

11-12-2007

## Minutes November 12, 2007

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**MINUTES OF A MEETING OF THE UNIVERSITY SENATE**  
**November 12, 2007**

1. Moderator Spiggle officially called the regular meeting of the University Senate of November 12, 2007 to order 4:03 PM in Room 7 of the Bishop Center.
2. Approval of the minutes

Moderator Spiggle presented the minutes from the regular meeting of October 8, 2007 for review.

The minutes were approved without modification.

3. Report of the Provost

Provost Nicholls reported on the continuing development of the Academic Plan. He stated the latest draft of the plan is available on the Provost's website. There have been a number of colloquia held to gather information concerning the various components of the plan and their possible implementation. These colloquia will continue. The Provost reported his office is developing metrics to provide information and guide our work in the future. These metrics will help us to set goals and measure progress over the next several years. He pointed out that most of this effort will involve the codification of data that is already regularly collected. Provost Nicholls invited members of the Senate to attend any or all of the upcoming colloquia concerning the Academic Plan and reminded Senators to contact his office if they want an invitation to any of these colloquia.

Provost Nicholls stated a section of the plan concerns our international work. He is trying to select a number of international institutions for affiliation with the University of Connecticut. He is looking for Universities of a particular stature to form relationships with us for collaborative work with undergraduates, graduates, post docs, and faculty. The University is examining a group called *Universitas 21* with an eye towards possible membership in that body. *Universitas 21* presently comprises a consortium of twenty-one international universities that collaborate in various ways in international programming. As examples the Provost cited several international symposia sponsored by that organization. *Universitas 21* is presently considering expansion and the Provost believes that membership in this group would serve to improve our international standing. In further discussion of the University of Connecticut's international programs, Provost Nicholls pointed out that we have forged an affiliation with the National University of Singapore, involving a large number of undergraduates.

Senator Lanza inquired how students might be able to participate in study abroad programs in light of a current university regulation: the 30 credit rule. This rule requires that the final 30 credits for a degree must be awarded by the University of Connecticut. She asked if consideration was being given to changes in that regulation to facilitate study abroad by students in their final semesters. Provost Nicholls replied that he was not aware of any plan to revise the regulation. Senator Makowsky commented that this regulation is often waived on the advice of a particular student's department and college.

Senator Bansal inquired about the new metrics being developed. The Provost stated that he is not looking to collect a lot of new data, but rather to better use and organize existing data.

4. Senator DeWolf presented the Report of the Senate Executive Committee. (See Attachment #14)
5. Associate Vice Provost Keith Barker presented the Annual Report of the Institute for Teaching and Learning. (See Attachment #15)

Senator McCarthy inquired about the high use of the Q center and asked if the heavy use of the center is a result of poor preparation on the part of the high schools? K. Barker replied that this seems to be the case. Many present students appear to have a less firm grounding in mathematics than former students.

Senator Tuchman commented on the growth of the Institute for Teaching and Learning. K. Barker replied that while the Institute has indeed grown, some of that apparent growth is due to the fact that the ITL has subsumed a number of other units, such as the Writing Center. Originally the ITL dealt only with faculty but now deals with students as well, and some of the growth reflects that change in scope.

6. Athletics Director Jeffrey Hathaway presented the Annual Report of the Director of Athletics.

The Knight Commission on Intercollegiate Athletics recently reported that across the country 70% of university faculty members feel unattached and uninvolved in university athletics. J. Hathaway commented that it was for this reason that several years ago he asked to be afforded the opportunity to deliver these annual reports the University Senate.

J. Hathaway reported on the progress of UConn's periodic recertification by the NCAA. The preliminary report has been issued and it is highly positive. J. Hathaway expects that the review will be completed and the final report issued in the spring.

Another periodic review involves our compliance with *Title IX*, which addresses gender equity. According to the present review, we are in better shape than ever before. The goal is to have the percentage of male and female athletes reflect the proportion in the university's general student population. We are within 1%, of that goal, our best performance ever. We have had similar results concerning the proportions of athletic scholarships offered to men and women, with perhaps even a few more scholarships going to women athletes than to men.

The NCAA's *Academic Progress Rate* (APR) is a measure of academic performance for scholarship athletes. We have submitted our yearly report and twenty-three of our twenty-four teams have surpassed the minimum passing score of 925. This is our best result so far and J. Hathaway expects that when the revised data on the one team that was below par it, too, will pass.

J. Hathaway summarized the graduation rate for athletes for the past four years. The graduation rate for the university's general student population was 72%, while scholarship athletes had a graduation rate of 64%.

The University of Connecticut Graduation Completion Program endeavors to bring athletes who have exhausted their eligibility back to campus with the goal of having them achieve graduation. Sometimes the athletes that return do so years after having left school. Our graduation completion program has been recognized by the National Consortium for Academics and Sports for its high quality.

J. Hathaway reported on athletic facilities. He announced that the new Student Recreation Facility is out for bid for architectural services. The bids are now being analyzed and the project will continue to address the location, scope, and services that will be necessary before construction can begin. Other facilities are also under consideration. Number one on the list is a new basketball training facility. In addition to having put out an RFP on that project, other projects have moving forward include a baseball/softball complex and a new soccer stadium.

J. Hathaway stated the University of Connecticut athletic teams are enjoying their best fall season ever, with very high national rankings in many of our fall sports.

Senator Mannheim inquired what will happen with Memorial Stadium? J. Hathaway responded the stadium is currently used by intramural teams and for recreation and also by several of our intercollegiate teams. He

cited the woeful inadequacy of our current soccer stadium and expressed his hope that eventually our soccer stadium can be moved into the space currently occupied by Memorial Stadium.

