

**MINUTES OF A MEETING OF THE UNIVERSITY SENATE
May 2, 2005**

1. Senator Spiggle officially called the regular meeting of the University Senate of May 2, 2005 to order at 4:06 p.m. in Room 7 of the Bishop Center.

2. Approval of Minutes

Senator Spiggle presented the minutes from the regular meeting of April 4, 2005 for review.

The minutes were approved without modification.

3. Report of the President

Provost Nicholls delivered the Report of the President on behalf of President Austin. Highlights of his report included: The current services budget appears to be on target with the Legislature; there will be 653 graduates and 2463 undergraduates participating in the commencement ceremonies this coming weekend; NEASC accreditation will take place January 28-31, 2007; and the dedication of the Center for Applied Genetics and Technology occurred on May 2, 2005. Provost Nicholls entertained questions regarding university event ticket policies.

4. Report of the Senate Executive Committee

(See Attachment #49)

Senator Zirakzadeh presented the attached report of the Senate Executive Committee.

5. Senator Anderson presented the following motion:

I move that we thank Cyrus Ernesto Zirakzadeh for his sensitive, dedicated, thoughtful, and professional service to the Senate and to the University in his role as Chair of the Senate Executive Committee for the past academic year.

Motion carried with applause from the Senate.

6. Senator Spiggle, Chair of the President's Athletic Advisory Committee, presented the Annual Report of the President's Athletic Advisory Committee.

(See Attachment #50)

7. Veronica Makowsky, Interim Vice Provost for Undergraduate Education and Administration, presented the Annual Report of the Provost on Regional Campuses.

(See Attachment #51)

8. Veronica Makowsky, Interim Vice Provost for Undergraduate Education and Administration, co-presented the Annual Report of the Provost's Childcare Implementation Committee with Ms. Terri Dominguez. Ms. Dominguez referred Senators to the web page: <http://worklife.uconn.edu>.

(See Attachment #52)

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

(See Attachment #53)

- a) The Scholastic Standards Committee introduced a motion to revise the By-laws to permit Honors students to register for more than 17 credits (more than 19 credits for juniors and seniors) without requiring approval from their advisor and academic dean.

Rationale: Honors students often register for and enroll in more than 17 credits. This currently requires that the Honors students obtain signatures from their advisor and academic dean. This motion will simplify their registration by removing the need for honors students to obtain the signatures after they have 18 credits. This credit requirement will ensure that incoming freshmen obtain their advisor's guidance and approval before they could petition for a credit overload.

Motion: The Scholastic Standards Committee moves that Section II.B.4 of the Senate By-Laws be revised to read (new language in bold):

4. Credits Permitted in a Semester

A student will be considered a full-time student if he or she initially registers for and is enrolled for at least 12 credits at the end of the fourth week of the semester. Courses for which credit restrictions apply count for full credit for registration purposes, but may not be applicable toward the degree.

In all schools and colleges, except Engineering, Fine Arts, and Pharmacy, the maximum number of credits for which a student may register or be enrolled shall be 17, unless he or she is enrolled in credit-bearing courses in Basic Military Science, or has earned, in the last semester for which grades are available, a grade point average of at least 2.6, in which case the maximum credits shall be 18. In these schools, no entering freshman may register for or be enrolled in more than 17 credits unless he or she is enrolled in credit-bearing courses in Basic Military Science, and no student may register for or be enrolled in more than 18 credits.

In all schools and colleges, except Engineering, Fine Arts, and Pharmacy, a student in the Honors Program who has, or will have earned a minimum of 18 credits at the time of enrollment may register for or be enrolled in a maximum of 19 credits unless he or she is a junior or senior and has earned a grade point average of at least 3.0 for the last semester for which grades are available, in which case the maximum number of credits shall be 21.

In the Schools of Engineering, Fine Arts, and Pharmacy, a student may register for or be enrolled in **a maximum of 19 credits** unless he or she is a junior or senior and has earned a grade point average of at least 2.6 for the last semester for which grades are available, in which case the maximum number of credits shall be 21.

Exceptions to the regulations on credits permitted in a semester may be made by the dean of the school in which the student is registered after the student has consulted with the advisor. Credits registered for or earned toward the degree by undergraduate students in independent study, variable, and special topics courses shall be limited to a maximum of six in any one semester. Permission to exceed this limit may be granted by the dean of the school or college in which the student is enrolled after the student has consulted with the advisor.

No student may earn more than seven credits in any six-week summer session.

The motion carried.

- b) The Scholastic Standards Committee introduced a motion on the “Interdepartmental Undergraduate Program Guidelines”.

Motion: To recommend that the Provost apply the following guidelines prior to the initiation of new interdepartmental undergraduate programs:

Interdepartmental Undergraduate Program Guidelines

An interdepartmental undergraduate program is a bachelor's degree program that involves faculty members from more than one department or non-departmentalized school. In order to provide academic and curricular oversight and to ensure that the appropriate support services exist for majors, undergraduate interdepartmental degree programs must be the responsibility of a school or college. In cases of interdepartmental programs that involve faculty members from more than one school or college, the deans from the participating units should jointly develop a written agreement on the responsibility for programmatic oversight. Without adequate support, such as faculty-release time, clerical support, and research funds, interdepartmental programs might easily fail. Therefore, deans should provide program directors with appropriate resources.

Henceforth, prior to any interdepartmental program's initiation, funding for operational support—which covers such "detailed" items as staffing, office space, supplies, telecommunications costs, events costs, and publicity material—shall be provided by the dean(s) of the appropriate school(s) or college(s). This will help insure that the new academic programs will be financially viable and adequately supported.

The dean(s), in consultation with the relevant department heads, should designate one or more faculty members as the program director(s). The program director(s) will have operational responsibility for the program including student advising, coordination of course offerings, and curricular review with the faculty of the program.

The responsible dean(s) should designate a faculty committee to make recommendations for initial appointments to an interdepartmental program's faculty. Once the program is in place, the faculty in the program will make recommendations to the dean or deans responsible for the program regarding additional appointments.

The tenure homes of the faculty reside in their original academic departments. However, faculty may hold professorial titles in interdepartmental programs as secondary affiliations in addition to their departmental designations.

Governance of interdepartmental undergraduate programs must be clearly outlined in their initial proposal and should parallel the standards of governance associated with departmental degree programs. The process for review and development of the curriculum must be clearly outlined. The schedule for reviewing the program director(s) should be described and must take place at least once every five years. The program director(s) should convene at least one meeting of the program faculty each semester to review business concerning the program, including, but not limited to, development and review of the curriculum.

For interdepartmental undergraduate programs that are housed entirely within one school or college, the review and approval of the program curriculum will be the responsibility of the relevant school or college's Curricula and Courses Committee. For interdepartmental

undergraduate programs that span multiple schools or colleges, the proposed curriculum will be reviewed and approved by the Curricula and Courses Committees of each school and/or college.

Interdepartmental programs must be approved by the Provost and the Board of Trustees. The Provost should request that the Senate Curricula and Courses Committee review the information about the prospective interdepartmental program prior to granting his/her approval. Senate Curricula and Courses Committee should provide their recommendation and/or comments to the Provost, and it should inform the Senate of its recommendation.

The University of Connecticut appreciates the valuable contribution that faculty members who direct or contribute to interdepartmental programs make to the University. Department heads and deans should consider such contributions in merit and PTR decisions.

The motion carried.

- c) For the information of the Senate Senator Moiseff presented the Scholastic Standards Committee's comments on the report "Deterring Plagiarism at UConn: A Report from the Scholastic Standards Committee's Ad hoc Committee on Plagiarism at the University of Connecticut." Please refer to attachment #54 for the full text of the Committee's comments on the report. (See Attachment #54)
- d) For the information of the Senate BADM 291, Mobile Computing Lab I (one credit), has been approved as S/U.

10. Senator Kendall presented a Report from the Faculty Standards Committee.

(See Attachment #55)

The report cited a request from the SEC to review the University policy concerning international faculty during the 2005-2006 academic year. In order to make information regarding the current policy known, the Faculty Standards Committee introduced a motion to revise Promotion, Tenure, and Reappointment guidelines found at the Provost's website.

Current:

Promotion, Tenure & Reappointment (PTR)

The following procedures have been adopted for use during the academic year by the faculties of the University of Connecticut (except those of the School of Medicine and the School of Dental Medicine) under the authority of *Laws, By-Laws and Rules of the University of Connecticut (July 22, 2003) Article XV*. They should be followed insofar as possible by all departments. When a department cannot follow these procedures exactly or where a school or college does not have departments, it should follow procedures bearing as much similarity to these as is reasonable. The assistance of the Faculty Standards Committee of the University Senate in devising procedures may be sought by such departments, schools, or colleges.

