

December 2006

Minutes December 11, 2006

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MINUTES OF A MEETING OF THE UNIVERSITY SENATE
December 11, 2006

1. Moderator Murphy officially called the regular meeting of the University Senate of December 11, 2006 to order at 4:04 p.m. in Room 7 of the Bishop Center.
2. Approval of Minutes

Moderator Murphy presented the minutes from the regular meeting of November 13, 2006 for review.

The minutes were approved without modification.

3. Report of the President

In lieu of the report ordinarily presented by President Austin, Provost Peter Nicholls delivered remarks. Senator Nicholls provided updates concerning several developing programs. He reported that the Global Citizen Initiative, under the direction of Vice Provost Veronica Makowsky, has made substantial progress. A director has been named for the living and learning community and interest in study abroad programs has increased. Explorations for potential cooperative ventures between the University of Connecticut and Dubai are also moving forward. A delegation from Dubai is currently on campus to discuss joint programming that may be developed. The Provost announced a report of the Academic Plan will be published on the web shortly. He is hopeful that the Academic Plan will be in place this year.

Senator Zirakzadeh asked the Provost to comment about the establishment of the Connecticut Research Institute. He reminded the Provost of his statements at the November meeting that such a center is not being planned. Senator Zirakzadeh indicated that there does indeed seem to be a plan progressing. He cited a recent article in the *Journal Inquirer* that made reference to the apparent establishment of the Institute. That article was quoted as saying that the university's recent budget request included a \$1.5 million line for that Institute. Senator Zirakzadeh cited other evidence that a plan was being formed to establish the Connecticut Research Institute, including the report from the University of Connecticut Board of Trustees Budget Workshop which, he said, indicates that there is a \$.5 million available in the university budget to plan this institute. Senator Zirakzadeh inquired of the Provost whether or not there is planning *per se* being carried out to establish the Connecticut Research Institute and whether or not this planning is in keeping with the Senate and university by-laws concerning the establishment of centers and institutes.

In reference to articles in newspapers and on web sites, Senator Nicholls stated that he cannot be held responsible for statements made by others. He stood by his former statement and stated that he has not seen a plan for the establishment of a Connecticut Research Institute, nor has he been asked to present such a plan to the Board of Trustees, nor would he support such a plan.

He then pointed out that while there is a budget line in another agency's budget to plan such an entity, it does not directly involve the University of Connecticut. His understanding is that there is a line of \$.5 million in the budget of the Department of Economic and Community Development (DECD) for this. While some of that may be used to buy time and expertise from certain faculty members, that is a long way from establishing a university based research center. He believes the references that have appeared, and to which Senator Zirakzadeh made reference, may have been to the money provided in that legislative line item for the DECD. The Provost stated that he would not welcome the \$.5 million to establish such an institute. He will make further inquiries, especially concerning the Board of Trustees budget workshop data, to see if the apparent confusion in official reports can be eliminated.

4. Senator DeWolf presented the report of the Senate Executive Committee.

(See Attachment #19)

Senator Zirakzadeh inquired as to whether the Provost's Academic Plan had been presented for review by the Senate Executive Committee. He asked Senator DeWolf to describe the Executive Committee's role in the development of the plan to date, whether or not there has been a review of the Academic Plan by the Senate Executive Committee, and what might be the committee's plans for the future.

Senator DeWolf stated that the plan had not been presented in open meetings of the Senate Executive Committee. He did remind the Senate that the Executive Committee also has off the record closed meetings and that these are not reported.

5. Senator DeWolf, on behalf of the Senate Executive Committee, presented a series of proposed changes to *Article X of the Laws, By-Laws & Rules of the University of Connecticut*. [Key: ***Bold Italics*** = proposed new language; ~~cross-out~~ = proposed deletion.]