Senator Cairra inquired where funding for the construction of the student recreational facility will come from. J. Hathaway stated he envisions a combination of revenue bonds and student fees to cover these costs.

7. Senator Hiskes presented the Report of the Nominating Committee.

(See Attachment #16)

- a. The committee moves the following staff addition to the named standing committee:

Cheryl Williams to the Faculty Standards Committee

- b. The committee moves Anke Finger to the General Education Oversight Committee effective January 1, 2008 and ending June 30, 2009.

- c. The committee moves the following student deletion to the named standing committee:

Stephen Lucasi, Graduate Student, from the Scholastic Standards Committee

- d. The committee moves the following student additions to the named standing committees:

Kevin Evringham, Undergraduate Student, to the Faculty Standards Committee  
 Robert Ganim, Undergraduate Student, to the General Education Oversight Committee  
 Dirk Keaton, Graduate Student, to the Scholastic Standards Committee  
 Janna Mahfound, Graduate Student, to the Faculty Standards Committee  
 Paul Makai, Undergraduate Student, to the University Budget Committee  
 Matthew Shapiro, Undergraduate Student to the University Budget Committee  
 David Steuber, Undergraduate Student, to the Faculty Standards Committee

**Motions A, B, C, and D were presented together and passed without dissent.**

- e. For the information of the Senate, the Undergraduate Student Government has named Corey Schmitt to membership on the Senate for a one-year term.

8. Senator Bramble presented the Annual Report of the Faculty Standards Committee.

(See Attachment #17)

Senator Hoskin inquired about the status of revisions to the university class attendance policy. Senator Moiseff responded that this revision is not a high priority issue and it is likely that it will not be discussed again during this academic year.

9. Senator Moiseff presented the Report of the Scholastic Standards Committee.

(See Attachment #18)

Senator Moiseff presented a motion to revise section II. E. 6. of the bylaws. Lively discussion ensued both in favor and in opposition to the motion.

Senator Kazerounian moved to amend the motion to apply it to Graduate Students as well. The motion was ruled out of order with the explanation that the Senate has no jurisdiction over matters in the Graduate School.

Senator Kazerounian moved to delete the words "...end of the third week of the.." in addition to the proposed wording change. The motion was seconded.

**The motion to amend failed on a voice vote.**

The main motion to delete the phrase "in which they are enrolled" was further debated.

Senator Ratcliff moved to send the motion to the Student Welfare Committee for review and discussion. The motion was seconded.

**The motion to refer the motion to the Student Welfare Committee failed.**

Senator Chambers moved to call the question. Senator Siegle made a point of order for a 2/3rds vote of the body to call the question.

**The motion to call the question passed.**

**The original motion carried on a raised hand count. (37 Aye to 15 Nay.)**

For the information of the Senate, Senator Moiseff reminded Senators an Academic Integrity/Misconduct Forum will be held in Konover Auditorium from 3:00-4:00 p.m. on November 13<sup>th</sup>. All were invited to attend.

10. Senator Darre presented the Report of the Curricula & Courses Committee.

(See Attachment #19)

**I. The Curricula and Courses Committee recommends approval to add the following 100 (1000) level courses:**

A. INTD 194 (INTD 1998) Variable Topics Seminar.

INTD 194 (INTD 1998). Variable Topics Seminar.

Either semester. Credits and hours as determined by the Senate Curricula and Courses Committee. Open only with consent of instructor. May be repeated for credit with a change in topic. This course may or may not count for credit toward graduation. Students should consult the course syllabus and the Dean's Office of their School or College. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Senator Sanchez asked who would teach and have supervision of INTD 194 (1998). Senator Darre replied that many would be eligible to teach this course. Approval of each topic will be made by the Senate Curricula & Courses Committee before it is offered.

Senator Tuchman asked how we can approve an INTD courses that may be used for CLAS credit that avoids consideration by the College of Liberal Arts and Sciences Curricula and Courses Committee. Senator Darre pointed out that this is a parallel course to another INTD currently in the catalog. It is a parallel course with S/U grading.

Senator Mannheim inquired about how many credits might be granted for this course. There seems to be no limit. Senator Darre responded that there is a six-credit limit on the number of credits for any independent study.

Senator DeWolf commented that the Senate has jurisdiction over 100's level courses, but colleges and schools have jurisdiction over which courses they will and will not accept for credit towards graduation. The exception is General Education courses; these must be accepted.

**The motion carried with two abstentions.**

**II. The Curricula and Courses Committee recommends approval to add the following 200 level open to sophomores or 2000 level courses:**

A. ECON 222/2440 Economics of the Global Economy

Proposed New Cat Copy 222/2440: Economics of the Global Economy, Either semester.  
Three credits. Prerequisite: ECON 102 OR ECON 112 OR ECON 113.

Analysis of economic integration in the global economy with emphasis on the position of the USA. Several specialist areas of economic thought brought to bear – economic history, economics of the multinational enterprise, international trade, international finance, labor economics, environmental economics, and economics of the internet. Institutional historical, and political economy approaches are emphasized.

B. ENGL 2600 Introduction to Literary Studies.

ENGL 2600. Introduction to Literary Studies.

Either semester. Three credits. Prerequisite: ENGL 110, 111, or 250. Open to English majors, others with instructor's consent.

Skills essential for the successful pursuit of a degree in English: textual analysis (close reading of poetry and prose), literary criticism and theory, research and citation methods, and critical writing about literature.

**Motions II.A. & II.B. together carried without dissent.**

**III. For the information of the Senate, the Curricula and Courses Committee has approved S/U grading for the following courses:**

A. INTD 194 (INTD 1998) Variable Topics Seminar.

**Justification:** The creation of a new interdepartmental course number would allow for the use of S/U grading in experimental courses when the instructors and review committees judge such grading to be appropriate.

