hours in length. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Office of Student Services and Advocacy, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

Each instructor shall determine in his or her own courses the weight to be assigned to the final examination in computing the semester grade of a student.

Each instructor in charge of a course is expected to assume responsibility for proctoring semester examinations, including the final examination.

### **C. Proposal to Senate: Motion**

**To amend the By-Laws, Rules and Regulations of the University Senate as follows:** (Deleted items in ~~strike through~~; new language underlined).

#### **II.E.12. Semester Examinations and ~~Final~~ Assessments**

~~It is required that all~~ Instructors of undergraduate courses shall provide a clear form of ~~final~~ assessment of student work. ~~at the end of the semester, the assessment that shall be consonant~~ consistent with and sufficient for the learning goals of the course. ~~Such assessment may include but is not limited to proctored in-class examinations, projects in project based courses, portfolios in writing intensive courses, and take home finals, for example.~~

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

~~In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to compromise instructional time at the end of the semester. In the case of in-class and other proctored final examinations, these examinations must be given in the places and at the times scheduled by the University. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university's bunched final examination policy will apply.~~

Each instructor shall determine ~~in~~ for his or her own courses the weight to be assigned to the final ~~examination~~ assessment in computing the semester grade of a student. Each instructor in charge of a course ~~is expected to~~ will assume responsibility for proctoring ~~semester examinations~~ in-class assessments, including ~~the final examination~~ those during finals week.

~~The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.~~

A student who is prevented by sickness or other unavoidable causes from ~~attending~~ completing a scheduled ~~exam~~ final assessment must apply to the ~~Office of Student Services and Advocacy Dean of Students~~ or ~~designee~~ for an excuse for validation that will authorize the student's instructor to give a ~~makeup~~ substitute assessment. A student whose absence is excused by the ~~Office of Student Services and Advocacy Dean of Students~~ or ~~designee~~ shall have an opportunity to ~~take an examination~~ complete a substitute assessment without penalty. A student whose absence from a ~~scheduled final examination~~ assessment is not excused in this way shall receive a failure for this ~~examination~~ assessment.

~~There~~ Registrar shall schedule no more than five ~~examination assessments~~ periods ~~scheduled~~ each day, ~~covering two class periods~~, and each ~~examination assessment~~ period shall be two hours in length. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled ~~examinations~~. A student whose schedule includes three or more final scheduled assessments ~~examinations~~ in one calendar day ~~or three examinations in consecutive time blocks spanning parts of two consecutive days~~ (hereafter called "bunched assessments") may request an alternative time to take some of these assessments such that the student will have no more than two final scheduled assessments on a calendar day, ~~make-up examination in place of one of the three scheduled examinations~~. In all cases concerning the rescheduling of bunched ~~exams~~ assessments, the ~~student must present to the instructor a note of permission granted~~ will be notified by the ~~Office of Student Services and Advocacy Dean of Students~~ or ~~designee~~, whose prerogative it is to determine which of the bunched ~~examinations~~ assessments may be rescheduled.

## UConn Avery Point Annual Report to the Senate October 6, 2014

### CAMPUS OVERVIEW

#### MISSION STATEMENT

The Avery Point campus places special emphasis on marine and maritime oriented undergraduate and graduate curricula and programs responsive to the needs of our significant corporate and industrial constituencies and Southeastern CT's unique regional economic and cultural characteristics.

#### DEGREE OFFERINGS

The campus provides students the opportunity to begin all of UConn's more than 100 majors including UConn Engineering. The Avery Point Campus offers the following degrees: American Studies, English, Marine Sciences, Maritime Studies, General Studies and 10 minors. UConn Avery Point will be adding Chemistry and History minors this year.

Our Graduate and Professional Programs include: Oceanography (both MS & PhD), Engineering – Masters in Engineering (MENG), Nursing – Certificate Entry into Nursing (CEIN), Teacher Certification Program for College Graduates (TCPCG).

Additionally, UConn Avery Point is home to the enterprises: CT Institute for Resilience and Climate Adaptation, CT Sea Grant, Marine Sciences Technology Center, Northeast Underwater Research Technology & Education Center, Project Oceanology and Technology Incubation Program.

### HIGHLIGHTS AND PUBLIC ENGAGEMENT

- New Interim Campus Director, Marcelle (Marty) Wood, and new Marine Sciences Department Head, Professor James Edson
- New Staff Hires. Completed successful search and hires for new Director of Academic Services and new IT Support position. Both positions were retirement replacements.
- Largest SSS summer program on record – 29 multicultural students
- New Veteran's Center opened to provide study space and a "social hub" for Veterans on Campus, and develop a more closely-connected Veterans community. Long-term goal is to use the Veterans Center to provide academic tutoring and other support services to Veterans.
- New Climate Institute announced. The University of Connecticut and the Connecticut Department of Energy and Environmental Protection established The Connecticut Institute for Resilience and Climate Adaptation (CIRCA) to bring the existing resources of UConn to bear on such problems in the State. The Institute will build upon existing strong partnerships with local, state, and federal entities – both public and private – and will develop best practices for the region for managing the risks created by extreme weather events (e.g., wind, flooding, coastal surges, heat waves) and climate change. The Institute will have three primary focus areas: (1) environment, climate and coasts; (2) energy and infrastructure; and (3) human dimensions, including economics, finance, law and policy. All three areas will encompass applied research to develop practical solutions and facilitation of effective strategies to enhance the development of resilient and sustainable communities. CIRCA was envisioned in Special Act 13-9. The work of the Institute is being jumpstarted as a result of a recent court settlement of a case involving environmental violations that earmarked \$2.5 million in funding for it.
- Largest ever Spring Open House for Accepted Students held on April 5, 2014. 161 students (342 people total) attended, which represents a consistent increase in attendance over the past four years, up from 101 students (277 total) in 2013, 97 students (235 total) in 2012 and 85 students (226 total) in 2011. In addition to the largest attendance, yield from the event was very good – 78% of those who attended paid a deposit, compared to 68% in 2013, 75% in 2012 and 58% in 2011. Exceptional numbers in terms of attendance and yield indicate student interest in Avery Point continues to increase.

- Avery Point hosted several events which increased Public Engagement/Awareness:
  - American Experience Lecture Series (fall) and Coastal Perspective Lecture Series (spring)
  - Annual Scholarship Awards Dinner held on September 10, 2014 to acknowledge over \$100,000 in scholarships to six Valedictorians and Salutatorians and 22 continuing students. The Dinner resulted in increased donor support for Avery Point scholarships.
  - Read Across America on March 2, 2014. Local site for National Read Across America program. More than 300 elementary school students attended. UConn Avery Point Husky Ambassadors conducted events. This was the largest Read Across America event held at Avery Point to date.
  - Quahog Bowl on February 1, 2014. Regional National Ocean Science Bowl competition. 100 coach and team members from 16 CT and RI high schools, along with 70 volunteers participated.
  - Alexey von Schlippe Gallery of Art. Six Art exhibitions, each lasting six weeks, brought regional, national, and international art and artists to SE CT. More than 3,000 middle and high school students and 4,000 people visited The Gallery.
  - Long Island Sound Foundation Marine Science Day on May 15, 2014 for students in grades 4 through 8
  - “Sustaining Our Fisheries: Looking at the Big Picture” public forum held on May 22, 2014. A panel of scientists, fishermen, policy implementers, public educators, and fisheries advocates discussed the future of sustainable fisheries in New England and U.S. waters.

### **SUMMARY OF PROGRESS ON UNIVERSITY INITIATIVES**

- New Faculty Hires. Completed successful searches and hires for Biology and Psychology APIRs to address teaching and advising needs at Avery Point.
- Opened New Student Center, which has quickly become social “hub” of the campus, bringing the campus together, and providing better dining services for faculty, staff, and students. Revenue has increased by 40% compared to Fall 2013
- Neag School of Education TCPCG, School of Nursing CEIN, and School of Engineering MENG programs all experiencing healthy (and modestly increasing) enrollments.
- Continued renovation/upgrade of two classrooms in Academic Building to accommodate growing UG student enrollment and distance learning opportunities.
- Preparation for NEXTGENCT by demolishing the US Coast Guard R & D Building and upgrading major site utilities.
- Explore the option of including two additional “natural teaching laboratories” after demolition (e.g., Rain Garden and dock at the existing freshwater pond on the north side of the campus).
- Replacement of the deteriorating patio on the Branford House and other campus code cited deficiencies.

### **THE STUDENT EXPERIENCE**

A quality student life experience is enriched with opportunities for student leadership, internships, and quality faculty/student engagement. The campus offers a comprehensive meal plan, a game room, lounge, stage area for noontime entertainment and as a relaxing space to dine and “hang out,” full career internship services, Veteran’s services, an active ASG, 12 student clubs, numerous cultural activities, Intercollegiate Sports (women’s and men’s basketball, men’s baseball), a gymnasium including a pool, rotating exhibits at the Alexey von Schlippe Gallery of Art, and a 12-seat shuttle van to transport students from the Mitchell College dorms to campus.