(See Attachment #20)

- Motion #1 Background: This amendment reflects the changes made by the Board of Trustees on:
 - June 21, 2005 to Article X.A. which added Vice Provost for University Libraries to the ex-officio membership of the University Senate and
 - January 31, 2006 changing the academic structure of the College of Continuing Studies into the Division of Continuing Studies, headed by a director reporting to the Vice Provost for Undergraduate Education.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

A. Membership

1. Three administrative officers elected by and from a group composed of the deans of the schools and colleges which are Senate electoral constituencies, ~~the Dean of the College of Continuing Studies and the Director of Library Services~~. Members of this group and the *ex officio* members listed above are not eligible to vote in or to be elected from any of the constituencies listed in Section B.2. or 3. below.

Motion #1 carried.

- Motion #2 Background: These changes are made to reflect current practice. The Senate Office, with approval from the Senate Executive Committee, has not been reporting the number of votes received by candidates. This information is available from the Senate Office, and thus reports on elections to the University Community list only those who have been elected. The second part of this change is to clarify the terms for alternates who are appointed when a Senator is not able to serve during part of his or her term. Alternates will continue to be appointed from the runner-ups in the Senate election as in the past. However, the change allows that alternates can be appointed up to one year, as opposed to being appointed on a semester-by-semester basis.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

B. Elections

The election of faculty and other staff members to the Senate shall normally be held between October and March and shall be conducted by secret ballot. A minimum of one week, excluding time when the University is in recess, shall be allowed between the distribution and collection of ballots for Senate elections. Those elected shall take office on July 1. All elections shall be in the charge of the Senate Executive Committee and the returns shall be certified by two inspectors of election selected by the Senate.

In any Senate election, persons eligible for election who feel unable to serve shall be given an opportunity to withdraw their names from the list of candidates for nomination. ~~The names of those persons who have withdrawn as well as the names of persons who are completing two consecutive terms, shall be indicated on the nominating ballot.~~

~~The ballot for the second vote (election ballot) in any Senate election must indicate the number of votes each nominee received. In addition, there must be listed the names of those persons who were not nominated but who received at least 70% of the number of votes received by the nominee with the fewest votes. After the election, the number of votes received by those persons who were elected and the number of votes received by nominees who were not elected must be made public.~~

The Senate Executive Committee shall retain on file the number of votes cast for each candidate in each constituency for each annual class whose term has not expired, and shall designate the available candidate with the highest vote at the last previous election in the proper constituency as the alternate to replace any senator whose place will be vacant in any semester because of resignation, retirement, or leave of absence from the University. Priority in case of tie votes shall be determined by lot. Such alternates shall be designated for ~~one semester at a time~~ *up to one year* and at the beginning of the semester unless the vacancy occurs later. When it is known that there will be a vacancy throughout the last year or last two years of a three-year term in a constituency not otherwise scheduled to participate in a regular annual election, then that constituency will participate in order to elect a replacement to serve for the one- or two-year period remaining in the unexpired term.

Motion #2 carried.

- o Motion #3 Background: The schedule of Senate meetings is available on the Senate's website, is published in the UConn Advance, and is listed on the University's web-based Master Calendar.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

E. Meetings

Meetings of the University Senate shall be held regularly at times to be fixed by the President on the advice of the Senate. The schedule of meetings shall be published ~~in the catalog.~~

Motion #3 carried.

- o Motion #4 Background: Senate Minutes are no longer mailed out in paper form. They will continue to be available from the Senate Office as in the past. This amendment allows use of email and the Senate web site for circulation of the minutes.

Motion: The committee recommends approval of the revision to the by-laws as shown below:

F. Minutes and Reports

~~Copies of the minutes of the meetings of the University Senate shall be filed, one in the President's Office, one with the Provost and Executive Vice President for Academic Affairs, one with each of the Vice Presidents, one in the Registrar's Office, one in the University Library and one in the University Archives. The University Archives shall be the central place for filing actions of the University Senate, and the University Archives' copy shall be the official copy. Copies of the minutes shall also be mailed to members of the Senate, upon request to all members of the staff on the Storrs campus and at the regional campuses with the rank of instructor or above, and to a selected list of administrative officers. *Copies of the minutes of the meetings of the University Senate shall be made available to the public from the University Senate office.*~~

Motion #4 carried.