If a faculty member has reason to believe that he or she has been denied any of the protections provided for or has suffered through any failure to observe these procedures, he or she may seek redress through the grievance procedure described in *Laws and By-Laws of the University, Section XV*.

State regulations require that personnel records, which include PTR files, be retained for 55 years after termination of employment. The Office of the Provost and Executive Vice President for Academic Affairs will assume responsibility for retaining PTR files for the required amount of time. Deans and Departments may retain the files beyond the two years they normally save them, but they are not required to do so.

- A. [Responsibilities](#)
- B. [Procedures](#)
- C. [Forms](#)
- D. [Letters of Reference](#)
- E. [Identification of Scholarly Publications and Public Service](#)
- F. [Offers of Tenure to Newly Appointed Faculty](#)
- G. [Review of In-Residence Faculty and Non-Tenure Track Appointments](#)

Proposed:

Insert a new item F and relabel current item F as G and G as H. A new bullet is included in new item G. The expanded text would read as follows:

F. Appointment of International Faculty to Tenure Track Positions

It is the policy of the University of Connecticut to not grant tenure in the absence of permanent residency. It is the obligation of the faculty member in a tenure-track position to pursue permanent residency status in a timely manner. It is important that the faculty member work with the Department of International Services and Programs to ensure that this is achieved during the probationary period.

For additional information please consult Human Resources.

G. Offer of Tenure to Newly Appointed Faculty

If you receive approval from the Provost's Office to make an offer that includes tenure **without** a probationary period, the Provost must receive the following information two weeks prior to the Board of Trustees meeting.

- Official starting date for the position.
- Copy of the offer letter, which has explicit mention of tenure offer.
- Copy of the acceptance letter.
- **Proof of permanent residency (for international faculty)**
- Written statement(s) of review of tenure eligibility at **all** levels -- dean, department head, advisory committee(s) - - **these reviews must occur prior to a request to the Provost to make such an offer, although written statements may follow approval.**

H. Review of In-Residence Faculty and Non-Tenure Track Appointments

The Provost does not formally review the **annual reappointment of In-Residence and other non-tenure track faculty, except for those faculty not in the tenure track solely due to immigration restrictions.** Formal review of In-Residence and other non-tenure track faculty shall continue up to the level of the dean, with reappointment determined by satisfactory performance and the availability of support. Appointment letters should be issued annually upon confirmation of support for the next fiscal year. After the sixth year of service, reappointments will be reviewed every three years according to the AAUP contract.

Please note, however, that **promotions** for In-Residence faculty will continue to be reviewed at all levels including the Provost.

Also proposed was deletion of the line “Reappointment in a position not leading to tenure (immigrant status)” and addition of the following note on the cover page:

International faculty: It is the policy of the University of Connecticut to not grant tenure in the absence of permanent residency. It is the obligation of the faculty member in a tenure-track position to pursue permanent residency status in a timely manner. It is important that the faculty member work with the Department of International Services and Programs to ensure that this is achieved during the probationary period.

Senator Stwalley suggested an additional editorial change to remove the check box to grant another probationary year (immigrant status) on the department head checklist.

Senator Stwalley’s editorial change was accepted.

The motion carried.

11. Senator Jeffers presented the Report of the Curricula & Courses Committee.

(See Attachment #56)

A. The committee recommends approval of the following new 200-level courses:
None

B. The committee recommends the following changes for existing 200-level courses:

ANSC 269 Laboratory Animal Science – change in requirements

Exist Cat Copy: ANSC 269 Laboratory Animal Science

Second semester. Three credits. Two class periods and one 2-hour laboratory or discussion period. Prerequisite: BIOL 107 and 108 or equivalent. Open to sophomores or higher.

Revised Cat. Copy: ANSC 269 Laboratory Animal Science. Second semester. Three credits. Two class periods and one 2-hour laboratory or discussion period. Prerequisite: BIOL 107. Recommended Preparation BIOL 108 or equivalent. Open to sophomores or higher.

No change in description.

The motion carried.

C. New General Education courses forwarded from GEOC

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

A. Courses for consideration in Content Area 1 (Arts and Humanities):

MUSI 112	University Symphony Orchestra
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The motion carried.

B. Courses for consideration in Content Area 2 (Social Sciences)

ANTH 220/W	Social Anthropology
LAMS 190/W	Perspectives on Latin America

The motion carried.

C. Courses for consideration in Content Area 4 (Diversity & Multiculturalism):

1. MAY NOT be used to satisfy the “International” requirement:

ENGL 175W	Race, Gender and the Culture Industry
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The motion carried.

For the information of the Senate:

D. Courses for consideration in Quantitative Competency:

LING 110Q	The Science of Linguistics
LING 205Q	Phonology
LING 206Q	Syntax and Semantics

E. Courses for consideration in Writing Competency:

ANTH 246W	Illness and Curing
ANTH 280W	Human Rights in Democratizing Countries
ECON 295W	Internship – Research Paper
EEB 276W	Plant Anatomy
ENGL 175W	Race, Gender and the Culture Industry
ENGL 294W	Publishing
INTD 1xxW	Ports of Passage
MARN 275W	Geological Oceanography
MARN 280W	Marine Biogeochemistry
NRME 297W	Undergraduate Thesis in Natural Resources
PP 223W	Cases in Public Policy

D. Editorial Changes and drops in new general education courses:

1. ENGL 277W Black American Writers II was inadvertently listed as approved for Content Area 4. It had only been submitted by English department for W certification. This was approved. Move that ENGL 277W be dropped as a content area 4 course.

Senator Mannheim proposed to amend the motion to remove this course from content area 4 from the 2006–2007 catalogue. Allowing students for this coming year to take the course with Content Area 4 (and W) credit. Senator English seconded

The motion to amend carried.

The amended motion carried.

2. For the information of the Senate: At the April meeting of the Senate AH 215 and AH 216 were approved to content area 4. Before senate action had occurred, Allied Health had dropped both of these courses. No senate action is required but it is reported here for the record that these courses are dropped from the content area 4. The course AASI 215 and 216 approved at the same time are not affected.

12. Senator Fox presented the Report of the Nominating Committee Report.

(See Attachment #57)

Senator Fox moved the slate of nominees for standing committee membership for 2005/2006.

The motion carried.

13. New Business – None.

14. Senator Anderson's motion to adjourn was carried by a standing vote of the Senate.

The meeting adjourned at 5:35 p.m.

15. Reports from the following University Advisory Committees are attached to these minutes:

- Provost's Library Advisory Committee (See Attachment #58)
- Commencement Committee (See Attachment #59)

Respectfully submitted,
Kim Chambers
Senate Secretary

The following members and alternates were absent from the May 2, 2005 meeting:

Anderson, Thomas	Evanovich, M. Dolan	Humphreys, Nancy	Olson, Derek
Aronson, Lorraine	Flaherty-Goldsmith, Linda	Jain, Faquir	Ouimette, David
Austin, Philip	Flanery, Trudy	Kaufman, Douglas	Porter-Benson, Susan
Benson, Edward	Franklin, Brinley	Kerntke, Michael	Roe, Shirley
Bergman, Theodore	Freake, Hedley	Korbel, Donna	Saddlemire, John
Blank, Helene	Goldman, Jane	Macgill, Hugh	Saternow, Timothy
Breen, Margaret	Greger, Janet	Maresh, Carl	Smith, Erling
Brown, Scott	Herzberger, David	McCarthy, Robert	Thorson, Robert
Cusack, Liz	Hightower, Larry	Munroe, Donna	Tremmel, Michael
DeTora, Bruce	Holgerson, Kathleen	Ndoye, Abdou	von Hammerstein, Katharina
Dreyfuss, Dale		O'Donnell, James	Williams, Michelle

ATTACHMENT #49**Report of the Senate Executive Committee
for the May 2005 University Senate Meeting**

The Senate Executive Committee (SEC) has met thrice since the Senate's April meeting.

On April 5, the 2004-2005 annual TAFS meeting was held. Participants included members of the SEC, the Chairs of the Senate's standing committees, University Senators who are students, leaders of the Undergraduate Student Government and Graduate Student Senate, members of the President's cabinet, members of the Board of Trustees, and other key University officials. The TAFS meeting lasted for approximately 2 ½ hours. A half-dozen speakers discussed particular aspects of the University's academic plan—for example, its implications for enrollment, housing, the Mansfield downtown initiative—and after each 10-15 minute presentation there was a 10-minute question-and-answer period.