### **CAMPUS INITIATIVES**

1. Increase entering freshman enrollment to 325 annually
2. Continue and grow our UG international program with China
3. Market the opportunity of dormitory life while attending UConn Avery Point Campus
4. Execute the scholarship and development plan established with UConn Foundation and SE CT Alumni Association
5. Continue the STEM initiative as part of NEXTGENCT

# UConn

## HARTFORD

### ANNUAL REGIONAL CAMPUS SENATE REPORT

OCTOBER 6, 2014

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## PROGRESS

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UConn Hartford has experienced a very productive year, especially in regards to the design work being done to assure that our move to downtown Hartford will result in a campus setting that allows us to work in a way that will bring even more success to our academic endeavors. Our primary objective over the past year was to work with a wide array of constituents interconnected with our impending move to downtown Hartford in 2017—as well as to build collaborations and a sense of community that will successfully transition with us in our new campus setting.

### *Common Functionality of Services*

- Much work has been completed in identifying common services across units and departments and we are hopeful that continued strides will be made in bringing together common functions over broader areas.
- Follow through continues in working with HR, graduate programs, and various campus units.

### **Collaboration among current and future Campus Units as well as City of Hartford Partners**

Work is ongoing in this area and the year has seen many positive meetings, tours, collaborations, and conversations heading us in the right direction for a cohesive community when we arrive on Front Street.

- With so much emphasis this past year on design and building planning, we have much to do this year in cementing a comprehensive mission and vision for the new UConn Hartford.
- Key constituents in the downtown Hartford area have been identified and many connections and conversations have occurred in regards to collaboration and shared opportunities.

### **Improved Fundraising Planning and Initiatives**

This year has brought more focus on our objectives of increasing scholarship opportunities for students as well as fundraising opportunities for the campus which is hinged upon our strengthened and necessary relationships with:

- UConn Foundation
- Alumni Association and AA Greater Hartford
- Leadership Greater Hartford
- Hartford Foundation for Public Giving

## **SUMMARY OF PROGRESS ON UNIVERSITY INITIATIVES**

### **DOWNTOWN CAMPUS ARCHITECTURAL PLANNING**

Frequent planning meetings continue to fill our time as it has over the past year. The neighborhood Campus model required additional attention to space planning.

### **KEY CONSTITUENT COLLABORATIONS**

Throughout the year, much of our efforts have also gone into building relationships with key constituents in the downtown Hartford area through connections, discussions, tours and meetings with our neighborhood organizations and leaders.

### **CAMPUS STUDENT SERVICES INITIATIVES**

- Collaborated with the Academic Center for Exploratory Students to streamline our services to fully integrate ACES Notes and the SAND system.
- Began phase one of combining Business and Student services, in order to meet the changing needs of our campus as we prepare for our move to Hartford.
- Designed and implemented S.A.R.P. (Student Achievement and Retention Program) to meet the needs of students who are on academic probation.
- Redesigned our curriculum, learning outcomes and instructor training for our UNIV 1800 course.
- Represented all regional campuses on the university wide advising review committee as well as the Retention and Graduation Committee.
- Led ongoing research on regional campus retention and graduation rates and the impact of campus change.

## UConn Stamford Annual Report to the Senate October 6, 2014

### 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. New programs are designed to address urgent workforce development needs.

#### 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 Data Analytics, Digital Marketing Analytics (begins Fall, 2015), Digital Media Design, Economics, English, Financial Management, Human Development & Family Studies, History, Individualized & Interdisciplinary Studies Program, Political Science, Psychology, and General Studies, a minor in Women's Gender, & Sexuality Studies, and a certificate program in Nursing (CEIN/BS). 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 6<sup>th</sup> Year Administrator Prep Program (UCAPP – NEAG). The Stamford Learning Accelerator (SLA) serves as a collaborative, multi-disciplinary learning space where programs from many UConn Schools can share space and resources to foster a very wide range of team projects for all students, both business and non-business.

### HIGHLIGHTS

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

- **Charles Yarish** (EEB) - well renowned and internationally known seaweed researcher-multiple projects and grants
- **David Bergman** (OPIM) - received prestigious Association for Constraint Programming Doctoral Thesis Award
- **Pamela Brown** (ENGL) – published an essay in an edited volume -*As You Like It: Texts and Contexts*. Ed. Pamela Allen Brown and Jean E. Howard, 2014
- **William Alpert & Oskar Harmon** (ECON)  
Presented the paper "Practical Experience with Online/Blended Course Delivery: Questions for Research" at the 75th International Atlantic Economic Conference
- **Frederick Roden** (ENGL)-awarded the CLAS Excellence in Teaching Award
- **Ben Newman** (POLS)- two articles accepted for publication. *American Journal of Political Science*, and is entitled "False Consciousness or Class Awareness? Local Income Inequality, Personal Economic Position, and Belief in American Meritocracy"; second publication is at *Public Opinion Quarterly*, and is entitled "Ethnic Change, Personality, and Polarization over Immigration in the American Public"; invited to present research on Gentrification to Harvard University; requested by The London School of Economics and Political Science to write on research on Immigration for *The Monkey Cage*

*UConn Stamford provides undergraduates with unique opportunities to engage in hands-on research outside the classroom. Here are examples:*

- **Danilo Machado** (ENGL) undergraduate received **The Aetna Creative Nonfiction Award** in a university-wide writing competition; Danilo's work is "*Desempacando*."
- **Aswathy Mohandos** (BUSN) completed a project in the SLA during the Spring on training software for a company for woman owned business; was part of a team of 4 student owned business that created a new water cooler project; was hired by McKinsey in consulting/marketing in the summer, 2014

### ACTIVITIES

*Below is a very brief overview of recent and upcoming Stamford Campus Activities:*

- **2015 Human Rights Conference**-to be held on campus, Spring 2015



- **Annual Town Hall Meeting-** unofficial school year opening; 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 to the campus
- **Stamford Learning Accelerator events-** UCONN Stamford Conference to “Celebrate Women Entrepreneurs” in CT featuring two keynoter speakers- Jenny Lawton, President, MakerBot and Dr. Linda Scott, DP World Chair for Entrepreneurship and Innovation, University of Oxford; 300 in attendance.
- **Center for Judaic and Middle Eastern Studies events-**Annual Louis J. Kuriansky Conference-keynote speaker, Dr. Bruce Hoffman, leading expert on Al Qaeda and international terrorism, Fall 2014
- **10<sup>th</sup> Annual Black History Month Celebration-** 2014 keynote speaker was Sharon Robinson, daughter of the baseball great, Jackie Robinson
- **“Read Across America”-** annual children’s reading event; 2014 will feature President Susan Herbst; past readers included Senators Richard Blumenthal and Joe Lieberman
- **Upward Bound (new program)-** prepares underserved and/or first-generation college-bound students for college
- **STEM for Middle School Girls-** GE/UCONN Engineering Partnership, 2014
- **Career Fairs-**served over 200 students with 40 employers present at spring, 2014 Career Fair
- **Faculty Colloquium Series-** forum for the Stamford Campus faculty to share their research and scholarly projects-topics this Fall include a talk on “Diversity of a Different Kind: Gentrification and its Impact on Social Capital and Political Engagement in Black Communities”
- **UConn Stamford Art Gallery Exhibits**
- **1<sup>st</sup> Italian American Heritage Day-** another major campus event, 2014
- **Governor Malloy’s Financial Aid/Student Aid Summit for Students,** 2014

## OUTREACH/ENGAGEMENT

**Relationships with the community** are mutually beneficial to our faculty, staff, and student. The campus has been involved 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, corporations, K-12 schools, and many other community organizations. Students benefit from numerous job and internship opportunities.

**Over \$175,000 in scholarship funds-**received by outstanding students during the 2014 Annual Awards Ceremony

**Outstanding honors program-**vibrant and continues to grow

**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 CT Judicial Branch, General Electric, NBC Sports, NBC Universal, INDEED, RBS, UBS, and Kids in Crisis

UConn Stamford continues to seek ways to meet community and corporate needs. Input from the community, government, and business is eagerly sought.

## THE STUDENT EXPERIENCE

A quality student life experience is enriched with opportunities for student leadership, internships, and quality faculty/student engagement. The campus offers full career internship services, veteran’s services with an Oasis Center, active SGA, a sorority (Delta Phi Epsilon), numerous cultural activities, a fitness center, an art gallery, cafeteria, 24-seat shuttle bus, and student activity space (game room and lounges). It sits in the midst of numerous fortune 500 companies, CBO’s, arts and entertainment, and cultural activities. Close proximity to NYC adds to the vibrancy and excitement of an attractive and growing urban city.