6. Senator Tilton presented the Annual Report of the Enrollment Committee.

(See Attachment #21)

Senator Reis asked Senator Tilton and members of the Enrollment Committee to meet with members of the University Foundation Board to discuss the Foundation's participation in securing additional funding for student financial aid for academically talented students of low and middle income.

Senator Lowe asked for an interpretation concerning the number and proportion of students in the Honors Program who are from the College of Liberal Arts and Sciences versus those in the program from other schools and colleges. He feels that CLAS students seem under-represented in the Honors Program. Lynn Goodstein, Director of Honors Programs, was invited to comment. She does not believe that the numbers reflect a lack of honors courses or opportunities in the College, but may reflect alternate selection strategies in effect in other schools and colleges.

7. Senator Jeffers delivered the report of the Senate Courses and Curricula Committee. The report is attached

(See Attachment #22)

I. Dropping 100s level course

The Committee recommends approval to drop the following courses:

- A. ENGL 105 English Composition - drop course
- B. ENGL 109 Literature and Composition - drop course

The motion carried.

II. Special Topics courses - approval of topics

The Committee recommends approval of the following courses and topics:

- A. INTD 196 Special Topics Seminar: Section Title: "Communicating Biology" spring 2007, 2 credits
- B. INTD 298 Insights into Clinical Medicine open to sophomores 1 credit, honors course, spring 2007

The motion carried.

III. New General Education courses forwarded from GEOC:

The Curricula & Courses Committee moves that the University Senate approve the following courses for the General Education Curriculum:

Content Area 2 (Social Sciences):

POLS 238/W Democratic Culture and Citizenship in Latin America

Content Area 3 (Science and Technology):

- COGS 201 Foundations of Cognitive Science
- MATH 108Q Mathematical Modeling in the Environment

The motion carried.

IV. New Course Numbering

The Committee has reviewed the renumbering of Animal Science courses for the new system. These courses will now be 2xxx and were 200s level but not open to sophomores in the current system. These courses are recommended for approval:

- A. ANSC 298/2695 Special Topics
- B. NUSC 241/2241 Nutritional Assessment
- C. NUSC 245/2245 Profession of Dietetics

The motion carried.

V. Courses Open to sophomores

For the information of the Senate, the Committee reports the following courses have been approved as open to sophomores:

- A. COGS 201 Foundations of Cognitive Science
- B. INTD 298 Insights into Clinical Medicine

VI. Courses approved to be offered as W courses

For the information of the Senate, the committee reports that it has approved the following courses to be offered as W courses:

- A. ENGL 174W Disability in American Literature and Culture
- B. ENGL 1XZW Writing Through Research
- C. HDFB 296W Honors Thesis Writing
- D. MATH 291W Technical Writing for Actuaries
- E. POLS 238W Democratic Culture and Citizenship in Latin America
- F. SOCI 241W Women and Health

VII. For the information of the Senate, the committee reports the approval of the following catalog changes in 200s level courses:

- A. JOUR 200W. Newswriting I
Current catalog copy: Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. One 75 minute-lecture and one 2-hour laboratory plus field work. Open to sophomores or higher. Definition of news, newswriting style, community reporting, covering governmental meetings and writing statistical matter.
Revised copy: Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. One 75 minute-lecture and one 2-hour laboratory plus field work. Open to sophomores or higher. Defining news; exercising news judgment in a diverse society; employing principles of Associated Press style; writing basic news stories. Laboratory offers intensive newswriting exercises.
- B. JOUR 201W. Newswriting II
Current catalog copy: Either semester. Three credits. One 75-minute lecture and one 2-hour laboratory plus field work. Prerequisite: JOUR 200; ENGL 105 or 110 or 111 or 250. Open to sophomores or higher. Provides in-depth explanations and demonstrations of what reporters can expect to find, and report, in the courts, schools, town halls, land use agencies and other civic offices,

boards and commissions.

Revised copy: Either semester. Three credits. One 75-minute lecture and one 2-hour laboratory plus field work. Prerequisite: JOUR 200; ENGL 105 or 110 or 111 or 250. Open to sophomores or higher. Live reporting using the university and the surrounding community as a laboratory. Emphasis on fact gathering, interviewing, diversity of sources, news judgment and deadline writing.