On April 22, the SEC met for an hour in closed session with President Austin. Afterwards, the SEC met with the Chairs of the Senate's standing committee's to plan the agenda for the May Senate meeting. Afterwards, the group discussed issues facing untenured faculty who are not U.S. citizens. The SEC formally requests that next year the FSC systematically examine issues involving international faculty and that the FSC present its recommendations both to the Senate as a whole and to the Provost's Office. The SEC also asks the Office of Human Resources to provide Deans and Department Heads with a standardized short paragraph (on residency requirements for international faculty) that can be inserted in all offer letters and position advertisements.

Toward the end of the April 22 meeting, Vice President Michael Kerntke joined the gathering and described the University's current and upcoming information-technology initiatives, which are fairly ambitious and far-reaching. This summer, Vice President Kerntke intends to talk about information-technology developments with a wide range of faculty groups and academic units. If he finds it difficult to arrange summertime meetings because of the faculty's numerous summer commitments, he will arrange additional meetings for the early fall.

On April 29, the SEC met for an hour in close session with Provost Nicholls. Afterwards, the SEC met in an open/recorded session with two members of the President's Cabinet, Provost Nicholls and Vice President Flaherty-Goldsmith. Topics

of discussion included (1) the accomplishments of the Office of Human Resources, (2) the need to clarify the use and wording of long-term contracts for adjunct faculty because of the potential development of de facto tenure, and (3) the future role of the Master Planning Committee (which, according to Vice President Flaherty-Goldsmith will continue but with an altered format to increase the committee's efficiency).

It is my pleasure to announce the results of several recent Senate elections.

The newly elected members of the Senate Executive Committee are

Rajeev Bansal – three-year term

John DeWolf – three-year term

Karla Fox – three-year term

Carol Polifroni – two-year term

The new members of the Nominating Committee are

Rajeev Bansal

Robert Tilton

The newest member of the Committee of Three is

Pamela Bramble

This is the last Senate meeting of the year. As is the Senate's custom, the SEC wishes to thank members of the Senate for their service. This will take a few minutes, but it is an important ritual, reminding us of the many tasks that the Senate undertakes.

First, the Senate Executive Committee deeply thanks President Austin, Provost Nicholls, Vice President Aronson, and Vice President Flaherty-Goldsmith for their regular attendance at both the monthly Senate meetings and at the monthly SEC-President Cabinet meetings. The SEC views the attendance of these four administrators at Senate meetings as a sign (1) of their commitment to co-governance, (2) of their interest in learning about the concerns and views of faculty, staff, students, and deans, and (3) of their willingness to be available to and to communicate with other members of the University's community. The SEC appreciates, of course, each of the more than one-dozen administrators who now serve as ex-officio members of the Senate because of their specialized knowledge. But only the President, the Provost, the Chief Financial Officer, and the Chief Operating Officer can speak authoritatively for the entire University. Therefore their presence is especially appreciated.

The SEC thanks the more than one hundred Senators and non-Senators who served this year on the Senate’s standing committees. Probably 70-80% of the Senate’s business takes place within these committees where technical information is gathered; where the grievances and aspirations of students, faculty, and staff are heard; and where actions and motions are hammered out.

The SEC thanks the scores of individuals who serve for brief, intense periods on specialized and standing committees—such as GEOC, the Honors Board of Associate Directors, the Faculty Standards Committee, the Committee of Three, and the Senate’s representatives to the Board of Trustees, to the Board of Governors for Higher Education, to the Deans’ 5-Year Review Committee, to the Alumni Association, to the Coalition on Intercollegiate Athletics, to the Master Planning Committee, to the Building and Grounds Committee, to the UConn Foundation Board of Directors, to the Athletic Advisory Committee, and to the University’s Honors and Awards Committee. The SEC likewise thanks the many people who have devoted their time and talents to one- and two-semester committees that focus on specific and often sensitive policy questions, such as course renumbering and the needs of retired faculty and staff.

There are some maverick Senate appointees who are assigned very specific tasks and who must act with little if any committee support. Greg Anderson, Larry Armstrong, Gary English, Cameron Faustman, Larry Gramling, Deb Kendall, Phil Mannheim, Andy Moiseff, Sally Reis, and William Stwalley deserve special recognition in this regard.

I personally want to thank all the chairs of the Senate’s standing committees for their amazing service—planning meetings, responding to seemingly endless campus requests, inviting guests to meetings, reconciling viewpoints at meeting, recording committee decisions and debates, etc. This year the standing chairs were:

Nancy Bull
 John Clausen
 Hedley Freake
 Karl Guillard
 Robert Jeffers
 Deb Kendall
 Donna Korbelt
 Andrew Moiseff
 Bill Stwalley

I also want to thank my colleagues on the Senate Executive Committee for their hard work, their availability for sudden “emergency” meetings, their willingness to express their views honestly and with passion, their openness to compromise, and their remarkable devotion to the Senate and the principle of co-governance. Every month, the SEC meets as a group for at least 5 hours; some months the SEC meets as a group for more 10 hours. This year, the individuals serving on the Senate’s Executive Committee were:

Greg Anderson
Janine Caira
Jack Clausen
Gary English
Cameron Faustman
Karla Fox
Deb Kendall
Derek Olson
David Palmer
Sally Reis
Jeff Von Munkwitz-Smith

Last but not least, I want to thank Susan Spiggle for skillfully guiding the monthly Senate meetings, Kim Chambers for every month painstakingly recording our debates and decisions, and, of course, Tammy Gifford.

A special word about Tammy: Ms. Gifford and her part-time staff of two enthusiastic students support this huge enterprise. Without her persistence, social skills, knowledge of computers, conscientiousness about records, and willingness to put in extra time for every committee, the entire Senate would screech to a halt.

This concludes my final SEC report of 2004-2005.

Respectfully submitted,
Cyrus Ernesto Zirakzadeh
SEC Chair

ATTACHMENT #50

*President's Athletic Advisory Committee
Annual Report 2004-2005*

**Submitted by Susan Spiggle, Chair
May 2005**

Highlights from PAAC 2004-05 meetings

Student athlete academic performance. 40% of the student-athletes had grade point averages of 3.0 or higher (including 13 student-athletes with 4.0). Eight teams earned semester grade point averages of over a 3.0 with an additional three teams earning over a 2.95. Of the 408 student-athletes receiving athletics grant-in-aid (out of a total of 650 student-athletes) during the 2003-04 academic year, the NCAA published a UConn Academic Performance Rate (APR) of 954. This APR represents a score that exceeds the average of all Division I institutions (948), Public Institutions (938) and Division IA institutions (944).

University's licensing program. Prior to 1986 no federally registered trademarks for the University existed. Currently 350 companies have licenses to produce UConn items. The University has received approximately \$7 million in royalties since 1986, including a record \$1.1 million in 2004 which goes towards funding for student-athlete scholarships.

Since April of 2000 the University has been a member of the Workers Rights Consortium (workersrights.org) and UConn has had an established Code of Conduct for all of its licensed manufacturers.

Apparel contracts. Universities use one of three primary methods to determine apparel contracts. 1) institutions allow their coaches on an individual basis to enter into apparel contracts directly with the vendor, 2) institutions have "all-school" contracts that encompass the entire athletic department where coaches are provided additional compensation by the institution for their participation in the apparel deal, 3) institutions have all-school contracts while coaches have separate personal contracts with the apparel company and are compensated directly by the vendor. UConn has used the first type. The State Ethics Commission has approved the UConn apparel contracts.

Athletic Department Mission Statement. An Ad Hoc PAAC committee drafted a new mission statement for the Division of Athletics that will be finalized in near future.

UConn Role in NCAA. In May Phil Austin assumes the role of Chair of the NCAA Board of Directors which approves all Division 1 policies and legislation.

Student-athlete Panel. Six student athletes participated in a panel discussion with PAAC. Generally they face two major challenges as student athletes—time commitments to academics and to their sport and scheduling conflicts between courses and practices/competitions. They manage the former by developing time management skills and the latter with more or less difficulty depending on the flexibility of the major and the instructor. (PAAC is addressing the latter issue next year.) They believe that their athletic competition enhances their academic performance. The student athletes uniformly praised the University's commitment to their academic success and especially the role of Counseling Program for Intercollegiate Athletes (CPIA). They chose UConn because of its high level of academic and athletic excellence and the sense of family that they perceived on their recruiting visits.