B. INTD 290 (INTD 3985) Special Topics.

INTD 298. [INTD 3985] Special Topics.

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in content, may be repeated for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**Justification:** The creation of a new interdisciplinary course number would allow for the use of S/U grading in experimental courses.

**IV. The Curricula and Courses Committee recommends approval of the proposed revisions to the following courses.**

A. MCB 218 Heredity and Society - New lecture schedule and prerequisites.

Proposed Implementation Semester: -Spring 2008

Current Title and Catalog Copy (2007-08):

MCB 218. Heredity and Society. Either semester. Three credits. Open to sophomores or higher. May not be counted toward the majors or minors in Biological Sciences, Ecology and

Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology and Biophysics. Strausbaugh, Washington  
Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.

Proposed Catalog Copy:

MCB2400 (218). Heredity and Society. Either semester. Three credits. Two lectures and one problem session. May not be counted toward the majors or minors in Biological Sciences, Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology and Biophysics. Not open to students who have passed MCB2410 (MCB200). Prerequisite: BIOL1107 (BIOL107). Strausbaugh, Washington  
Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.

Justification: -The content of MCB218 (a course not intended for MCB majors) sufficiently overlaps that of MCB200 that students who have passed MCB200 should take a more advanced course. The depth of coverage in MCB200 is greater than that in MCB218, but the content is too similar to allow both to be taken for credit. Students who have passed MCB218, change

B. MATH 213 (2710) - Transition to Advanced Mathematics – change in prerequisites.

Drop the language stating not open for credit to students who have passed Math 214 or CSE 254. (Math 214 has not been taught for over 13 years).

Current Title and Catalog Copy: 213. Transition to Advanced Mathematics

Either semester. Three credits. Prerequisite: MATH 210 or 220 or instructor consent. Open to sophomores or higher. Not open for credit to students who have passed MATH 214 or CSE 254. Students intending

to major in mathematics should ordinarily take this course 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.

Revised Cat Copy: 2710. Transition to Advanced Mathematics (213) Either semester. Three credits. Prerequisite: MATH 2110 (formerly 210) or 220 or 2130 (formerly 230). Students intending to major in mathematics should ordinarily take this course 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.

Justification: Dropping the restriction: Math 214 no longer exists and has not been taught for at least 13 years. Although there is some overlap with the material in CSE 254, we feel that the overlap has lessened over the years and students should not be penalized for wanting to take Math 213 as preparation for the later proof oriented mathematics courses.

C. ARTH 280 and ARTH 28W Early Christian and Byzantine Art.

Change in Title: to

ARTH 280/3210 Late Antique and Byzantine Art

Either Semester. Three Credits

Art and architecture of the late Roman Empire and the Byzantine East.

ARTH 280W/3120W. Late Antique and Byzantine Art

Prerequisite: ENGL 110 or 111 or 250. Open to art history and art majors; others with consent of instructor.

**Motions IV.A., IV.B., and IV.C. carried without dissent.**

**V. New General Education courses forwarded from GEOC: The committee recommends approval of the following courses and topics:**

A. The Curricula & Courses Committee recommends that the University Senate approve the following courses for the General Education Curriculum Content Area 1 Arts and Humanities:

CLCS 110	Introduction to Film Studies
HRTS/PHIL 170W [2170W]	Bioethics and Human Rights in Cross-Cultural Perspective
HIST 228/W	Europe in the Nineteenth Century
HIST 229/W	Europe in the Twentieth Century

**Motion V.A. carried without dissent.**

B. The Curricula & Courses Committee recommends that the University Senate approve the following courses for the for inclusion in the W competency of the General Education Curriculum

MCB 225W	Advanced Cell Biology Laboratory
HRTS/PHIL 170W [2170W]	Bioethics and Human Rights in Cross-Cultural Perspective
PSYC 278W	Human Factors Design
POLS 2XXW [3XXXW]	Ethics and Politics
MCB 2XXW [4994W]	Honors Undergraduate Seminar
ENGL XXXW [4965W]	Advanced Studies in Early Literature
JOUR 2XXW [3XXXW]	Public Affairs Reporting

C. The following three CDIS courses have already been approved as W's. The Curricula & Courses Committee recommends approval to change the number of credits from three to four.

CDIS 202W	Speech and Language Acquisition
CDIS 244W	Introduction to Neurogenic Communication
CDIS 249W	Introduction to Aural Rehabilitation

**Motions V.B. & V.C. carried without dissent.**

D. The following SOCI course has already been approved as a W. The Curricula & Courses Committee recommends approval of the change in course title (formerly Field Experience) and the associated catalog copy change.

SOCI 296W	Internship: Research Paper
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**Motion V.D. carried without dissent.**

E. The Curricula and Courses Committee recommends approval of the following course for inclusion in the CA3 Science and Technology content area:

Laboratory Course:	
GEOG XXX [1302]	GIS Modeling of Environmental Change

**Motion V.E. carried without dissent.**

F. The Curricula & Courses Committee recommends approval of the following cross-listings. All departments, schools and colleges have given their approvals. New departmental designation is in italics.

**CA1**

HIST/*LAMS* 282 Latin America in the National Period

**CA4**

**Non-International**

*AFAM/DRAM* 231/W [3131/W] African American Theatre

**International**

HIST/*LAMS* 282 Latin America in the National Period

**Motion V.F. carried without dissent.**

11. New Business – none.

12. There was a motion to adjourn.

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

The meeting adjourned at 5:44 p.m.