VIII. The Committee recommends approval of the following revision of the Quantitative Competency description in the General Education Guidelines:

Background

The Math department now recommends Math 104Q, a course that offers 3 credits and meets for 5 hours per week, as the course best suited for students whose quantitative skills require strengthening. This is replacing MATH 101, though this course is still offered at some regional campuses.

Old language:

Exit Expectations:

All students must pass two Q courses, which may also satisfy a Content Area requirement. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students may be encouraged to complete MATH 101: *Basic Algebra With Applications* (a course that does not carry credit toward graduation) prior to enrolling in their first Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

Proposed new language:

Exit Expectations:

All students must pass two Q courses, which may also satisfy Content Area requirements. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students whose high school algebra needs strengthening should be encouraged to complete MATH 104Q: *Introductory College Algebra and Mathematical Modeling*, as preparation for other Q courses. Alternatively, students may take MATH 101: *Basic Algebra With Applications* (a course that does not carry credit toward graduation). Math 104Q, if taken, must be a student's first Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

Senator Frank offered an amendment, to replace the last sentence in the section concerning Exit Expectations Quantitative Competencies, "Math 104 Q if taken must be a student's first Q course," with "To receive credit for Math 104Q it must be taken before successful completion of another Q course."

The motion to amend was seconded by Senator Reis.

The motion to amend carried.

Amended language:

Exit Expectations:

All students must pass two Q courses, which may also satisfy Content Area requirements. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students whose high school algebra needs strengthening should be encouraged to complete MATH 104Q: *Introductory College Algebra and Mathematical Modeling*, as preparation for other Q courses. Alternatively, students may take MATH 101: *Basic Algebra With Applications* (a course that does not carry credit toward

graduation). To receive credit for Math 104Q it must be taken before successful completion of another Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

The motion as amended carried.

IX. GEOC and the Curriculum and Courses Committee recommends the following change to General Education Guidelines approved on May 12, 2003:

Old language:

Section 3. Other Operating Principles:

- g. Undergraduate students with Bachelor's degree from accredited institutions are exempt from the General Education Requirements

Proposed new language:

Add the word "regionally" before accredited.

- g. Undergraduate students with Bachelor's degree from regionally accredited institutions are exempt from the General Education Requirements

Questions from the floor were raised and clarifications were made. A debate ensued on the propriety of including in the general education waiver those students who have received Bachelors degrees from schools outside the United States that are not U.S. regionally accredited. No amendments were proposed as a result of the debate.

The motion as presented carried.

X. The Committee recommends the changes in the Senate By-Laws to describe the new General Education requirements adopted by the Senate on May 12, 2003.

(See Attachment #23)

Motion Background: The current bylaws dealing with general education date from the late 1980s and are completely out of date. The Senate approved the current General Education Requirements on May 12 2003 and has amended them on three occasions subsequently. This motion seeks to update the bylaws, using language taken from the approved General Education Requirements.

Motion: To remove the existing bylaws under II.C.2. and replace with the updated narrative as shown below.

BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE

II. RULES AND REGULATIONS

1. Minimum Requirements for Undergraduate Degrees

2. General Education Requirements

These General Education Requirements are effective commencing the 2005-2006 academic year. Continuing students who are under prior catalogs will be governed by the previous General Education Requirements, which are detailed in those catalogs.

Every undergraduate student in a baccalaureate degree program in the University, on all campuses must fulfill the General Education Requirements. Students are encouraged to spread these minimum requirements over the years of baccalaureate studies, and to plan their courses of study, with the help of an advisor, early in their first year.

The purpose of General Education is to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

General Education Requirements are described in terms of four content areas and five competencies.

a. *Content Areas*

Students will be required to take six credits in Content Area One – Arts and Humanities; six credits in Content Area Two – Social Sciences; six to seven credits in Content Area Three – Science and Technology; and six credits in Content Area Four – Diversity and Multiculturalism.