## CAMPUS INITIATIVES

6. Cohort of 29 freshmen from China-growing international student interest in Stamford
7. Plans afoot to offer a UConn residential opportunity in Stamford by fall, 2017
8. Develop plan for Stamford campus to increase student scholarships and other development opportunities for campus, students, and faculty
9. Increased student enrollment keeping with NextGenCT plan to double undergraduate enrollment over the next 10 years

# **UConn Torrington Annual Report to the Senate October 1, 2014**

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## **CAMPUS OVERVIEW**

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### **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, 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.

## **HIGHLIGHTS**

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Our students are high achievers – 18% 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, six Torrington students were named New England Scholars for 2013.

Many of our students do mini-internships as part of their coursework as freshmen and sophomores, and several go on to do internships as juniors and seniors. These all take place in the greater Litchfield County community.

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.

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## ACTIVITIES

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Scholarly contributions include:

- Publications by Associate Professor of English Kathy Knapp.
- 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, including new collaborative programs with the Northwest Connecticut Arts Council and Five Points Gallery.

Other student- focused 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 state and corporate organizations throughout the year by hosting events on campus.

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## OUTREACH/ENGAGEMENT

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The campus' profile has continued to increase across the region as it builds on strong community relationships. 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' active involvement in the community:

- Hosted a Legislative Breakfast; December 2013
- Presentation to the Northwest CT Council of Governments; September 2014
- Sponsors of Torrington's fifth Main Street Marketplace (through Summer 2014)
- Sponsors of the Northwest Chamber of Commerce Annual Economic Survey and Summit
- Collaborations with organizations to celebrate the campus' 50<sup>th</sup> anniversary in 2015.

## UNIVERSITY OF CONNECTICUT-WATERBURY CAMPUS SENATE REPORT 2013/2014

### 1. CAMPUS OVERVIEW

Undergraduate students may begin their study at the Waterbury campus in nearly 100+ academic majors available at UConn. The campus also offers the following degrees: American Studies, General Studies, Business Administration, Business Data Analytics, English, Human Development and Family Studies, Psychology, and Urban and Community Studies. Graduate degrees offered are Master of Arts in Education, Teacher Certification Program for College Graduates (TCPCG); Master of Business Administration (MBA); and Certificate Entry into Nursing (CEIN/BS).

### 2. HIGHLIGHTS

- Renovation/Reuse of St. Patrick's Hall

The Waterbury campus continues to work with the City of Waterbury and the Waterbury Development Corporation (WDC) on the renovation/reuse of St. Patrick's Hall (aka the Rectory Building). The Rectory Building, located across the street from the current campus, will be used as an educational facility by Waterbury UConn and will house an upscale coffee house on the first floor, operated by UConn Dining Services.

*Project Manager, Leases and License Agreement*

- Chuck Brome, UConn Architectural Engineering Services, has been named Project Manager for the Rectory Building project.
- On November 13, 2013, UConn's Board of Trustees approved the sublease between the WDC and UConn. Robert Sitkowski, UConn Real Estate Officer, is working with WDC's attorney, Stephen Griffin, to finalize the sublease.
- A site survey for the café on the first floor is in progress and purchasing is working with Dining Services to execute a license agreement to operate the café.

*Renovation*

- Funding for the renovation project from the state and the city is in place. On October 7, 2013, City of Waterbury approved the lease agreement of the Rectory Building between the City of Waterbury and WDC and approved the contract to Montagno Construction for the exterior restoration and interior fit-out of the Rectory Building.
- Construction/restoration work began on February 3, 2014. Anticipated completion of space (excluding café space) is late spring 2015.

- New Faculty Hires/Promotions

- Assistant Professor, History – **Dr. Ariel Lambe** (spring 2014)
- Lecturer, Geography/Urban & Community Studies-**Dr. Phil Birge-Liberman** (fall 2014)
- Visiting Assistant Professor, Mathematics - **Dr. Stephen Flood** (fall 2014)
- Dr. **Sandra Billings**, promoted to **Associate Clinical Professor**, Curriculum & Instruction
- The Waterbury and Torrington campuses, under the leadership of Director Dr. William Pizzuto, reorganized the finance office to better manage the campuses financially and to successfully meet the goal set by the Provost's Office to have one budget hearing starting fiscal year 2015.
- The Waterbury campus received \$25,000 from a private, anonymous donor to enhance the biology program at the campus. This fund, managed by the UConn Foundation, will be used to provide support to our Biology faculty for technology in the lab, teacher training, and to provide opportunities for students to travel outside of Connecticut to participate in courses/workshops/scientific meetings/research experiences.
- The Waterbury campus saw a 62% increase this year in the number of Babbidge and New England Scholars honored from the Waterbury campus.

- The campus awarded 20 scholarships at the annual Awards Ceremony and invited over 150 students completing their degree at Waterbury to our first annual graduation reception.

### 3. OVERVIEW OF ACTIVITIES AND COMMUNITY OUTREACH AND ENGAGEMENT

#### • Faculty Activity

The following are examples of some of the outstanding accomplishments of our faculty:

- Publications in Peer-Reviewed Journals
- Published books, essays, & chapters
- Research Foundation funding
- Script Writer & Director of the New York Philharmonic Young People's Concert Series
- Staged readings in New York City of a new play presented by The Directors Company
- Provost's General Education Course Enhancement Grant
- Association of Gerontology in Higher Education Fellow
- Ad Hoc Reviews
- Editorial & Advisory Board members
- Conference Presentations
- The campus held its sixth annual Creative Sustenance Program in April. Undergraduates, Osher Lifelong Learning Institute (OLLI) members, and faculty read their creative works. Many genres were represented, including poetry, screenplays, and short stories. Creative Sustenance is intended to raise awareness of hunger and poverty in the area. Attendees bring food items to be donated to Greater Waterbury Interfaith Ministries, a nonprofit organization that provides 225 meals daily to Waterbury's neediest residents.
- Students worked with Brass City Harvest to compile historical records of urban agriculture in Waterbury. Students also built a database of oral histories of immigrant entrepreneurs.
- Waterbury students engaged in community outreach through a fall and spring Blood Drive and participation in Waterbury's "Mardi Gross," a program that provides a safe Halloween environment for city youth. Biology students worked on a class project: Drive for the Homeless -providing food and clothing which was delivered to the police and the food pantry.
- Discussions with Jonathan Kellogg, Executive Editor, Republic American Newspaper
  - September: From Columbine to Sandy Hook: the role of the media in mass tragedies.
  - October: A changing and challenging time for newspapers: what should readers expect?
- Connect to the World Through ...iPads for OLLIs! This program resulted from a grant written by Shelley Goldstein of the UConn Libraries through the State Library and in conjunction with OLLI. The series included a national speaker and a series of workshops aimed at educating older adults in the area of iPad usage and research skills.
- A LIFE OF RESILIENCE: Turning Struggle into Art-A UConn Year of Engagement Event. The Works/Art/Life of Winfred Rembert. An excerpt of the award winning film *ALL ME: The Life and Times of Winfred Rembert* was screened followed by an interview with the artist. This event was made possible through collaboration with the East Hill Woods Fund, Pathway for Seniors, and the Connecticut Community Foundation. The event was a cover story for the Republican American Newspaper.
- The Greening of Waterbury: From Planting to Harvest -UConn Waterbury, under the auspices of the OLLI program, launched an expanded sustainable urban food production service and learning program. A partnership with OLLI, Brass City Harvest, St Vincent DePaul Soup Kitchen, and Greater Waterbury Interfaith Ministries Soup Kitchen, participants cultivate fresh food in Waterbury's historic Fulton Park in 150 raised bed gardens. Volunteers raised over 8,000 pounds of fresh food this year for four area soup kitchens and food pantries.

SOM

# University Senate Master Plan Update (DRAFT)

Planning, Architectural & Engineering Services

October 6, 2014

UConn

# Agenda

- **Recap of the Master Plan Process**
- **Campus Framework Concept Review**
- **Master Plan Progress Update**
- **Implementation Strategy**
- **Discussion and Next Steps**

# Setting a Framework for Growth and Renewal

- **Transformative**
- **Building Next Generation Connecticut**
- **Foundation of Excellence**
- **Stewardship**
- **Sense of Community**
- **Sustainability and Identity**
- **Engagement**
- **Pride, Excitement and Investment**