Respectfully submitted,  
Robert F. Miller  
Professor of Music  
Secretary to the University Senate

The following members and alternates were absent from the November 12, 2007 meeting:

Armstrong, Lawrence  
Aronson, Lori  
Becker, Loftus  
Boyer, Mark  
Bull, Nancy  
Casapulla, Robert  
Clausen, John  
Croteau, Maureen  
D'Alleva, Anne  
DeFranco, Francine  
Dunne, Gerald  
Eby, Clare

English, Gary  
Evanovich, M. Dolan  
Facchinetti, Neil  
Frank, Harry  
Franklin, Brinley  
Freake, Hedley  
Givens, Jean  
Guillard, Karl  
Hart, Ian  
Hogan, Michael  
Holzworth, R.J.  
Kehrhahn, Marijke

Lillo-Martin, Diane  
Lowe, Charles  
Morrill, Jr., R. Brooke  
Olson, Sherri  
O'Neill, Rachel  
Rummel, Jeffrey  
Schaefer, Carl  
Silbart, Lawrence  
Taylor, Ronald  
Tilton, Robert  
Weiss, Robert

**ATTACHMENT #14****Report of the Senate Executive Committee  
to the University Senate  
November 12, 2007**

The Senate Executive Committee has met three times since the October 8<sup>th</sup> meeting of the University Senate. On October 26, the Senate Executive Committee met in closed session with Provost Nicholls.

On November 2, the Senate Executive Committee met in closed session with Vice Provost Gregory Anderson. Afterwards the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. One of our main tasks is the continued implementation and assessment of General Education Courses. It is worth noting that the General Education Oversight Committee and the Senate Curricula and Courses Committee carefully review all proposed courses. Many are returned for either revision or with an explanation on why the course is not suitable in its present form for inclusion in the General Education Requirements. This has greatly simplified the approval process in the Senate meetings, and we are grateful to all those on these two committees for their hard work. The efforts of all committees to develop and implement policies and follow many of the developments at the University are greatly appreciated.

On November 9, the Senate Executive Committee met in closed session with President Hogan. Afterwards we met with President Hogan, Chief Operating Officer Feldman, and Vice President for Student Affairs Saddlemire. Many issues were discussed. It was noted that much is being done to deal with problems associated with off-campus housing, with the town, students and university working together to make improvements. It was reported that with additions to the staff in Design, Planning and Construction Management, the University is now fully staffed to follow the University's building program. President Hogan reported on his discussions with members of legislature to better inform them on academic issues, including how these are tied to the consulting issues much in discussion at the University.

At the request of Senator Feldman, the Senate Executive Committee appointed Prof. Norman Garrick as a faculty representative on two new committees, the first to review signage on all UConn campuses and the second to review recommendations on crosswalks at Storrs. The SEC also reappointed Senator Karla Fox to a two-year term on Buildings and Grounds. We are grateful that both Karla Fox and William Stwalley have devoted considerable time and expertise to this University Committee. They represent us well.

The Senate Executive Committee encourages all to attend the upcoming Scholastic Standards Committee's Academic Integrity Forum. As announced, it will be held on Tuesday, November 13th from 3:00-4:00 p.m. in Konover Auditorium at the Thomas J. Dodd Research Center. This is the result of a multi-year effort by the Scholastic Standards Committee to develop new procedures for handling cases of academic misconduct. There will be a panel discussion, followed by an opportunity for audience participation.

Respectfully submitted,  
John DeWolf  
Chair, Senate Executive Committee  
November 12, 2007

## ATTACHMENT #15

**Institute for Teaching & Learning (ITL) Report to the Senate 2007**

ITL is 11 years old this year, starting from 2 half-time grads, a half-time faculty member and me.

It now comprises 11 units with over 40 staff and faculty members.

Our mission began as a faculty and TA support unit mainly . . .  
 . . . now supports faculty, graduates & TAs, and undergraduate students at Storrs, the Regional Campuses and High Schools.

Let me spread the tapestry out for you

- From day 1, I organize the New Faculty Orientation of which a significant part is to explain the support role ITL provides to faculty.
- We provide instructional design to faculty whether it be on-line, face-to-face, or blended courses. We have done this across many schools & colleges. We continue to work with the subcommittee of CLAS tasked to consider on-line course offerings.
- Our Instructional Design & Development unit also supports faculty developing courses through the Provost's competition as well as pedagogical training for on-line courses.
- We have an Adjunct Faculty Associates support program that has had participation from all the Regional Campuses.
- Steve McDermott is located at the GHC to train faculty and students and to be our general liaison person.
- We provide individual faculty with instructional support, with consultations and classroom visits at all campuses.
- Lunchtime seminars are provided each semester both at Storrs and at the Regional Campuses.
- Book reading groups and regular interactive sessions in Learning Communities are also held.
- We have provided half-day and full-day workshops for departments and campuses covering a range of pedagogical and technological topics.

- Our Instructional Resource Center has software and hardware support and is the center for HuskyCT/Blackboard and E-Portfolios. This supports faculty and graduates.
- Clickers (CPS) have now become part of the University's classroom tools and both the IDD and IRC are involved in training faculty and implementing the technology.
- On the other side of the Fairfield Road logo, in the HB library, is the Learning Resource Center that provides WebCT/Blackboard, email, CPS and ePortfolio help and instruction for undergraduates.
- In the same area the Writing Center and Quantitative Center provide tutoring for the undergraduates.
- The space and furniture have been provided by Brinley – computers and staffing support from the ITL.
- Teaching Assistants obtain instructional preparation prior to entering the classroom through our TA training sessions in August and January.
- The International TAs have earlier training on culture, language, and pedagogy in August.
- While TAs are welcome at the regular lunchtime seminars we also provide on-demand departmental instructional sessions.
- I offer 3 graduate courses in teaching and learning, the Wednesday evening 2-hour class is now in its 19<sup>th</sup> semester.
- Media Design delivers a Comm Sci TV class each semester and provides some undergraduate instruction for Fine Arts and Journalism.
- All the high technology classrooms at all the undergraduate campuses are our responsibility. We provide designs, do all installs, and maintain these instructional facilities.
- We have created “swing” space in the former Puerto Rican Latin American Cultural Center in order to renovate classrooms throughout each semester.
- We have introduced “tech-ready” classrooms, an improvement that should allow for the introduction of technology into more classrooms across each campus.
- We are beginning an ITL Associates program which will identify one member of the technical support services from each of the regional campuses