Counseling Program for Intercollegiate Athletes (CPIA). CPIA reports directly to the President, not Athletics, but has a strong, positive working relationship with Athletics coaches and staff. This relationship has created a culture emphasizing student-athlete academic performance embraced by the coaches and student athletes. CPIA does not focus on the marginally performing student-athlete. It serves all student-athletes. In addition to enhancing student-athlete academic success, CPIA provides a life skills program to prepare student-athletes for life after intercollegiate athletics. CPIA in connection with Athletics sponsors a degree completion program encouraging and enabling student-athletes who left UConn without a degree to return and finish. Bruce Cohen, CPIA Director, said that his program generally has sufficient space and sufficient number of counselors (8 fulltime and 4 1/2 GAs), although the tutorial budget is constrained. He also said that his program director colleagues at other institutions complain that they get no support from coaches or faculty, in contrast to the supportive, academically focused climate at UConn.

Faculty/Staff Breakfasts. The Faculty/Staff Subcommittee and CPIA organized breakfast/brunch meetings with about 8-10 faculty, staff, and representatives from Athletics, CPIA, and PAAC. These representatives provided candid and helpful information and responses to the frank questions and opinions of the participants. Anyone wishing to be invited to one of these meetings next year should contact Karla Fox, chair of the Faculty/Staff Subcommittee or Bruce Cohen, Director of CPIA.

Athletic Division Budget. From an \$8 million budget in the early 1990s the Division of Athletics current budget is \$45 million (with \$8 million in scholarships) and should hit \$50 million in FY06

Resolution regarding Jeff Hathaway. Following a candid discussion with Jeff Hathaway, Director of the Division of Athletics, about recent negative publicity about certain longstanding practices in Athletics, PAAC unanimously passed the following resolution at its April 26, 2005 meeting.

PAAC appreciates the terrific job that Jeff Hathaway has been doing and expresses confidence in his leadership and integrity.

Subcommittee Reports

Academic Subcommittee

The Academic Subcommittee focused on two primary issues: 1) the drafting of a University of a policy on student activities and missed academic work; and 2) a recurrent and lengthy discussion about benchmarking academic indicators, especially as they relate to the new NCAA APR index.

1. University Policy on Students Activities and Possible Missed Academic Work

After much discussion in PAAC Exec and the whole committee, the following proposed statement was forwarded to the University Senate for consideration. The work done on this project was accomplished in collaboration with Gaye Tuchman and the Student Affairs subcommittee.

“Instructors and departments are responsible for establishing class policies regarding assignments, exams and grading. These policies must accommodate student participation in University-sanctioned extra-curricular/co-curricular activities. Students must inform their instructor in writing prior to the anticipated absence and take the initiative to make up any missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work that must be accomplished under the instructor’s supervision (e.g. examinations, laboratories). In the event of problems related to this policy, individuals may appeal using established university procedures. Instructors are encouraged to post this policy on their syllabus.”

The discussion in the various Senate committees centered on defining what is a “University-sanctioned” activity and remains unresolved at the present time. In consultation with Prof. Andy Moiseff, chair of the Senate’s Scholastic Standards Committee, we are moving forward and it seems likely that the proposed statement will not become a University by-law. Rather, it is more likely that the statement will be issued in some form as an advisory from the Provost’s office. We will continue to work on this issue next academic year to get it finalized.

2. Prospective list of Academic/Athletics Benchmarks:

The following items were discussed as possible benchmarks for PAAC to examine regarding the academic progress of our student athletes. PAAC Exec is continuing to discuss this list and the rationale for collecting this data during the coming year. OIR is able to collect most of the data that is listed below, but PAAC Exec will need to refine the rationale and determine the exact items to be collected before we move forward on this project.

- New Academic Progress Rate (APR)
- GPA – Athlete vs. overall student body
- Dean’s list
- Post-grad activities
- Graduation rates
- Retention rates
- Recipient of academic awards
- Space devoted to academic support
- Budget for academic support

We also discussed the following potential comparisons:

- Within institution overtime comparisons
- Peer institution comparison

Faculty Staff Relations Subcommittee

1. Faculty-Staff Breakfasts/brunches

In cooperation with other subcommittees of the PAAC, the Faculty-Staff Relations Committee focused this year on identifying methods to facilitate communications between the Division of Athletics, the Counseling Program for Intercollegiate Athletes (CPIA), and faculty and staff in regard to academic issues involving student athletes. The PAAC and its Faculty-Staff Relations Committee held a series of “breakfasts/brunches” for faculty and staff members to facilitate dialogue within a relatively small group in a relaxed setting. The dialogue included representatives of the Division of Athletics, including Athletic Director Hathaway; PAAC members, PAAC chair, Susan Spiggle; CPIA Director Bruce Cohen; and selected members of the faculty and staff. These sessions were characterized by frank exchanges of opinion and conveyance of helpful information by representatives of the Division of Athletics and CPIA.

2. PAAC Website

The Faculty-Staff Relations Committee also began work on helping facilitate construction of a PAAC website. The Committee has been working with University Communications to give input into the design and content of this website. We anticipate that the website will be operational by the fall semester of 2005.

Student Life Subcommittee

During the academic year 2004-2005, the Student Life Subcommittee of the President’s Athletic Advisory Committee engaged in three activities:

- (1) **Course Availability.** Attending meetings of the Student Athletic Advisory Committee, the chair of the PAAC subcommittee learned that the students were greatly concerned about the availability of courses. They stated that afternoon practice schedules made taking some courses particularly difficult. Conversely, the number of students taking afternoon courses was having a detrimental effect on practices, according to some coaches. Vice-president of Enrollment Management Dolan Evanovich and Registrar Jeff Munkwitz-Smith, both of whom are members of PAAC, addressed a meeting of PAAC to explain completed and contemplated actions designed to ease difficulties of access to major and Gen.Ed. requirements for all students. Both also attended a meeting of SAAC to discuss these matters and to learn how these particular students were experiencing such class options as on-line courses.
- (2) **PAAC/SAAC Luncheon.** The Student Life Subcommittee sponsored a luncheon with SAAC. In previous years joint programs involved a Sunday night dinner, which seemed to have had weak appeal to potential participants. The luncheon, held in February at Alumni House, attracted roughly 50 people, evenly divided between students and faculty/staff that promoted lively interaction between faculty, students, and Athletic Division staff.
- (3) **Approved student absences.** With the Academic Subcommittee, the Student Life Subcommittee prepared a policy-statement seeking to compensate for the impact of university sponsored/approved activities as athletic events, performances, and academic meetings on classroom activities. It was passed at the January 2005 meeting of PAAC and is now being considered by University Senate subcommittees.

Budget and Facilities Subcommittee

Facilities

Two major building projects are currently under development:

- 1) Intramural, Recreational and Intercollegiate Facility – “The Indoor Field” – This project is being supported by funds from 21st Century UConn which provides \$31 million of funding over the first 4 years of the plan.
- 2) Football Facilities Building – This project is privately funded and will have a budget of approximately \$8.5 million, \$2.5 million of which was provided by a donation from Bob Burton after whom the facility will be named.

Both of these facilities are intended to occupy the ground currently used for the tennis courts (which will be relocated) next to the parking garage opposite Gampel. The design work for these two facilities has been contracted for using private funds.

The Division of Athletics has also engaged the same firm that produces the campus master plan to provide a similar assessment and plans for the athletic facilities on the Storrs campus. This will provide a planning document for the future for the department that will be consistent with the university master plan. One issue that we discussed during the year was the need for a larger student recreation facility that will handle the growing needs for recreation for all students at the university.

Budget

The subcommittee reviewed the budget of the athletic department over the most recent four year period. The first table below shows a comparison of revenues sources to the athletic department over the most recent four years and a comparison to those same sources in 1990. Note that the athletics revenue sources have grown by approximately a factor of 5 over this fourteen year period. However, note also in the second table that the fraction of the revenues coming from the university have shrunk from 59% of the total revenues in 1990 to approximately 23% in 2004. The university contribution has grown in dollar terms from \$4.9 million in 1990 to \$9.2 million in 2004 but \$2 million of that increase was mandated by Title IX. Without Title IX the university’s contribution grew to \$7.2 million by 2004. This increase approximates the national inflation rate over this fourteen year period as well as the increase in state appropriations. It is far smaller than the increase in tuition that occurred during this fourteen year period which was in excess of 180%.