The courses in Content Areas One, Two, and Three must be taken in six different academic units. Content Area courses may be counted toward the major.

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

In Content Area Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.

In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

One, and only one, Content Area Four course may also serve as a Content Area One, Two, or Three requirement.

For Content Areas One, Two and Three, there will be no multiple designations. An individual course will be approved for inclusion in only one of these Content Areas.

Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

General Education courses, whenever possible, should include elements of diversity.

b. *Competencies*

The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas – computer technology, writing, quantitative skills, second language proficiency, and information literacy. The development of these competencies rests on establishing clear expectations for students

both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.

The structure of each competency involves two parts: one establishing entry-level expectations and the second establishing graduation expectations. The entry-level expectations apply to all incoming students.

c. *Principles for the General Education Curriculum*

The General Education curriculum should entail a breadth of academic experience for all students, while at the same time providing an intellectually rigorous and challenging set of courses.

In Content Area Groups One, Two and Three, General Education courses cannot have prerequisites except for other General Education courses. Courses in Content Area Four may also have prerequisites outside of General Education courses.

Each department or School and College may propose courses for any of the four Content Areas. All courses approved for the General Education Requirements must be valid for all Schools and Colleges of the University of Connecticut in meeting the University General Education Requirements. This in no way inhibits the various Schools, Colleges, departments or programs from setting up additional internal requirements, and allows for courses to be used by a student to satisfy simultaneously University General Education Requirements and requirements for the School, College, and/or major.

General Education courses should be delivered by faculty members. Whenever possible, class sizes should be limited to permit direct interactions between students and faculty.

All courses offered for General Education credit must be approved by the General Education Oversight Committee (see II.C.2.d).

No academic unit may set enrollment bars or priorities for their own students for any General Education course, with the following exceptions:

An academic unit may reserve any percentage of seats for its own students in a 200-level W course that is not also approved for a content area.

An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 200-level course approved for Content Area 4 (Diversity and Multiculturalism) as long as it is not also approved for any other content area.

While many courses may require both quantitative reasoning and writing, for the purposes of order and clarity there will be no multiple competency designations for 100-level courses. This in no way should inhibit departments from requiring writing in their Q offerings or quantitative analysis in their W courses. Multiple competency designations, where a single course fulfills both Q and W requirements, are limited to 200-level courses.

University of Connecticut students seeking an Additional Degree or a Double Major are required to complete the degrees for both degrees/majors. Students will also be required to meet the advanced competency expectations in Computer Technology, Information Literacy and Writing for each degree/major. If an individual course is approved to fill a competency requirement for both degrees/majors, successful completion of that course will meet that requirement for both degrees/majors.

All students entering the University of Connecticut or changing school or college within the University beginning with the Fall semester 2005 are expected to meet these General Education Requirements. Bearing in mind the principles outlined in this document, the Dean of the admitting School or College may make substitutions to the requirements for students who entered higher education prior to Fall 2005 and on a continuing basis for other students. Each Dean will submit an annual report summarizing this activity to GEOC by the end of the Spring semester each year.

Undergraduate students with Bachelor's degrees from regionally accredited institutions are exempt from the General Education Requirements.

d. *Oversight and Implementation*

The curriculum in degree programs remains vibrant and alive because faculty members constantly attend to it. They debate what is essential and what is optional to a degree program; they assess how the character of individual courses contributes to the whole; and they consider whether courses are properly sequenced relative to one another. If a general education curriculum is to avoid almost instant ossification, it requires a similar level of faculty involvement and on-going attention.

General Education Requirements will be overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges. The Committee also will have an undergraduate and a graduate student representative. The GEOC shall be a subcommittee of the Senate Curricula and Courses Committee, whose chair will serve as a non-voting member of GEOC. The Directors of the W and Q Centers will also be given non-voting appointments to GEOC. The GEOC will monitor the General Education curriculum. This Committee will work in association with the Office of Undergraduate Education and Instruction. Financial support for the activity of the GEOC will come from the Office of the Provost.