- In addition we have developed the new duo video system and significantly updated our hardware and software for interactive TV (iTV) courses which is mainly use by Marine Sciences, Nursing, Pharmacy and Family Studies.
- This facility is also used for dissertation defenses and general video conferencing.
- We are beginning to design and install video conferencing capable conference rooms to help alleviate the strain on our iTV classrooms.
  
- Graphics & Photo support students with training on digital media and create many posters for graduates and faculty for conference poster sessions.
  
- Media Design creates media productions for many units around the campuses, both academic and administrative. They are also responsible for the support of podcasting.
  
- The Writing Center provides tutoring to students at Storrs and the Regional Campuses, is greatly expanding its outreach through discipline-specific tutors.
  
- The Quantitative Q Center is just over 2 years old, is increasing in the numbers of students looking for tutoring visits this semester and is expanding its discipline-specific tutors well beyond Maths to the broader science course needs. Again, Q is looking to develop support for the Regional Campus students.
  
- The Early College Experience program is working with the State's High Schools and Teachers to provide UConn course experiences to c students – at low credit cost.
  
- Now that you have the tapestry, let me give you some numbers.
  - We serve about 350 new TAs with training, testing, and advice each year.
  - We offer classes in language and accent modification each semester.
  - We have about 8 pedagogical and technical 8 lunchtime seminars each semester for faculty and grads.
  - We have responsibility for all on-line BGS GenEd courses.

- Through our 130 high-tech classrooms – at all campuses - we serve 20,000 undergraduates, 1500 TAs, and a 1000+ faculty.
- We facilitate the delivery of, on average, 13 iTV classes per semester.
- We provide seminars and training on pedagogical and technical issues including WebCT/Blackboard to all faculty at undergraduate campuses.
- LRC has had 1200 students helped through phone, e-mail, instant messaging and walk-in. 225 students in 16 workshops on Computer Technology Competencies and E-portfolio.
- IRC – 2,250 instructor contacts through phone, e-mail, and walk-in. 10 HuskyCT workshops in Storrs and 8 remote or on site workshops to Waterbury, Torrington, and West Hartford.
- 7000 tutoring occurrences are expected to be done by Q tutoring staff this semester.
- W tutoring are for longer sessions but we expect at least 1500 individual sessions this semester.
- Also the W center runs 6 seminars per semester for faculty and a full-day orientation for graduate TAs in August (65) and January 08 (expect 40-50)
- 300 students will have been helped at the LRC help desk by Christmas. 123 students have attended 14 workshops.
- Our Early College Experience program has nearly 5000 students in 120 state schools taught by 520 teachers achieving 33,333 credits

Respectfully submitted  
Keith Barker

A handwritten signature in black ink, appearing to read "KBarker", written over a horizontal line.

**ATTACHMENT #16**

**Nominating Committee Report**  
to the University Senate  
November 12, 2007

1. We move the following staff addition to the named standing committee:

Cheryl Williams to the Faculty Standards Committee

2. We move Anke Finger to the General Education Oversight Committee effective January 1, 2008 and ending June 30, 2009.
3. We move the following student deletion to the named standing committee:

Stephen Lucasi, Graduate Student, from the Scholastic Standards Committee

4. We move the following student additions to the named standing committees:

Kevin Evingham, Undergraduate Student, to the Faculty Standards Committee  
Robert Ganim, Undergraduate Student, to the General Education Oversight Committee  
Dirk Keaton, Graduate Student, to the Scholastic Standards Committee  
Janna Mahfound, Graduate Student, to the Faculty Standards Committee  
Paul Makai, Undergraduate Student, to the University Budget Committee  
Matthew Shapiro, Undergraduate Student to the University Budget Committee  
David Steuber, Undergraduate Student, to the Faculty Standards Committee

5. For the information of the Senate, the Undergraduate Student Government has named Corey Schmitt to membership on the Senate for a one-year term.

Respectfully submitted,

Anne Hiskes, Chair  
Rajeev Bansal  
Harry Frank  
Susan Spiggle  
Robert Tilton  
Jeff von Munkwitz-Smith

## ATTACHMENT #17

**2007 Annual Report to the Senate  
Senate Faculty Standards Committee (FSC)  
November 12, 2007**

Submitted by Pamela Bramble, Chair, 2007-2008

**Committee Charge**

This committee shall continuously review University policies and practices relating to tenure, academic freedom, work loads, rank and promotion, remuneration, retirement, and other matters affecting the faculty and shall propose any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations on these matters. The committee shall include two undergraduate students and one graduate student. It shall make an annual report at the November meeting of the Senate. ( <http://senate.uconn.edu/faculty.html> )

**Committee Members (2007-2008)** \* designates Senate member

\*Pamela Bramble, Chair, Lawrence Armstrong, \*Mark Boyer, Kevin Evringham (Undergraduate Student), \*Harry Frank, Harvey Gilbert, \*Anne Hiskes, \*Kathleen Holgerson, \*Eric Jordan, \*Joan Letendre, \*Charles Lowe, Janna Mahfound (Graduate Student), Carol Polifroni, \*Sally Reis, \*Carl Schaefer, \*John Silander, Suman Singha (ex-officio, non-voting), David Steuber (Undergraduate Student), \*Judith Thorpe, \*Gaye Tuchman, \*Jaci Van Heest, Cheryl Williams, \*Richard Wilson.