Revenue Sources (in millions of \$)	Actual 2001	Actual 2002	Actual 2003	Actual 2004	Budgeted 2005
University Support					
General University Fee	5.0	5.2	5.3	5.8	6.0
Title IX Support	1.5	1.8	2.0	2.0	2.0
Scholarship Support	1.3	1.3	1.5	1.4	1.3
Athletics					
Revenue	17.3	15.6	19.0	26.1	25.8
Gifts & Grants	7.4	9.8	12.1	7.8	10.0
Total	32.5	33.7	39.9	43.0	45.2

Revenue Sources (in millions of \$)	Actual 2001	Actual 2002	Actual 2003	Actual 2004	Budgeted 2005
University Support					
General University Fee	15.4%	15.4%	13.3%	13.5%	13.3%
Title IX Support	4.6%	5.3%	5.0%	4.7%	4.4%
Scholarship Support	4.0%	3.9%	3.8%	3.3%	2.9%
Athletics					
Revenue	53.2%	46.3%	47.6%	60.7%	57.1%
Gifts & Grants	22.8%	29.1%	30.3%	18.1%	22.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Matched with the revenues from the most recent four years were the following expenses:

Expenses (in millions of \$)	2001	2002	2003	2004	2005
Salaries	12.7	14.0	14.2	14.8	17.0
Operating	14	14.7	15.6	16.5	17.6
Facilities Projects				1.5	0.0
Scholarships	4.7	5.3	5.8	6.7	7.4
Bartering			1.1	1.8	1.9
Foundation Restricted	1.1	1.6	1.2	1.7	1.3
Total	32.5	35.6	37.9	43.0	45.2

Note that scholarships show up as expenses for the athletic department, but these amounts are transferred to the general university fund to cover the tuition costs of scholarship athletes and they are, therefore, revenues to the university.

The subcommittee also looked at the specific result of the football program to assess the progress that had been made from a budget perspective. The following table illustrates that the program has nicely turned around from a net consumer of other revenues to a net producer of revenues in the budget for 2005. Notice that this table shows no revenues from the university. The revenues consist of ticket sales, Rentschler Field seat donations, game guarantees, radio/television and restricted donations. Also, embedded in the expenses are scholarships of \$2.3 million in 2005 which, as we explained above, are revenues to the university.

Football (in millions of dollars)	2001	2002	2003	2004	2005
Revenues	1.0	1.3	5.5	8.5	10.1
Expenditures	4.2	4.8	5.7	8.5	9.1
Net	-3.2	-3.5	-0.2	-	1.0

Both women's and men's basketball programs are net producers of revenue to the division. In 2004 they produced net revenues (i.e. after expenses) of \$1.2 million and \$2.7 million, respectively and in 2005 are expected to produce \$1.0 million and \$1.5 million, respectively. Note that these net numbers also reflect scholarship of \$691,000 for the two programs combined which are expenses of the program but revenues to the university.

Diversity and Equity Subcommittee

The subcommittee looked into opportunities for women and minorities regarding:

- a. Employment policies and practices;
- b. Practices related to student life;
- c. Supportive and bias free academic and work environments;
- d. Access to and provision of resources, facilities, programs and services;
- e. Avenues and mechanisms for addressing concerns and obtaining input.

Data provided by Julie Quinn, assistant to the Director of Athletics, presented statistics on demographic breakdown of employees in the Athletic Department. She noted that there are fluctuations but on average the percentages correspond to those in the broader UConn population. There were no situations or concerns raised throughout the year regarding issues of equity and access in the Athletic program. The committee communicated with students and staff to assure them of the availability of PAAC committee members for sharing ideas and concerns.

The development of the PAAC website will enhance opportunities to communicate on issues pertaining to equity and access and may encourage increased presence of diverse students and staff.

President's Athletic Advisory Committee

Standing and *Ad Hoc* Subcommittee Assignments
2004-2005 Academic Year

Executive Committee

Susan Spiggle, Chair	486-2667
Scott Brown	486-0181
Bruce Cohen	486-5515
Neal Eskin	486-2725
Mark Boyer	486-0120
Rob Hoskin	486-1463
Karla Fox	486-1249
Gaye Tuchman	486-2265
Dana Wilder	486-2422

<p><u>Academic</u></p> <p>Mark Boyer, Chair 486-0120</p> <p>Bruce Cohen 486-5515</p> <p>Suman Singha 486-4037</p> <p>Michael Martinez 296-2000</p> <p>Carol Polifroni 486-0511</p> <p><i>Frank Wunschel</i> 486-</p> <p><i>1914</i></p> <p>Jeff Von Munkwitz-smith 486-3903</p> <p><u>Budget and Facilities</u></p> <p>Rob Hoskin, Chair 486-2319</p> <p>Dolan Evanovich 486-1463</p> <p>Nancy Rodriguez 486-0120</p> <p>Michael Martinez 296-2000</p> <p>Daniel Blume 231-8777</p> <p><u>Student Life</u></p> <p>Gaye Tuchman, Chair 486-3873</p> <p>Pat Babcock 486-6054</p> <p>Scott Brown 486-0181</p> <p>Ursula Henwood</p> <p>Linda Klein 486-2765</p> <p>Joel Legare</p> <p>John Saddlemire 486-2265</p>	<p><u>Diversity and Equity</u></p> <p>Xae Reyes, Chair 486-0291</p> <p>Linda Strausbaugh 486-693</p> <p>Dana McGee 486-2943</p> <p>Mike Zito 486-993</p> <p>Richard Hiskes 486-536</p> <p>John Hatfield</p> <p><u>Faculty/Staff Relations</u></p> <p>Karla Fox, Chair 486-4037</p> <p>Thomas Callahan 486-2927</p> <p>Ron Taylor 486-5848</p> <p>Erling Smith 486-552</p> <p>Charles Lowe 486-517</p> <p>Paul Young</p> <p><u>NCAA Governance</u></p> <p>Dana Wilder, Chair 486-2422</p> <p>Daniel Blume 561-1183</p> <p>Scott Brown 486-0181</p> <p>Rachel Rubin 486-1168</p> <p>Bill Schults 486-1211</p> <p>Ashley Battle</p>
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ATTACHMENT #51

Regional Campus Report
Submitted to the University Senate
April 27, 2005
Veronica Makowsky
Interim Vice Provost for Academic Affairs

OVERVIEW

The regional campuses continue toward the full realization of their unique missions within “one university.” Here are some highlights from all five campuses, followed by the report of each campus.

ACADEMIC PROGRAMS

Avery Point’s new four-year-degree programs (**Maritime Studies** and **American Studies**) have enrolled close to 40 students in their first-year courses. **Coastal Studies**, the inaugural undergraduate marine science program at Avery Point, graduated 17 students in 2004 and has over 60 students enrolled in 2005.

At Tri-Campus, new undergraduate degree programs in **Psychology** and in **Human Development and Family Studies** received final Department of Higher Education approval in the fall and are currently available for enrollment. A new undergraduate major, **Allied Health Sciences**, has recently been approved for Tri-Campus to be offered in the fall of 2006. The **Masters of Science degree in Nursing** was approved in the fall as part of a Nursing Career Pathways program in the Waterbury area. The creation of the **new UConn Department of Public Policy**, located at the Greater Hartford Campus, brings two graduate degree programs: the Masters of Public Administration and the Masters of Survey Research. The regional campuses, in conjunction with Undergraduate Education and Instruction, are continuing to improve student services and curricula, such as general education, writing, advising, the professional development of adjuncts, enrichment, and honors.

ADMINISTRATION

At Stamford, Michael Ego assumed the position of Associate Vice Provost on January 14, 2005. Richard Watnick began the 2004-05 academic year as the Interim Associate Vice Provost and served commendably until January 13, 2005.

Michael Menard was appointed Director of the Torrington Campus, and Bill Pizzuto became Interim Director of the Waterbury Campus.

ARTICULATION AGREEMENTS

In conjunction with Undergraduate Education and Instruction’s Office of Educational Partnerships, the regional campuses continue to develop consistent articulation agreements with community colleges that are appropriate to their missions, and also to expand existing agreements in a consistent way. In short, with OEP, the regionals are consolidating and regularizing, as well as adding, articulation agreements.

ENROLLMENT MANAGEMENT

In the fall of 2004, there was an 8% increase (+ 82) in freshmen enrollment at the regionals. The campus with largest growth was Stamford with 26% increase (+48) students and Waterbury, with a 10% increase (+24). We plan a 9% increase (+96) for Fall 2005, and then no growth for 2006, 2007, and 2008.

This year has been highlighted by a greater incorporation of regional campus admissions personnel into the activities of the undergraduate admissions office at Storrs. The enhanced relationship appears to have resulted in more timely review of regional campus applications and a mutually beneficial approach to regional admissions.

FACILITIES

At Avery Point, the master planning for the new 21st Century UConn library/academic building project is nearly complete.

Final master plans were developed for the Greater Hartford and Torrington campuses.

OUTREACH AND DEVELOPMENT

All five campuses have continued and augmented their exemplary community outreach efforts, as detailed in their individual reports. In addition, the regional Associate Vice Provosts, in conjunction with John Martin of the Foundation, are formulating and implementing plans for a coordinated development effort.