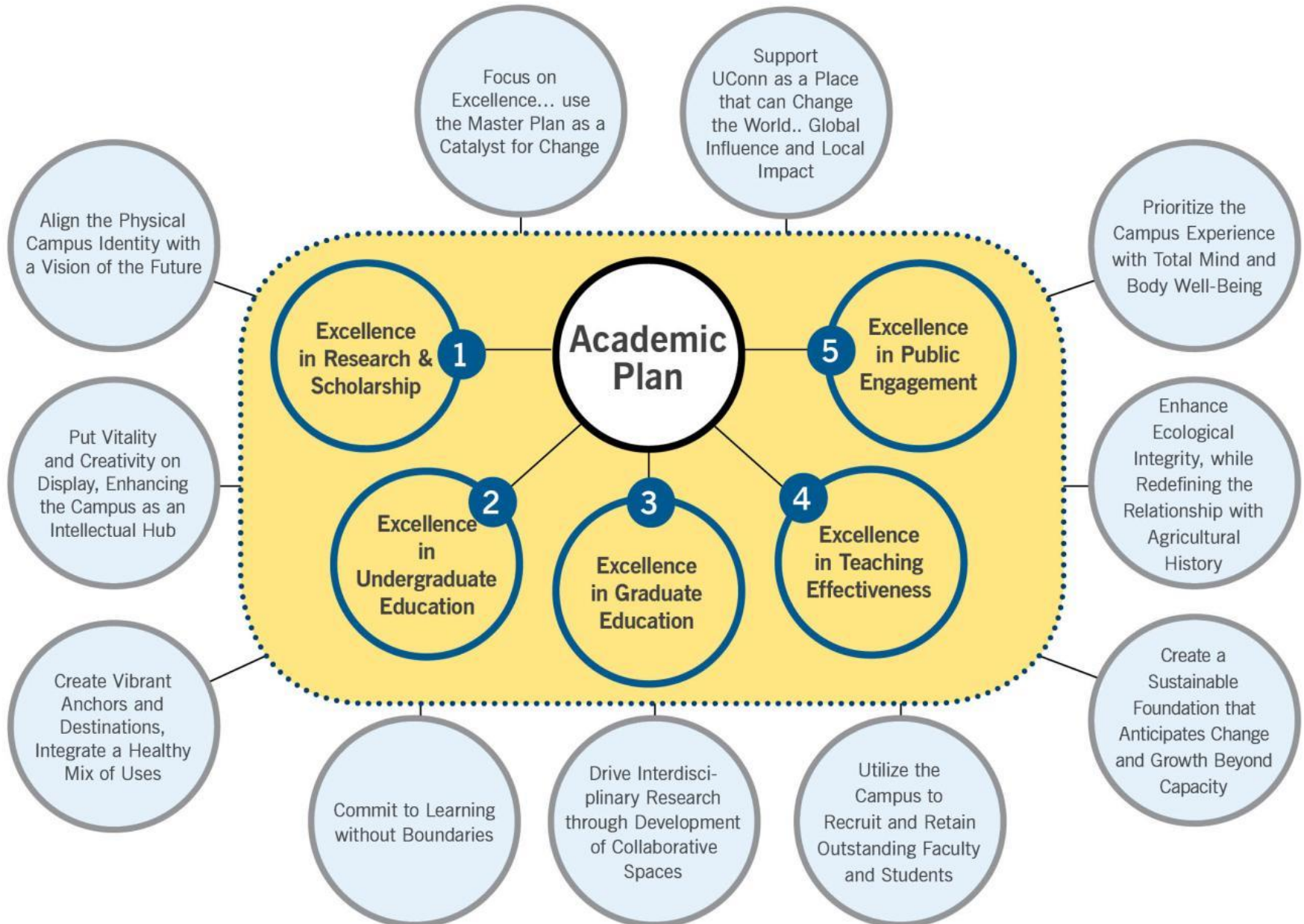


# Advancing the Path to Excellence

## KEY THEMES FROM THE ACADEMIC PLAN

- **Serve the Region, Nation and World**
- **Expand Educational Opportunities, Research and Innovation**
- **Emphasize Science, Technology, Engineering and Math**
- **Focus on the Importance of Arts, Humanities and Social Sciences**
- **Build America's Future Workforce**
- **Help Drive Economic Development in the State and Nation**
- **Support Disciplinary and Cross Disciplinary Research and Educational Programs**