The full FSC meet ten times since the last annual report submitted on November 13, 2006. In addition, there were several meetings held by FSC subcommittees.

**Issues Before and Activities of the FSC (November 2006 -November 2007)**

**PTR Forum.** The fourth Annual PTR Forum was held on April 20, 2007. Hosted by the FSC, this forum provides information for junior faculty and others regarding the PTR process. A general discussion was lead by Provost Nicholls, followed by break-out sessions held concurrently by the schools and colleges. The breakout sessions focused on 3<sup>rd</sup> and 6<sup>th</sup> year reviews and were led by an administrator from each participating school and college.

**PTR and University-wide Tenure (By-Law 15.J.1).** The FSC began their discussion on this issue in September 2006. It continued through the 2006-2007 academic year. Following the visit of Vice Provost for Undergraduate Education and Regional Campus Administration Makowsky in October 2006, Provost Nicholls was the invited guest at the FSC's November 2006 meeting. The discussion centered around what the By-Laws state as compared to PTR practice; particular and specific needs for special appointments in the case of some faculty hires (dual appointments, cooperative extension, regional campus faculty, centers, institutes; work load document results (more teaching because of less research for example), the use of offer letters to identify special arrangements; explanation and discussion on the current use of MOUs (memorandums of understanding). These discussions with both Veronica Makowsky and Peter Nicholls

helped the committee to clarify the different arrangements of faculty responsibilities that are currently employed at the university and in understanding that university-wide tenure does not mean ‘one size fits all’. Indeed, the By-Laws state: *“As a minimum standard for tenure and/or promotion there must be evidence of strong performance in both scholarship and teaching and superior achievement in at least one of these areas. In addition, other contributions to the University will be considered. In individual cases where it is demonstrated that there has been meritorious professional service through which the faculty member has achieved distinction in the profession, such service may also receive significant weight.”* The By-Laws do not single out research or teaching as primary.

After extensive discussion, the FSC determined that although the university has a policy of University-wide tenure, as practiced, it does not ensure equal or equitable assessment of faculty regardless of campus, institute or other unit, and that this inequity has negative implications for PTR. The FSC brought a resolution on university-wide tenure to the full Senate at its April 2007 meeting, the last paragraph of which reads: *“Resolved, That the Senate strongly urges the University administration to lead a discussion with all Deans, Directors and Department Heads about the possibility of crafting “memorandums of understanding” and/or appointment letters that reflect the particular duties and expectations of individual faculty under their supervision. We request that the administration report back to the Senate by January 2008.”*

(Full text of the resolution found on Senate’s website [www.senate.uconn.edu](http://www.senate.uconn.edu)).

**PTR Forms.** Primarily in an effort to make the PTR form easier to use, the FSC took on the task of reviewing the university’s PTR form. A FSC subcommittee (Brenda Murphy, Carol Polifroni, Carl Schaefer, Jennifer Nadeau ), working with Suman Singha (Vice Provost, Academic Affairs) reviewed and made edits to the form. The entire FSC made further recommendations and the revised form was next forwarded to the SEC. The new form went into effect this fall (2007). At our September 2007 meeting, the FSC discussed the idea of assessing the newly revised form. It was decided that once the form has gone through an entire cycle, the FSC will solicit comments from those who have used the new form and will submit an assessment report to the SEC.

(The new PTR form can be found on the provost’s website: [www.provost.uconn.edu](http://www.provost.uconn.edu))

**Revised Attendance Policy.** This item came to FSC from the Scholastic Standards Committee. FSC review of the initial proposal on class attendance began in late November 2006. FSC members suggested that the attendance policy should allow for individual faculty policies; take into consideration teaching styles and approaches; and objected to a mandatory attendance policy, feeling that the dramatic change suggested in the first draft was not warranted. Upon review and discussion of the final draft, the FSC voted at their January 24, 2007 meeting 5 to 4 (1 abstention) in favor of the SSC resolution as currently re-worded. The FSC commended the SSC for involving a wide variety of individuals and constituencies across the university and incorporating the feedback they received.

**Conflict of Interest Policy (COI).** A new COI policy was sent to FSC from SEC for comment in January 2007. Ilze Krisst (Assistant Vice Provost, Research Foundation)

attended the FSC's February 15, 2007 meeting to discuss the newly developed policy. She noted that it was a reflection of 1995 federal requirements and that though new, the policy was actually a revised and combined policy for Storrs/regional campuses and the Health Center. The FSC felt the new policy was unnecessarily complex and needed to be condensed; contradictions needed to be eliminated; language cleaned up. Working with Ilze Krisst, a special FSC Subcommittee (Mark Boyer, Skip Lowe, Carol Polifroni, Carl Schaefer, Pouran Faghri, Suman Singha) met to review and comment on the CIO Policy. Minor edits were incorporated into the final draft. (Policy approved by BOT, April 2007)

**PTR Guidelines.** Language potentially problematic and, in parts, seen as dated. The guidelines are in need of clarification. In order to address these issues and to clean up the language, Suman Singha requested that FSC be represented on the PTR guidelines review subcommittee. Three members of the FSC (Skip Lowe, Carol Polifroni, Carl Schaefer) are serving on this subcommittee that is currently updating the guidelines.