Further details and topics appear in the campus reports.

2005 UConn Avery Point Annual University Senate Report
March 1, 2005

Academic Programs and Research

- Avery Point's two new four-year degree programs (maritime studies and American studies) have enrolled close to forty students in their first-year courses.
- Coastal Studies, the inaugural undergraduate marine science program at Avery Point, graduated 17 students in 2004 and has over 60 students enrolled in 2005. The three programs taken together, along with an enrollment of 170 students in the BGS degree, now forms the foundation of undergraduate offerings at Avery Point.
- New and revised general education courses that will serve the Avery Point mission while enabling students to meet the requirements of the new University general education program guidelines.
- The Avery Point enrollment plan has been stabilized at a current enrollment of 802 with plans to increase to 1,000 by 2008.
- Faculty research grants in the department of marine sciences have increased. Totals in millions for 2003 and 2004: Department of Marine Sciences \$2.1 million; NURC \$2.1 million; Sea Grant \$2.5 million (grand total for both years \$6.7 million).
- Graduate student recruitment in the department of marine sciences resulted in an increase to a total over 40. Student quality remains high.
- Three searches (physics, physical oceanography, and chemistry) were completed in 2004 and resulted in excellent hires. These hires support both the graduate research and undergraduate programs at Avery Point and will ensure the effective balancing of research and teaching on campus. The positions in physics and chemistry were transferred to the marine science department where collaborative research potential will now be higher. All new hires will support undergraduate programs as well.
- One resident full-time position (political science) will be added for 2004-2005 in support of undergraduate degree program students, transfer students, and BGS students at Avery Point. As enrollment increases and program resources grow, this position will be converted to tenure track.
- Despite the challenge of bringing on two new degree programs, the undergraduate enrollment at Avery Point increased by 2-3%.
- The publication and professional activity records of maritime and American studies faculty included the publication of three books by Harvard University Press, Routledge Press, and Vanderbilt University Press.
- Enrollment in the BGS program has increased over the past three years. Plans are in force to ensure that the scheduling and curricular needs of all four undergraduate degree programs, including the BGS program, will be met as the new programs and BGS expand.
- The campus has implemented a Resource Associate program that will place veteran adjunct instructors with appropriate academic backgrounds into key curricular development roles. To date four such positions have either been put in place or planned for the fall, 2005 semester.

Facilities and Physical Plant

- The Rankin seawater conversion lab intake pipe expansion has been completed after a complicated licensing procedure.
- Plans are underway to coordinate the use of the waterfront. Priority access would remain with the marine science department and its vessels. A new campus waterfront program, including kayaking, sailing, and water skills courses, has been established.
- The undergraduate physics lab will soon be renovated.
- The roofs of the police building and part of the facilities building will be replaced by the end of spring semester. The heating system in the gymnasium will also be completed during that time frame.

- The library will be partially air conditioned by the end of spring semester.
- Renovations in the academic building have included the addition of a second smart classroom, enhancement of public communications systems, and improvements to the learning and computer centers. The interior of the building has been repainted, the elevator has been repaired, a new fire alarm system has been added, and a new roof installed. By the end of summer, new white boards will be added to each classroom, dropped ceilings will be installed throughout the building, new lighting will be installed, and several additional classrooms will be renovated.
- The master planning process focused on the construction of the new 21st Century UConn library/academic building project is in its final stage and will be completed by the end of spring semester, 2005.

Community Outreach

- Cultivation of campus-wide donors and potential donors continues through the cooperation of the associate vice provost and the head of the marine science department, with the assistance of the director of the NURC program. Successful fundraising agreements have been completed and maintained with Dominion Power and Northeast Utilities in support of coastal studies and marine science student internships and scholarships. Several donors, including the Kitchings Foundation and several local benefactors have produced a scholarship fund in support of the coastal studies and maritime studies programs. Ongoing contact with the Avery Point advisory board adds to the campus fundraising initiative. The campus and University Foundation are now in the process of building a small group of regional prospects who will form the basis for upcoming Campaign outreach.
- The maritime studies program is about to conclude an agreement with Mystic Seaport that includes shared faculty time and use of the Seaport research resources by UConn Avery Point students and faculty. In turn, this partnership will also lead to increased Seaport memberships and increased visibility of Seaport educational programs. The Mystic Aquarium will continue to provide a range of educational opportunities in cooperation with the UConn Avery Point campus.
- The Avery Point campus continues to hold membership in and send representatives to the Southeastern Connecticut Consortium of Universities and Colleges. The campus also is represented on the Board of the Martin Luther King Junior Scholarship Program of Southeastern Connecticut, and on the governing board of the proposed marine science high school of southeastern Connecticut. Outreach has also been developed and maintained with teachers and guidance counselors at area secondary schools and school districts and Three Rivers Community College, particularly in the areas of program articulation and CO-OP courses.

**UNIVERSITY OF CONNECTICUT – TRI-CAMPUS
REPORT TO THE SENATE
2004-2005**

Most of the accomplishments that have occurred in UConn Tri-Campus occur at the three campuses: Greater Hartford, Torrington, and Waterbury. Each campus has submitted a separate report of this year's activities. The Tri-Campus role is one of providing opportunities for the three campuses to become partners in academic, programmatic, outreach, administrative, and other areas to enhance the capacity and impact that the campuses could each attain as completely separate units of the University. The following are some of the results of Tri-Campus initiatives for 2004-2005.

Academic Programs

- During the 2004-2005 academic year, enrollments increased in continuing Tri-Campus degree programs (Bachelors degrees in Urban and Community Studies, Business and Technology, and General Studies; and the Masters of Business Administration at the Waterbury Campus).
- New undergraduate degree programs in Psychology and Human Development and Family Studies received final Department of Higher Education approval in the fall and are currently available for enrollment in Tri-Campus.
- A new undergraduate major: Allied Health Sciences has recently been approved for Tri-Campus to be offered beginning in the fall of 2006. The program will be available only to students who have completed an Associate's Degree in an allied health program.
- The undergraduate degree in American Studies, proposed as a part of a request to the Department of Higher Education (DHE) to offer the degree at Storrs and at all of the regional campuses and approved for all locations except Tri-Campus, has been the focus of continued negotiations with the Connecticut State University System and DHE for the last year. Progress appears to be being made and approval is anticipated this summer.
- The Masters of Science degree in Nursing was approved in the fall as part of a Nursing Career Pathways program in the Waterbury area which links the Associate's Degree Program at Naugatuck Valley Community College to the Bachelor's Degree Program at Western Connecticut State University's Waterbury Campus to the UConn Master's Degree at the Waterbury Campus. The programs also include linkages with the Waterbury Hospital and St. Mary's Hospital in Waterbury. Recruitment for the UConn program is ongoing and courses are planned to begin in the fall of 2005.
- The creation of the new UConn Department of Public Policy, located at the Greater Hartford Campus, brings two graduate degree programs to Tri-Campus: the Masters of Public Administration and the Masters of Survey Research. Approval of the transfer of these two programs to Tri-Campus is anticipated at the up-coming meeting of the Higher Education Commission.

Community College Partnerships

- Tri-Campus has initiated a significant focus on developing partnerships with the Community Colleges in the Tri-Campus catchment area (Capitol, Asnuntuck, Northwestern, Tunxis, Naugatuck Valley, Middlesex, Gateway, and Housatonic Community Colleges). The initiative, under the leadership of Lin Rising, has focused on transfer and articulation agreements (in collaboration with Gillian Thorne in the UConn Office of Educational Partnerships); program collaboration and implementation; and communication with community college leadership to establish and maintain academic, co-curricular, outreach, and professional development initiatives of mutual benefit to Tri-Campus and our community college partners.
- In addition to the Community College initiatives included in the campus reports, through our work with the Community College Presidents, we have scheduled a planning meeting on May 6 to focus on the development and implementation of collaborative programs in the area of human rights. We are working with Professor Amii Omara-Otunnu in implementing the program and anticipate a set of continuing programs to enhance the human rights focus at the Community Colleges and Tri-Campus and to extend the University's human rights initiative throughout the State.

Student Recruitment and Support Initiatives

Enrollment Management – Recruitment

- Tri-Campus admissions counselors, under the leadership of Dana Forchette, continue to work with and coordinate efforts with Storrs-based counselors to ensure accurate and up-to-date information is available regarding the benefits of regional campus enrollment. This year has been highlighted by a greater incorporation of regional campus admissions personnel into the activities of the undergraduate admissions office at Storrs. The enhanced relationship appears to have resulted in more timely review of regional campus applications and appears to have resulted in a greater responsiveness to regional needs relative to freshman admissions
- Tri-Campus is especially interested in expanding opportunities for community college transfer students to enroll in Tri-Campus degree programs, taking advantage of new and upcoming articulation agreements. There are still gaps in understanding between priorities at Storrs and needs at the regional campuses relative to transfer admissions.