# Master Planning Principles





## Provide places for interaction and collaboration



## Emphasize landscape as important part of the campus experience



## Respect and celebrate our heritage



## Build new facilities for research and scientific collaboration



## Create opportunities for translation and partnership with industry



## Expand student recreation and student services along Hillside Road





## Put student life on display along major pathways



## Strengthen places for living and learning with new student residences



## Support an active and healthy campus community



## Create campus landscapes that advance sustainable goals



## Promote our unique and distinctive campus setting

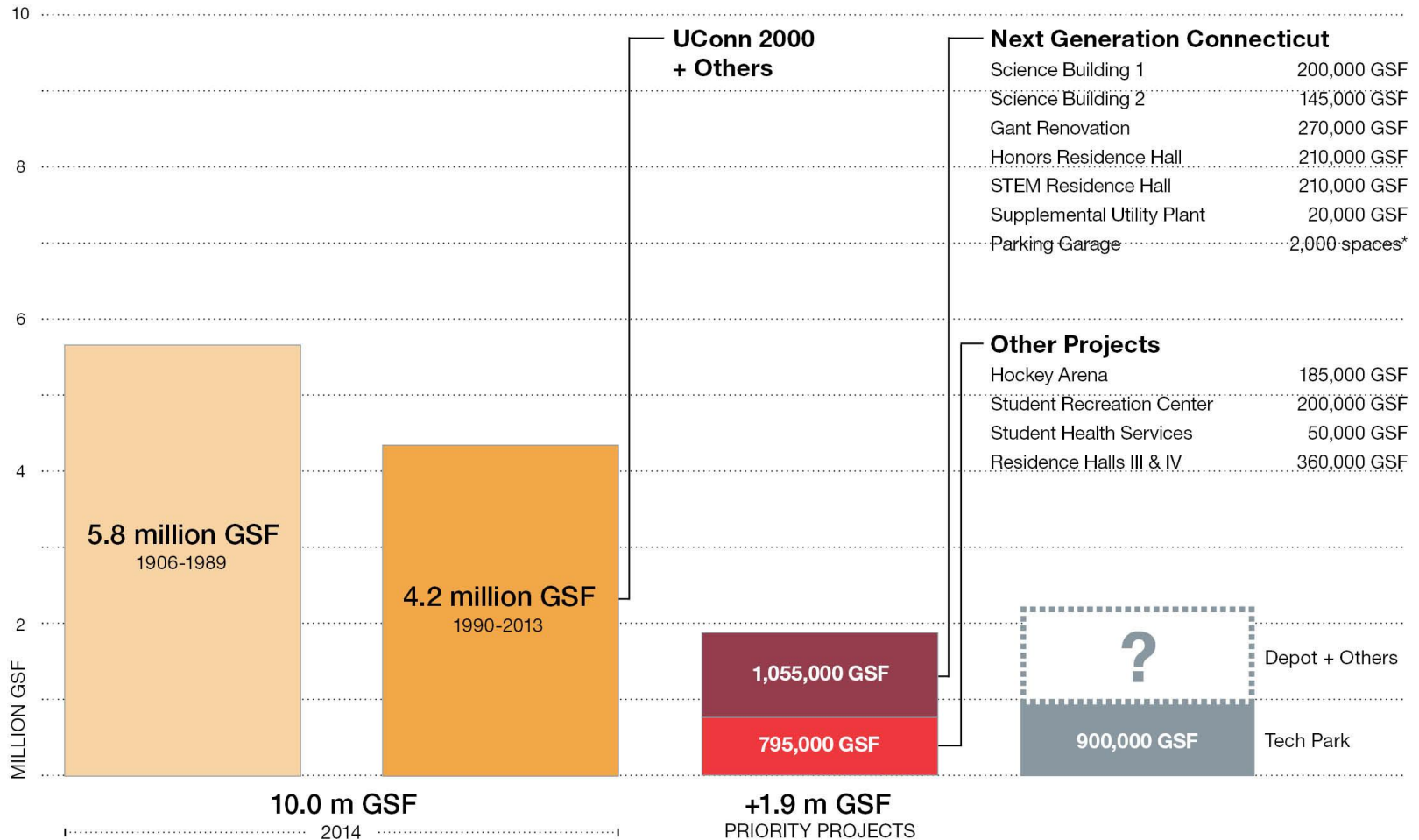


## Integrate and collaborate with ongoing planning in the community



## **Integrate and collaborate with ongoing planning in the community**

# University Growth (1989 – 2025)



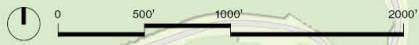
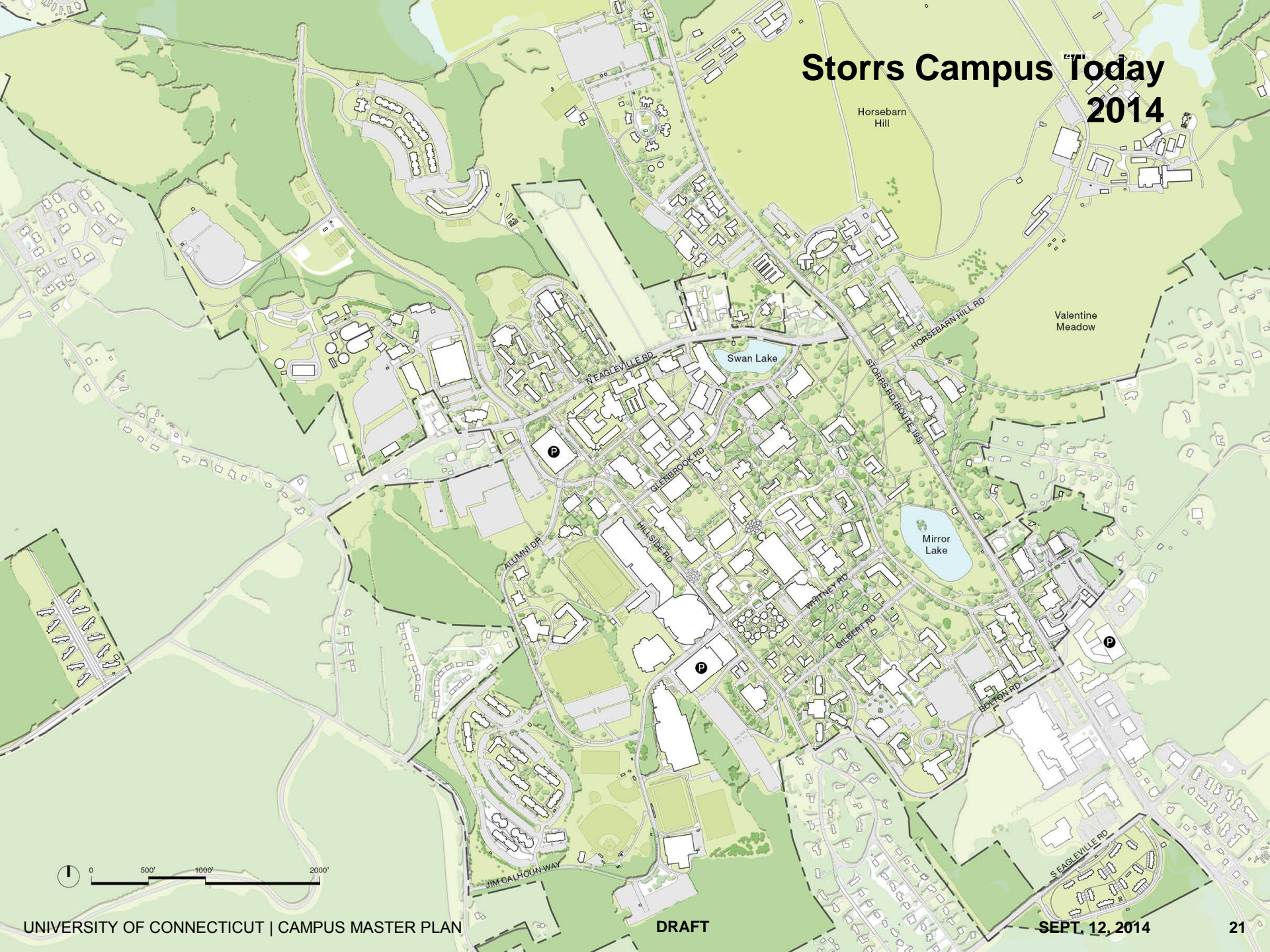
\*Parking not included in GSF calculations



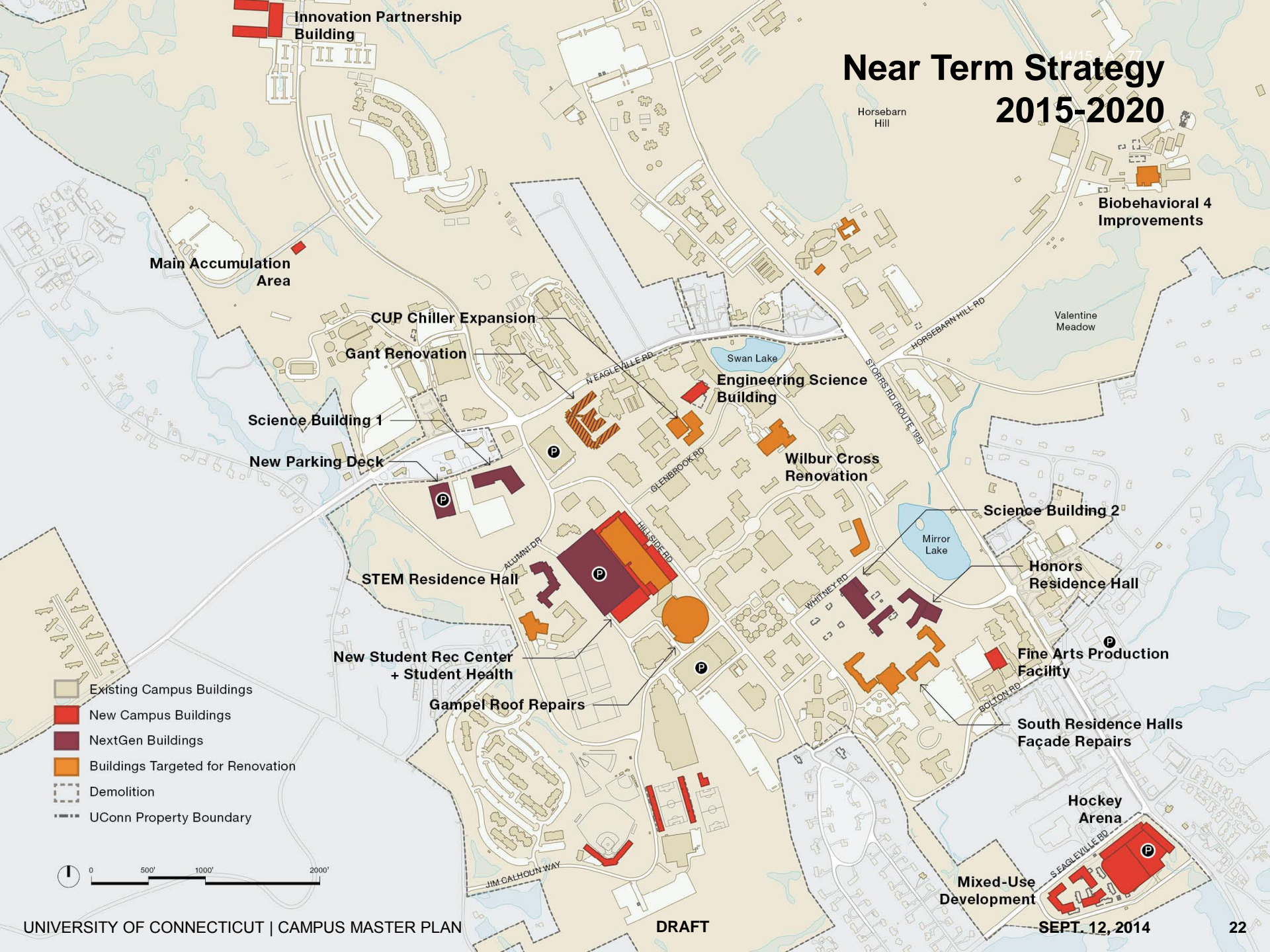
# Campus Development Strategy

- **Increase UG enrollment (by 1,000 to 5,000 new students)**
- **Locate growth in science and future research**
  - **New research building on X lot**
  - **Reinvestment in existing sciences core**
  - **Begin second core of research on South Campus**
- **Strengthen student residential areas within the campus**
  - **New Honors Residence Hall + New STEM Residence Hall**
  - **Expand and enhance existing student housing**
- **Continue to explore strategic opportunities**
  - **Hockey and other programs**
  - **Access and transportation**
- **Explore innovative strategies for parking and transportation**
- **Strategically expand student services / student recreation**
- **Align campus open space with future building projects**