**Teaching, Learning and Assessment Taskforce Report.** This agenda item was brought to the FSC from the SEC in March 2007. The committee discussed the report and expressed concern over peer review of teaching that becomes part of the permanent file (needs to be under FSC jurisdiction); perceived a focus on evaluation of faculty rather than learning; felt that academic freedom issues are involved; decided that input from Ed Marth of the AAUP would be helpful. In September 2007, a joint Faculty Standards Committee/Scholastic Standards Committee subcommittee (Bob Weiner (chair), Francine Defranco, Joan Letendre, Gaye Tuchman, Jaci Van Heest) was formed to review the report and the Provost's Response letter. The subcommittee is expected to report back to both full committees in mid November.

**Assessment.** The FSC began a discussion on assessment at their November 12, 2007 meeting. Guest Eric Soulsby (Assistant Vice Provost, Assessment) gave the committee an overview of the university's assessment initiative and described the OATS (On-Line Tracking System) that is in use. Future discussion is expected.

**Sexual Discrimination Policy.** This policy has been updated and rewritten. Provost Nicholls has asked the committee for comments. The committee discussed the new policy at their November 2007 meeting and will report back to the Provost before their next meeting.

### **Possible Future Agenda Items**

**Syllabus requirements for faculty.** Many universities do have such a policy. Pros? Cons?  
**Issues regarding the economics of book publishing.** Potential implications for promotion and tenure?

## ATTACHMENT #18

**Report of the Senate Scholastic Standards Committee**

November 12, 2007

**1. Motion**

**Background:** The bylaws allow students to complete “Incomplete” or “Absent” grades “by the end of the third week of the next semester in which they are enrolled.” Thus students can return several years after receiving an Incomplete or Absent grade with the expectation of completing the required work. During the elapsed time the instructor of record may no longer be with the University, he/she may no longer be associated with the course in question, or changes in course content make it no longer practical to complete the necessary work. The proposed revision requires that the work be completed by the third week of the *next semester*. (*Semesters* refer to the fall and spring semesters; Summer and intercession periods are *sessions*.)

**Motion to revise section II. E. 6. of the bylaws as follows:**6. *Grades of Incomplete and Absent*

The grade of Incomplete shall be reported only when a portion of the assigned work has not been completed because of the necessary absence of the student or other reason equally satisfactory to the instructor, and then only when the instructor judges the work already done by the student to be of passing quality.

A student who is absent from a semester examination shall be given a grade of Absent if in the opinion of the instructor the student might by means of a satisfactory performance on the examination complete the work of the course with a passing grade; if in the opinion of the instructor such a student would fail the course regardless of the result of the examination, the student shall be given a grade of F. When a grade of Absent is given, the student may have a later opportunity to take an examination if the absence is excused by the Dean of Students. Excuse will be granted only if the absence is due to grave cause such as the student's serious illness, or the serious illness or death of some member of the immediate family.

Students may obtain credit for courses in which their grades are Incomplete or Absent only by completing the work of the course in a satisfactory manner before the end of the third week of the next semester ~~in which they are enrolled~~. If this is not done the grade in the course becomes a failure. The report of the satisfactory completion of such a course shall be by letter grade. In exceptional instances an extension of time for making up Incomplete or Absent grades may be granted by the Dean of Students after consultation with the instructor.

An Incomplete or Absent grade signifies that credit has not been earned at the end of the semester and may subject the student to scholastic probation or dismissal.

## **2. For Information**

Senate Scholastic Standards Committee is hosting a forum of academic integrity/misconduct tomorrow 3-4 pm in Konover Auditorium (Dodd Center). The committee will present a draft proposal to revise the procedures for handling academic misconduct cases that includes a mechanism for adding an academic misconduct notation on a student's transcript. The forum will provide members of the University community an opportunity to review, discuss and comment on this draft proposal.

Please refer to the link on the Senate website for additional information.  
(<http://senate.uconn.edu>)

## ATTACHMENT #19

## UNIVERSITY SENATE CURRICULA AND COURSES COMMITTEE

## REPORT TO THE SENATE

November 12, 2007

**I. The Curricula and Courses Committee recommends approval to add the following 100 (1000) level courses:****A. INTD 194 (INTD 1998) Variable Topics Seminar.**

INTD 194 (INTD 1998). Variable Topics Seminar.

Either semester. Credits and hours as determined by the Senate Curricula and Courses Committee. Open only with consent of instructor. May be repeated for credit with a change in topic. This course may or may not count for credit toward graduation. Students should consult the course syllabus and the Dean's Office of their School or College. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**II. The Curricula and Courses Committee recommends approval to add the following 200 level open to sophomores or 2000 level courses****A. ECON 222/2440 Economics of the Global Economy**

Proposed New Cat Copy 222/2440: Economics of the Global Economy, Either semester. Three credits. Prerequisite: ECON 102 OR ECON 112 OR ECON 113.

Analysis of economic integration in the global economy with emphasis on the position of the USA. Several specialist areas of economic thought brought to bear – economic history, economics of the multinational enterprise, international trade, international finance, labor economics, environmental economics, and economics of the internet. Institutional historical, and political economy approaches are emphasized.

**B. ENGL 2600 Introduction to Literary Studies.**

ENGL 2600. Introduction to Literary Studies.

Either semester. Three credits. Prerequisite: ENGL 110, 111, or 250. Open to English majors, others with instructor's consent.

Skills essential for the successful pursuit of a degree in English: textual analysis (close reading of poetry and prose), literary criticism and theory, research and citation methods, and critical writing about literature.

**III. The Curricula and Courses Committee recommends approval of S/U grading for the following courses:****A. INTD 194 (INTD 1998) Variable Topics Seminar.**

**Justification:** The creation of a new interdepartmental course number would allow for the use of S/U grading in experimental courses when the instructors and review committees judge such grading to be appropriate.