Advising and Retention and Academic Support Systems

- The Tri-Campus advising and retention initiative, under the leadership of Nadine Brennan, continues to make progress in establishing a Tri-Campus wide system of undergraduate advising that focuses on the transition of Tri-Campus from a primarily two-year feeder program to include complete bachelors degree programs. Progress this year includes mutual support among the three campuses in advising relative to student registration, new student orientation, and First Year Experience programs; establishing and integrating advising systems for each of the Tri-Campus undergraduate degree programs; implementation of an active Tri-Campus Advising and Retention Committee to establish Tri-Campus-wide communication and decision making as well as program consistency; and an extremely active and effective program of professional development programs for faculty and staff with advising responsibilities.
- This year saw the full staffing of the Tri-Campus writing program under the leadership of Scott Campbell (English Faculty). Dr. Campbell provides leadership for the program with graduate assistants at each of the three campuses insuring that the campus writing centers and the Tri-Campus writing program are consistent and coordinated with programs University wide.

Faculty and Staff Support Systems and Communication

- Adjunct faculty orientation programs were held at each of the campuses prior to the Fall 2004 semester. The required program was scheduled on different days to assist faculty in attending one of the meetings and was coordinated with full-time faculty meetings to further incorporate adjunct faculty into the system. In addition, a Tri-Campus adjunct faculty handbook was distributed including information on each of the campuses along with Tri-Campus/university procedures and policies.
- Tri-Campus faculty and staff meetings were held in the fall and the spring semesters. The fall meeting, held at the Torrington Campus, focused on a review of new academic programs and initiatives as well as progress made regarding Tri-Campus priorities. The spring meeting, focused on Freedom of Speech and its impact on faculty, staff, and students and held at the Greater Hartford Campus drew the greatest participation of any Tri-Campus faculty and staff meeting to date. The discussions were energetic and interesting and follow-up activities are anticipated.
- Plans are in place to launch a new Tri-Campus summer fellowship program for graduate students to work with Tri-Campus faculty on their research activities at Tri-Campus locations. The program, designed by Kimberli Treadwell (Psychology Faculty) is planned to become a permanent program for which Tri-Campus faculty can apply for summer assistance to support graduate students working on their research projects. During the summer of 2005, two students will be sponsored to work with on research projects being conducted at the Waterbury Campus. The program will assist Tri-Campus faculty in their research and provide graduate students with opportunities to participate in research activities related to the communities, characteristics, and populations in the Tri-Campus region.

Administration

Leadership Changes

- Significant changes have occurred in Tri-Campus Leadership with the appointment of Michael Menard as Director of the Torrington Campus and of Bill Pizzuto as Interim Director of the Waterbury Campus. The new Directors not only bring excellent qualifications and leadership skills to their respective campuses, they bring those assets to all of Tri-Campus.
- With Bill Pizzuto's move to the leadership role at the Waterbury Campus, much of his former responsibility at Tri-Campus is being handled by Bonnie Smith who has taken on responsibilities for Tri-Campus human resources and communications priorities.

Finances

- The Tri-Campus Financial Office, under the leadership of Tessie Naranjo, has been organized to provide financial services to all three campuses and to insure that each of the Directors as well as the Tri-Campus AVP have a complete understanding of the total Tri-Campus fiscal situation. In addition to the budget-tracking database for Tri-Campus adjunct faculty implemented last year, Tri-Campus administrators are now able to have increased, in-depth understanding of budgets and expenditures to better plan allocations and address priorities.

Facilities

- The Greater Hartford and Torrington Campuses were part of the UConn Master Planning process in the past year with final master plan documents delivered to both campuses.

Scheduling

- The Tri-Campus scheduling committee is continuing its work on the coordination of Tri-Campus course schedules. The committee is working with each of the Tri-Campus degree programs to insure that: the schedule allows students to complete undergraduate degree programs in four years with proper planning, general education and core Tri-Campus degree requirements are available on each campus, degree program courses are scheduled at times and places to maintain and/or increase enrollments in those programs, etc. With each additional degree program as well as changing general education requirements, this is an on-going effort.

Information Technology

- Under the leadership of Victor Schiavi and Sheila Harris process have been put in place this year so that: Information Technology (IT) expenditures are planned around strategic needs throughout Tri-Campus; IT support staff are shared among the three campuses giving each campus access to specific skills and expertise; Tri-Campus is represented on University IT committees and in decision-making; and IT personnel decisions are made with total Tri-Campus human and fiscal resources in mind. This year the three Campus Directors are working with the Tri-Campus IT leadership to establish and implement priorities.

**UNIVERSITY OF CONNECTICUT
GREATER HARTFORD CAMPUS
REPORT TO THE SENATE
2005-2005**

Enrollment

- For the Fall 2004 semester, the undergraduate program had an enrollment of 1212 students. With our FTE at 842, this is the largest FTE of all of the regional campuses. 809 of these students are full time at the University, and 1091 of them are enrolled in a degree program. This enrollment is a 6.1 % increase over Fall 2003. Factors contributing to this increase are the increased number of students pursuing the Bachelor of General Studies (overall increase of 12%) and junior and senior level students remaining at the Greater Hartford Campus to pursue four year degree programs in Urban and Community Studies, Business and Technology, Psychology and Family Studies. Our minority population remains stable, representing 28.5 % of our total enrollment.
- Starting with the Fall 2004 semester, the Department of Public Policy relocated their Masters programs to the Greater Hartford Campus from Storrs. The two graduate programs have an enrollment of 53 students in the Master of Public Administration and 11 students enrolled in the Masters of Survey Research.
- The Teachers Certification Program for College Graduates (TCPCG) has an enrollment of 27 students on the Greater Hartford Campus. (Compared to 21 students for fall 2003). They are expecting an enrollment of 47 students for the fall 2005 semester.

New Faculty/Staff

- Michael P. Alfano, Director and Associate Professor-in-Residence Teacher Certification Program for College Graduates
- Felix Coe, Assistant Professor Ecology and Evolutionary Biology
- Walter Woodward, Connecticut State Historian and Assistant Professor History
- Lola Elliott-Hugh, Program Manager, Urban and Community Studies
- Kathleen Foley, Administrative Services Specialist, GHC Director's Office
- Meghan Hamilton, Program Advisor, Business and Technology (BSBT)
- Lisa Henderson, Administrative Services Specialist, Dept. of Public Policy
- Amy Napierski, Program Assistant, Advising and Retention
- Marcia Roth Tucci, Program Assistant, Psychology
- Nicole Williams, Financial Assistant, Bursar's Office

Resignations/Retirements

Retirement:

- Iris King, Administrative Assistant, Harleigh B. Trecker Library

Resignations:

- Jacqueline Loss, Assistant Professor, Modern and Classical Languages (Transferred to Modern and Classical Languages Department in Storrs)
- Susan Lucas, Assistant Professor Geography

Campus Renovations

- In the summer of 2004 the MBA Program staff and faculty moved from the fourth floor of the Library Building at the Greater Hartford Campus to their new location in downtown Hartford. The Department of Public Policy moved into the space that the MBA Program vacated. During the fall of 2004 and spring of 2005 the entire fourth floor of the Library Building underwent a major renovation (\$500,000). Asbestos was removed, new offices were built, and the entire fourth floor area was re-wired, re-carpeted, and re-painted. New furniture was brought in to replace broken, outdated furniture and we are still in the process of creating a new student lounge area complete with countertop computers for student use. This renovation allows for one central area for the Department of Public Policy and the Urban and Community Studies Department to unite their two units to better serve faculty, students, and the community.

- The main lobby of the Library Building was renovated in the fall of 2004. The lobby area was re-painted and turned into a gathering/study area for students with comfortable study chairs and worktables.

Student Advising and FYE

- An advising taskforce was developed to look at organization and delivery of advising services with the Tri-Campus. The overall goal is to improve quality and resources available to students.
- The Greater Hartford Campus hosted an advising retreat for the Tri-Campus with featured speaker Susan Campbell from University of Southern Maine, Portland.
- All freshmen students registered for a one credit First Year Experience course in the Fall semester. This year we offered sections that were split by students major. There was also community service focus as part of this years FYE experience. As a foundation for civic engagement, the United Way of the Capital Area and the FYE program, with assistance from Urban and Community Studies and Student Activities, teamed up to support local community outreach programs to develop, in our first year students, a heightened sense of civic responsibility and personal worth through participation. In October, the campus hosted a Community Service Fair with 35 organizations participating. The fair was followed by a Day of Caring on a Friday. Participants in the Day of Caring volunteered at Foodshare, Avery Heights and St. Agnes Family Center.