The GEOC will be charged with:

- setting the criteria for approving all course proposals for the Content and Competency Areas;
- setting the criteria for entrance and exit requirements for the Competency Areas;
- developing policy regarding the delivery of the University-wide General Education program;
- reviewing and approving courses proposed for inclusion in the General Education Requirements;
- determining the resources necessary to deliver the General Education Curriculum;
- monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate; and
- reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Courses Committee when appropriate.

The membership of the GEOC shall be representative of the Faculty of all of the Schools and Colleges and members shall be appointed following current Senate Nominating Committee practice. While the members and chair shall be proposed by the Nominating Committee and approved by the Senate, the process of consultation shall include the Vice Provost for Undergraduate Education. Because the GEOC is a subcommittee of a Senate committee, the chair need not be a Senator.

Terms of appointment to the GEOC shall be two years, except in the case of the student member where a one-year term is appropriate. In addition, one half of the first group of GEOC members shall be appointed for one year to ensure some overlap in membership from year to year. Normally, no member shall serve more than two consecutive terms of two years each without leaving the committee for at least two years. The chair shall serve one three-year term and shall not be re-appointed.

The chair of the GEOC shall be responsible for the management of the General Education course proposal review process and the continued oversight of the curriculum. Because of the unusually demanding nature of this position, the chair will be given 50% release time and be provided with administrative support.

Faculty members involved in General Education have different pedagogical challenges from those facing instructors in major or graduate courses. These faculty members should be brought together on a regular basis to collaborate on issues concerning the delivery of these courses. This can be accomplished by the chair of the GEOC, who will organize their regular meetings. These meetings will provide the kind of on-going discussion necessary to keep this part of the curriculum vibrant and vital.

The GEOC shall establish and appoint members to four Content Area subcommittees. Each subcommittee will establish the criteria for all courses to be approved for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

The GEOC shall establish and appoint members to five Competency subcommittees. Each subcommittee will establish and continue to review entrance and exit expectations for its respective Area. Each of these subcommittees shall have broad representation from the Schools and Colleges and should be limited to a workable number.

Once the criteria or any changes to the criteria for each of the Content Areas and Competencies are developed and accepted by the GEOC, they must be submitted to the Senate Curricula and Courses Committee and then to the Senate for final approval.

Courses proposed for General Education, once they have been approved by the GEOC, will be submitted to the Senate Curricula and Courses Committee for formal approval and submission to the Senate.

The Senate Budget Committee is charged with determining:

- if sufficient seats and resources exist to handle the undergraduate enrollment;
- if academic resources, particularly TA's to assist in W courses, are available to meet enrollment demands; and
- if the Learning Center has been adequately funded to support the General Education Requirements.

The motion to amend the by-laws carried.

XI. The Committee recommends approval of: University of Connecticut Policy on Academic Adjustments for General Education Competencies: Quantitative Reasoning and/or Second Language.

(See Attachment #24)

The motion to approve the policy as written in attachment #24 carried.

8. New Business – none.

9. There was a motion to adjourn.

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

The meeting adjourned at 5:09 p.m.

Respectfully submitted,
Robert Miller
Senate Secretary

The following members and alternates were absent from the December 11, 2006 meeting:

Anderson, Gregory
Aronson, Lorraine
Austin, Philip
Beck, Cheryl
Becker, Loftus
Bergman, Theodore
Bramble, Pamela
Callahan, Thomas
Deibler, Cora Lynn
Eby, Clare
Engle, Gerald
Etter, Katherine
Evanovich, M. Dolan

Facchinetti, Neil
Feldman, Barry
Franklin, Brinley
Gianutsos, Gerald
Gine-Masdeu, Evarist
Hightower, Lawrence
Holzworth, R.J.
Jain, Faquir
Kerr, Kirklyn
Korbel, Donna
Marone, Andrew
Marsden, James
Maurudis, Anastasios

Munroe, Donna
Saddlemire, John
Sanner, Kathleen
Schaefer, Carl
Schwab, Richard
Smith, Winthrop
Taylor, Ronald
Tuchman, Gaye
von Hammerstein, Katharina
Wagner, David
Woods, David