**B. INTD 290 (INTD 3985) Special Topics.**

INTD 298. [INTD 3985] Special Topics.

Either semester. Credits and hours by arrangement. Open only with consent of instructor. With a change in content, may be repeated for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

**Justification:** The creation of a new interdisciplinary course number would allow for the use of S/U grading in experimental courses.

**IV. The Curricula and Courses Committee recommends approval of the proposed revisions to the following courses.****A. MCB 218 Heredity and Society - New lecture schedule and prerequisites.**

Proposed Implementation Semester: -Spring 2008

Current Title and Catalog Copy (2007-08):

MCB 218. Heredity and Society. Either semester. Three credits. Open to sophomores or higher. May not be counted toward the majors or minors in Biological Sciences, Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology and Biophysics. Strausbaugh, Washington  
Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.

Proposed Catalog Copy:

MCB2400 (218). Heredity and Society. Either semester. Three credits. Two lectures and one problem session. May not be counted toward the majors or minors in Biological Sciences, Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology and Biophysics. Not open to students who have passed MCB2410 (MCB200). Prerequisite: BIOL1107 (BIOL107). Strausbaugh, Washington  
Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.

Justification: -The content of MCB218 (a course not intended for MCB majors) sufficiently overlaps that of MCB200 that students who have passed MCB200 should take a more advanced course. The depth of coverage in MCB200 is greater than that in MCB218, but the content is too similar to allow both to be taken for credit. Students who have passed MCB218, change

**B. MATH 213 (2710) - Transition to Advanced Mathematics – change in prerequisites.**

Drop the language stating not open for credit to students who have passed Math 214 or CSE 254. (Math 214 has not been taught for over 13 years).

Current Title and Catalog Copy: 213. Transition to Advanced Mathematics

Either semester. Three credits. Prerequisite: MATH 210 or 220 or instructor consent. Open to sophomores or higher. Not open for credit to students who have passed MATH 214 or CSE 254. Students intending to major in mathematics should ordinarily take this course 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.

Revised Cat Copy: 2710. Transition to Advanced Mathematics (213) Either semester. Three credits. Prerequisite: MATH 2110 (formerly 210) or 220 or 2130 (formerly 230). Students intending to major in mathematics should ordinarily take this course 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.

Justification: (i) Dropping the restriction: Math 214 no longer exists and has not been taught for at least 13 years. Although there is some overlap with the material in CSE 254, we feel that the overlap has lessened over the years and students should not be penalized for wanting to take Math 213 as preparation for the later proof oriented mathematics courses.

**C. ARTH 280 and ARTH 28W Early Christian and Byzantine Art.  
Change in Title: to**

ARTH 280/3210 Late Antique and Byzantine Art  
Either Semester. Three Credits  
Art and architecture of the late Roman Empire and the Byzantine East.

ARTH 280W/3120W. Late Antique and Byzantine Art  
Prerequisite: ENGL 110 or 111 or 250. Open to art history and art majors; others with consent of instructor.

**V. New General Education courses forwarded from GEOC: The committee recommends approval of the following courses and topics:**

**A. The Curricula & Courses Committee recommends that the University Senate approve the following courses for the General Education Curriculum Content Area 1 Arts and Humanities:**

CLCS 110	Introduction to Film Studies
HRTS/PHIL 170W [2170W]	Bioethics and Human Rights in Cross-Cultural Perspective
HIST 228/W	Europe in the Nineteenth Century
HIST 229/W	Europe in the Twentieth Century

**B. The Curricula & Courses Committee recommends that the University Senate approve the following courses for the for inclusion in the W competency of the General Education Curriculum**

MCB 225W	Advanced Cell Biology Laboratory
HRTS/PHIL 170W [2170W]	Bioethics and Human Rights in Cross-Cultural Perspective
PSYC 278W	Human Factors Design
POLS 2XXW [3XXXW]	Ethics and Politics
MCB 2XXW [4994W]	Honors Undergraduate Seminar
ENGL XXXW [4965W]	Advanced Studies in Early Literature
JOUR 2XXW [3XXXW]	Public Affairs Reporting

**C. The following three CDIS courses have already been approved as W's. The Curricula & Courses Committee recommends approval to change the number of credits from three to four.**

CDIS 202W    Speech and Language Acquisition  
CDIS 244W    Introduction to Neurogenic Communication  
CDIS 249W    Introduction to Aural Rehabilitation

**D. The following SOCI course has already been approved as a W. The Curricula & Courses Committee recommends approval of the change in course title (formerly Field Experience) and the associated catalog copy change.**

SOCI 296W    Internship: Research Paper

**E. The Curricula and Courses Committee recommends approval of the following course for inclusion in the CA3 Science and Technology content area:**

Laboratory Course:  
GEOG XXX [1302]    GIS Modeling of Environmental Change

**F. The Curricula & Courses Committee recommends approval of the following cross-listings. All departments, schools and colleges have given their approvals. New departmental designation is in italics.**

**CA1**  
HIST/*LAMS* 282            Latin America in the National Period

**CA4**  
Non-International  
*AFAM/DRAM* 231/W [3131/W] African American Theatre

International  
HIST/*LAMS* 282            Latin America in the National Period

Respectfully Submitted by Michael Darre, Anne D'Alleva, Eric Schultz, Laurie Best, Janice Clark, Andrew DePalma, Robert Jeffers, Kathleen Labadorf, Susan Lyons, Jose Machado, Maria Ana O'Donoghue, Christopher Purzycki, Nancy Shoemaker, Robert Stephens.