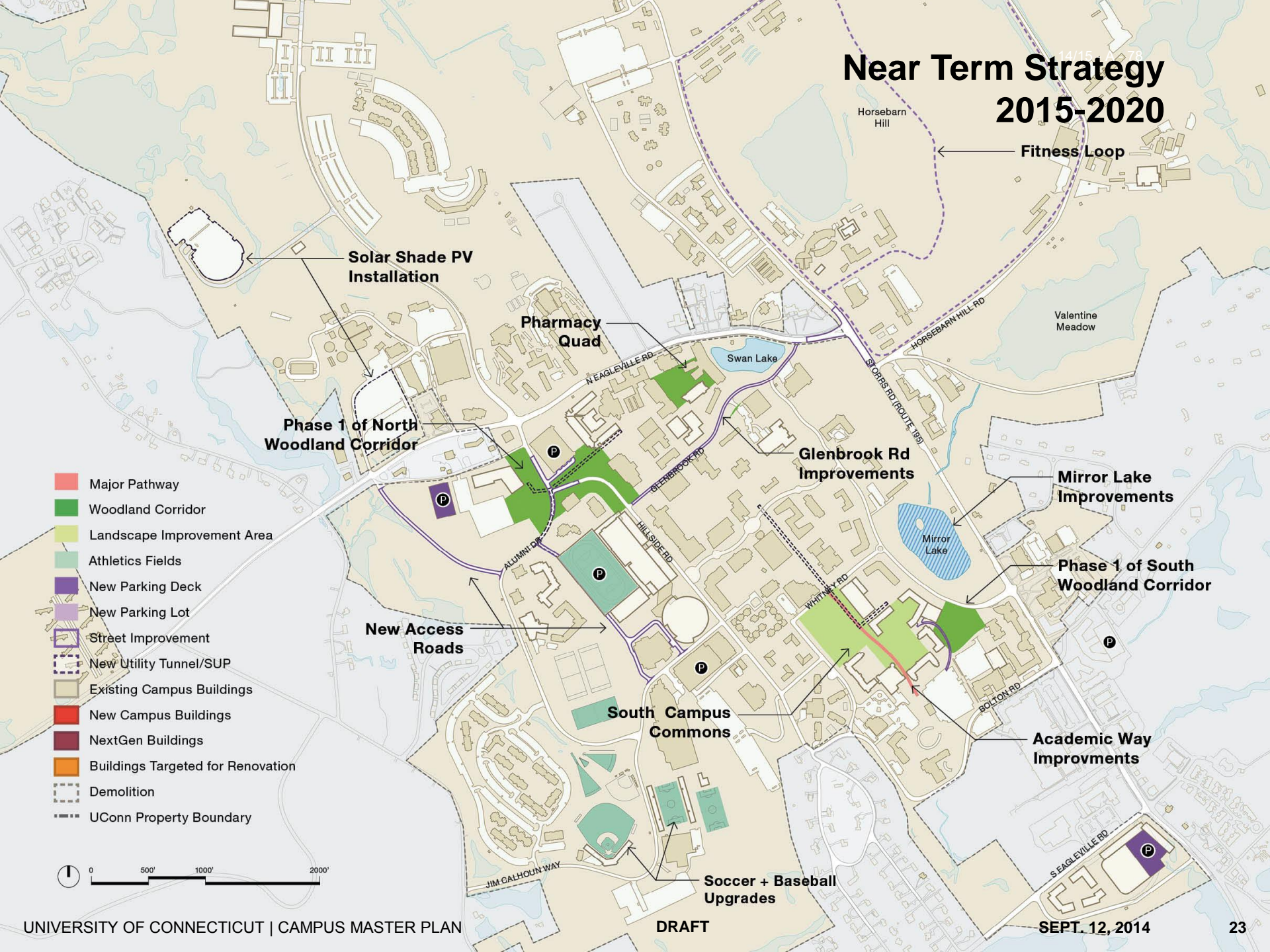
# Storrs Campus Today 2014



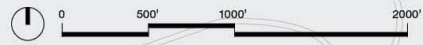
# Near Term Strategy 2015-2020



# Near Term Strategy 2015-2020



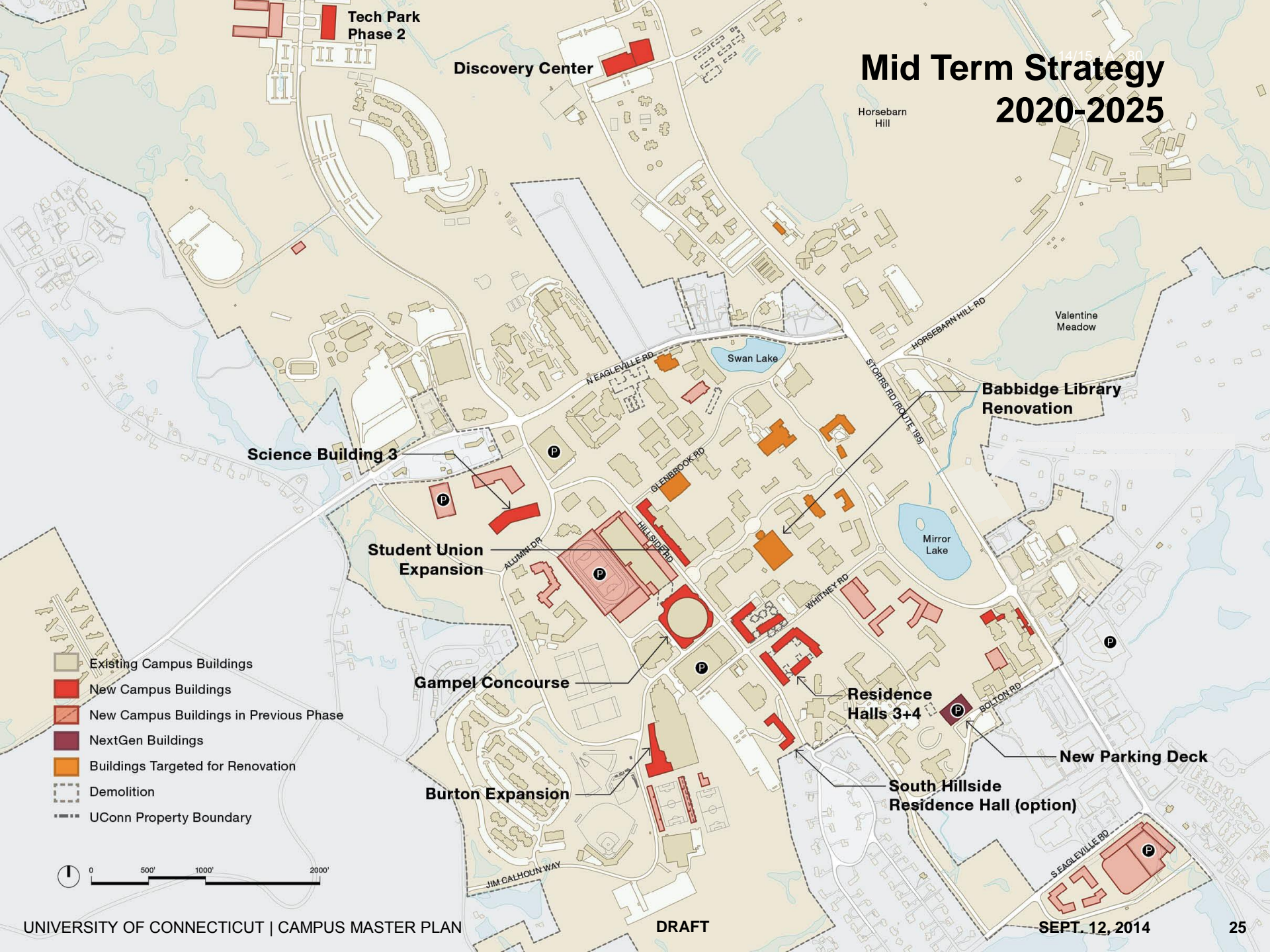
- Major Pathway
- Woodland Corridor
- Landscape Improvement Area
- Athletics Fields
- New Parking Deck
- New Parking Lot
- ▬ Street Improvement
- - - New Utility Tunnel/SUP
- Existing Campus Buildings
- New Campus Buildings
- NextGen Buildings
- Buildings Targeted for Renovation
- Demolition
- UConn Property Boundary



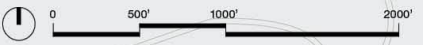
14/15 A-79  
**Near Term Strategy**  
**2015-2020**



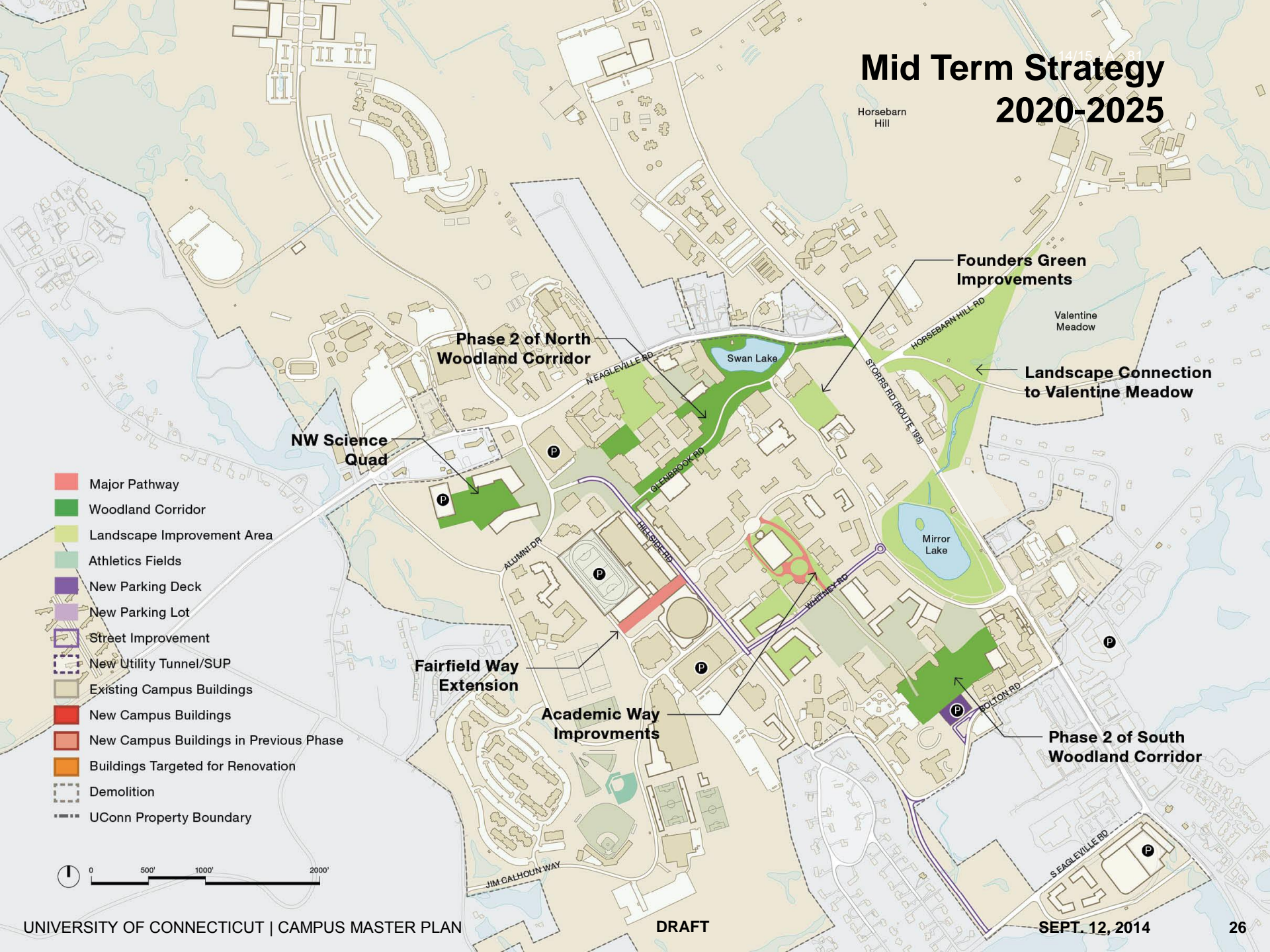
# Mid Term Strategy 2020-2025



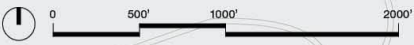
- Existing Campus Buildings
- New Campus Buildings
- New Campus Buildings in Previous Phase
- NextGen Buildings
- Buildings Targeted for Renovation
- Demolition
- UConn Property Boundary



# Mid Term Strategy 2020-2025



- Major Pathway
- Woodland Corridor
- Landscape Improvement Area
- Athletics Fields
- New Parking Deck
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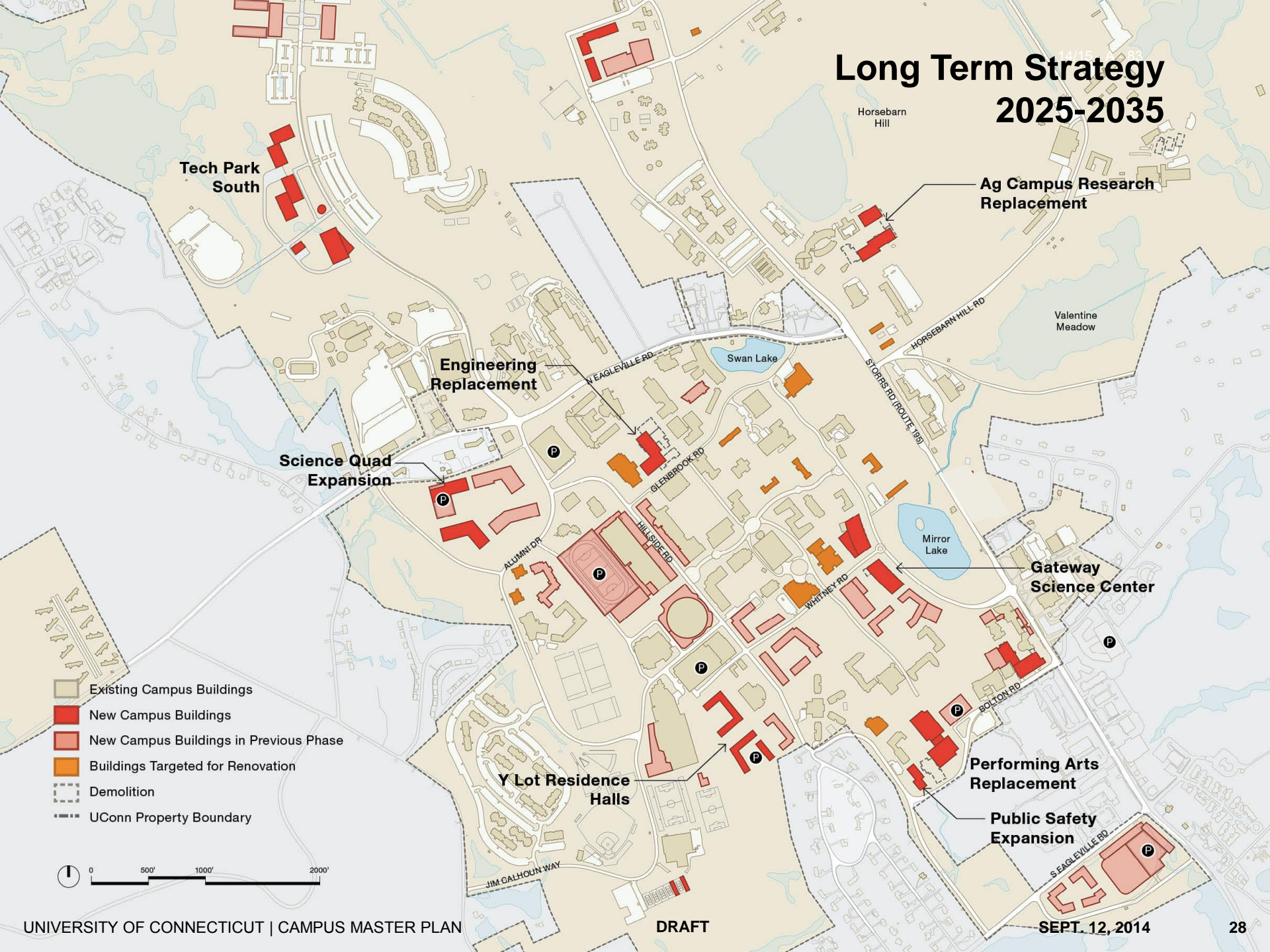


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**Mid Term Strategy**  
**2020-2025**





# Long Term Strategy 2025-2035



Tech Park South

Ag Campus Research Replacement

Engineering Replacement

Science Quad Expansion

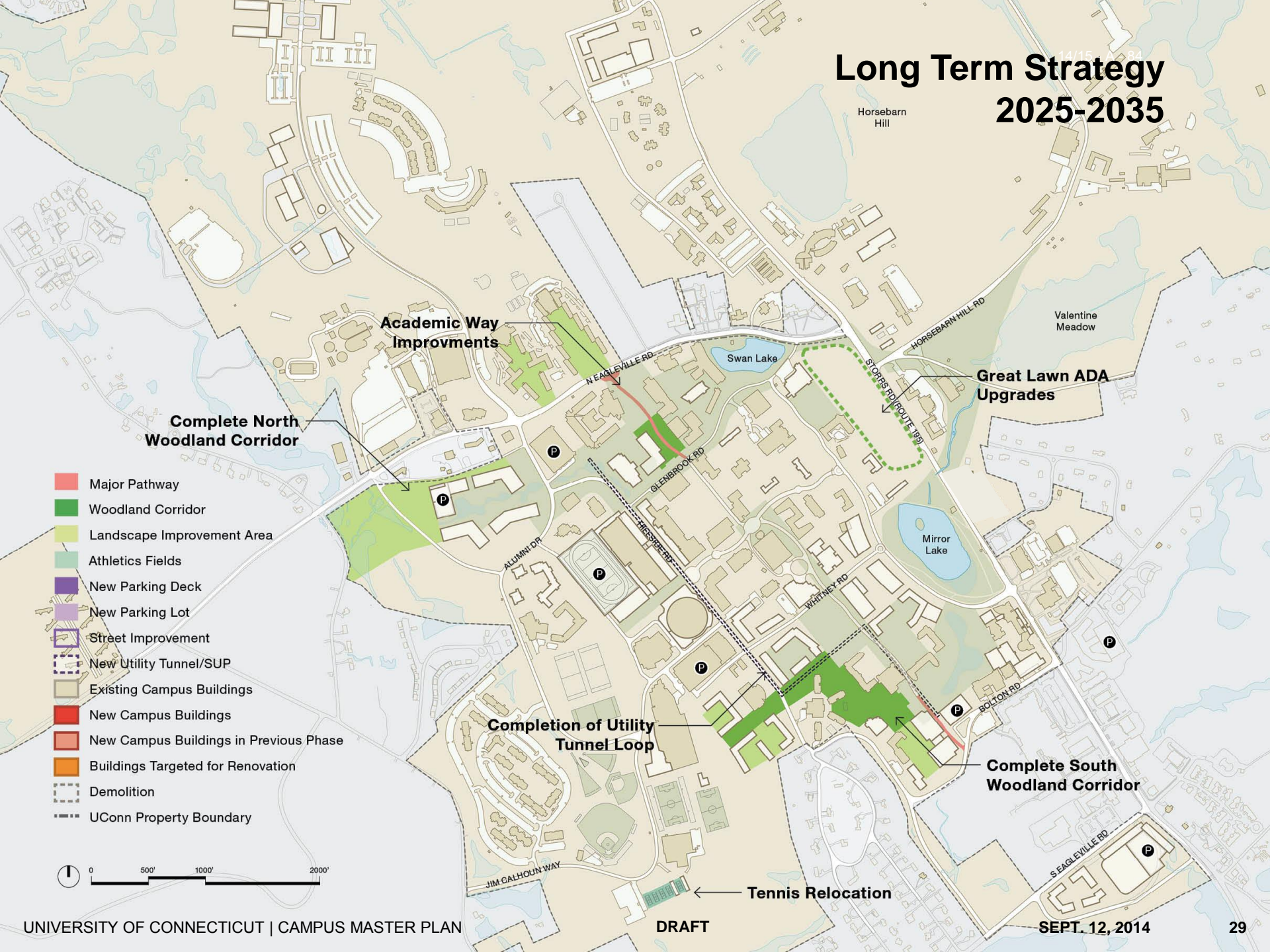
Gateway Science Center

Performing Arts Replacement

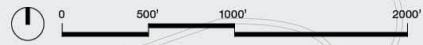
Public Safety Expansion

Y Lot Residence Halls

# Long Term Strategy 2025-2035



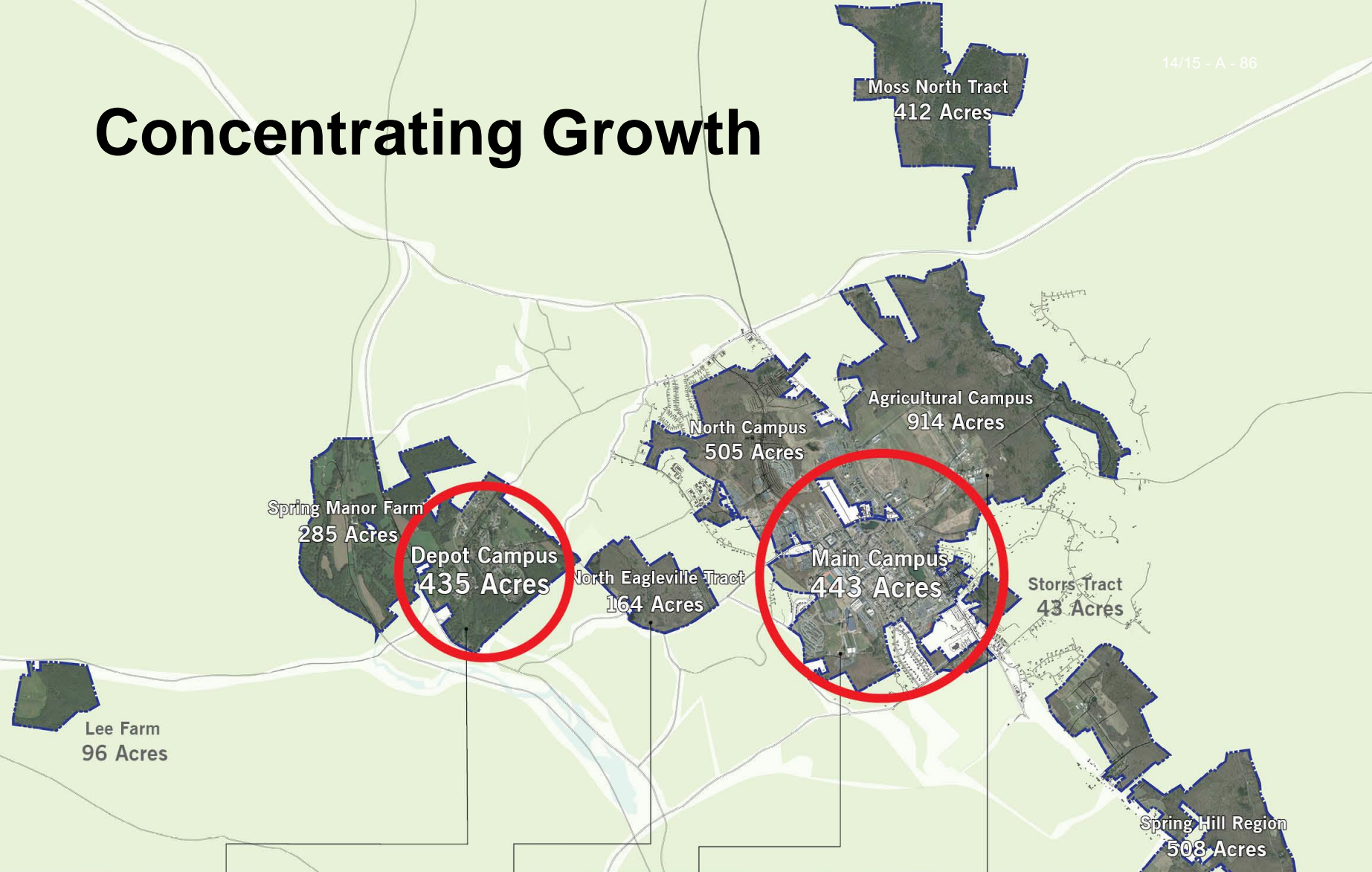
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- Buildings Targeted for Renovation
- Demolition
- UConn Property Boundary



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**Long Term Strategy**  
**2025-2035**



# Concentrating Growth



**Total Land Holdings:  
3,865 acres**

# Early Wins (near term success stories)

- **Expanded research facilities**
- **Siting of Honors Residence Hall**
- **Design + construction of STEM Residence Hall**
- **Expanded Student Recreation**
- **Horsebarn Hill Fitness Loop**
- **Closing of Gilbert Road**
- **Bike share program**
- **Construction of North Hillside Road**
- **Glenbrook Road improvements**
- **Improved 195 / N. Eagleville intersection**
- **South campus infrastructure / construction of Academic Way**
- **Expanded funding opportunities**

# Implementation Capital Improvement Program

- **Enable multiple project coordination**
- **Identify project delivery and funding**
- **Mitigate project impacts during construction**
- **Understand potential cost benefit analysis**

# Design Guidelines

- **Establish guidance for design teams**
- **Advance UCONN priorities and values**
- **Emphasize community, inspiration and innovation**
- **Highlight identity and uniqueness within campus districts**
- **Demonstrate sustainability through performance-driven design**

# Moving Forward

## THE NEXT THREE WEEKS

- **Draft Campus Master Plan – Phase 3 Volumes**
- **Detailed District Plans**
- **Capital Improvement Program**

## THE NEXT THREE MONTHS

- **Engagement**
  - **Master Plan Showcase at Babbidge Library**
  - **Schedule for Town Hall meetings**
  - **Advisory and committee presentations**
- **Follow on Studies**
  - **Traffic analysis**
  - **Environmental reviews**



# Fall Outreach

## SEPTEMBER

- 11<sup>th</sup>: Executive Committee Review
- 12<sup>th</sup>: Master Plan Advisory Committee Review
- 15<sup>th</sup>: Capital Projects Town Hall
- 16<sup>th</sup>: Student Affairs Leadership Presentation
- Deans Council
- Administrative Staff/Council update
- Focus Group meetings
- Individual consultations
- Community Outreach
- Honors Residence Hall EIE initiated

## OCTOBER

- Draft Master Plan Issued
- Master Plan Showcase in the Library launched
- Master Plan Advisory Committee Meeting
- 14<sup>th</sup>: Environmental Policy Advisory Committee

## OCTOBER, *cont'd*

- 16<sup>th</sup>: State of the University Speech
- 26<sup>th</sup>: Campus Sustainability Day
- Focus Group Meetings
- Individual Consultations
- Community Outreach

## NOVEMBER

- Executive Committee
- Master Plan Advisory Committee
- Master Plan Showcase continues
- Focus Group Meetings
- Individual Consultations
- Town Hall
- Community Outreach

## DECEMBER

- Master Plan Showcase continues
- BGE Committee Presentation
- 10<sup>th</sup>: Board of Trustees Presentation

2014



# Advancing the Path Toward Excellence

- **Research and Scholarship**
- **Undergraduate Education**
- **Graduate Education**
- **Teaching Effectiveness**
- **Public Engagement**



**a place where you want to be...  
a place you will always remember.**