Academic Resource Center (ARC)

- The ARC (and the Writing Center it contains within it) is now engaged in a renewed activity to link its support services with other programs and with individual classrooms, carrying forward a secondary aim of increasing our clientele. After a slightly slower fall semester of 2004, the spring 2005 semester has begun with an increase in the numbers of students using this resource. In particular, we have begun a new wave of classroom visits, and are pleased to report that the results of these visits have been overwhelmingly positive: on average, three to four students from each class visited have been coming to the ARC in the days immediately following the visit. Most importantly, these classroom visits are being directed toward providing support for all courses in which writing is either a requirement or part of the course content, as in the case of all “W” courses. In this time of adaptation to the new GEOC standards for “W” course work-which stresses writing and revision as part of the course content rather than merely a requirement for earning course credit-the ARC is offering assistance and guidance for both students and instructors. Our goal is for the Writing Center, one aspect of the ARC, to become a fuller center for writing. Anecdotally, we have evidence of the effects the ARC has had on campus during the last few years. Instructors of ENGL 127W and the full-time English faculty are especially vocal about how the combined efforts of the ARC and Freshman English oversight have been producing more advanced student writers.

Greater Hartford Campus Director’s Outreach Activities

- David W. Williams, Campus Director, has participated in many outreach activities to enhance community engagement that includes membership and/or participation at the Board of Governors of the Hartford Consortium for Higher Education, the Academic Deans Council a the Hartford Consortium for Higher Education, the Board of Directors Greater Hartford Urban League, Hartford-Springfield Knowledge Corridor Economic Partnership, World Affairs Council, Downtown Student Corporate Intern Housing, Connecticut Council for the Advancement of Diversity, Hartford Metro Alliance’s Capital Region Partnership, Foundation for Excellent Schools, The Century Program (TCP), Beecher House Relocation, West Hartford Chamber of Commerce, College Park Educational Corridor, Mayor Eddie Perez Higher Education Initiative, Hartford Foundation for Public Giving Catalyst Group Member, CT Library Consortium, American Council of Education Annual Meeting (2/14-15, 2005), CASE District I Conference (1/23-25, 2005), Compact Conference (11/3-5, 2004), CUMU Conference (10/2-5, 2004), CASE Summer Institute (7/25-29, 2004).
- As part of the Greater Hartford Campus outreach efforts the Director provides facilities use to the Jumpstart Program for their 12-week academic year program and 6-week summer program. The University of Connecticut Health Center’s Department of Health Career Opportunity Programs has a unique relationship with Hartford Public Schools, the University of Connecticut-Storrs, Central Connecticut State University, and Wesleyan University-the Health Professions Partnership Initiative (HPPI) in coordinating these

programs. This is a pre-collegiate program is to provide access and preparation to students interested in health professions who come from backgrounds where they are the first in their family to earn a four-year degree, come from modest family means, and/or are from backgrounds traditionally under-represented in healthcare.

- The Greater Hartford Campus hosted the 13th Annual Connecticut Envirothon 2004. Over 30 high school teams from throughout the state participated in the day that featured the students working on the issue of natural resource management in an urban environment. The teams met here in May for a fun filled all day field competition.
- The Greater Hartford Campus, as part of the Hartford Consortium for Higher Education, participated in the Spring in the Fifth Graders Go to College program. This program provides Hartford students with an enrichment experience that promotes an interest in career exploration and higher education. We will host 120 students over three days featuring workshops on creative writing and psychology, Connecticut history and the history of Universities and Colleges presented by Walter Woodward, Connecticut State Historian.
- As part of the Hartford Consortium for Higher Education, the Greater Hartford Campus hosted 30 students from Hartford Public High School as part of the 9th Graders Go to College program. These students participated in a forensic science lab experience with a concocted crime scene they had to investigate.
- The Director hosted a Community College Luncheon that involved representatives from Asnuntuck Community College, Tunxis Community College, Capital Community College, and Middlesex Community College. The luncheon was part of an ongoing effort by the Director to strengthen ties with the Community Colleges and foster collaboration. UConn representatives delivered presentations on new programs at UConn as well as current and future collaborative efforts with the Community Colleges, and answered questions posed by the Community College representatives.

Special Events, Concerts and Exhibits

- The Associated Student Government and student clubs have been very active this year and have sponsored numerous socials, tournaments, barbecues, bus trips dances and performances. These events include co-sponsorship of World Aids Day with Urban and Community Studies and the School of Social Work, bus trips to Boston and to New York City to see the “Gates” exhibition in Central Park, Jazz Band concert in February and a volunteer visit to a children’s hospital. New student clubs formed this year include the Philosophy Club and the Rocketry Club.
- The UConn at Hartford Maxwell Shepherd Concert series offered a concert in the Fall with the UConn Jazz Ensemble performing the music of Michael Abene.
- The Annual Noche Latina featured musical performances by Trio Surcari, and Spanish guitar, Latin and World rhythms by Daniel Salazar and the “Daniel Salazar Ensemble”. As part of the celebration there was also a month long art exhibit by three Latino artists, Carmen Canal, Paulo Jimenez and Tito Ortiz.
- The Campus Hot Issues Forum series has continued to cover a variety of issues. For Fall 2004, the forum sponsored a series of discussions on Campaign 2004. There were two discussion forums on foreign policy and two on domestic policy. The CT Network taped one of each forum series for television broadcast. For Spring 2005, the forum includes Kim Kavin, an award winning journalist speaking on “Voice of a Victim: How Mental Health Affects Real Lives”, and Professor William Kraemer who will give a talk on “Anabolic Steroids and Sports” during the first week of baseball season.
- Together with the Urban and Community Studies Program (UCS), the Department of Public Policy (DPP) initiated a new speaker series at the University of Connecticut’s Greater Hartford Campus. The purpose of the series is to provide a forum for presentation of leading public policy research on urban issues and to allow students and faculty from the University of Connecticut Community to engage with policy leaders from across the state. The series included the following: School District Financial Indicators with Bill Duncombe, Professor, Syracuse University; Current Budget Issues in Connecticut with Marc Ryan, Budget Director, State of Connecticut; Black/White Test Score Gap with Leanna Stiefel, Professor, New York University; Financial Barriers to Higher Education, Valerie Lewis, Commissioner, Department of Higher Education; Black Social Capital, Marion Orr, Professor, Brown University; Tiebout Choice and the Voucher, Eric Brunner, Associate Professor, Quinnipiac University.
- Black History month programs, some which were cosponsored with the School of Social Work included “The Niagara Movement and Beyond” presented by Rory Edwards, President NAACP, Harambee Ceremony and luncheon featuring Dr. Waligora-Davis speaking on “Intra-Colonial Practices Against Blacks

within the US and Abroad”, a Village Drum and Masquerade performance by Won-Ldy Paye, and a month long art exhibit “Taste of the Caribbean” with artist Jerry Barry.

- A mural entitled “Contemplation of a Mindscape” was unveiled in the main hallway outside the Psychology faculty suite in the Library Building. The mural by contemporary painter, Clinton A. Deckert, was commissioned by the Tri-Campus. The artist was given “free will” to paint something that would spark the imagination and create conversation relating to psychology. The mural is oil/alkyd on wood panel and is 6 feet tall x 14 feet total length.
- During the Spring 2005 semester, the art gallery featured a photographic exhibit of Nepali women carpet weavers. The photographer is Shobha Hamal Gurung, who currently teaches in women’s studies at the Storrs campus.

UNIVERSITY OF CONNECTICUT – TORRINGTON
REPORT TO THE SENATE
2004-2005

With the change in leadership at the campus (Michael Menard was appointed campus director effective August 1, 2004), much time and energy has been devoted to identifying campus needs, and how best to use current resources in order to move the campus forward. As part of this process, a staff and faculty retreat was held on September 17

Many capital improvements have been made since August: complete renovation of the director's office; complete renovation of the director's administrative assistant's office; complete renovation of the front office; complete renovation of the conference room; painting of front areas of the campus (entry, hallways, and cafeteria) and new furniture installed; installation of a blue security phone in the parking lot.

Several additional capital projects will be completed by the end of the spring semester: creation of Student Affairs/Student Services suite; new adjunct faculty space; relocation of Senior Admissions officer to new office at front of campus; new furniture for student lounge area; "University of Connecticut Torrington" signage at reception area. An additional campus improvement—the installation of new fiber optic network wiring (to replace outdated copper wiring and hubs) as well as a new phone system with resident voice mail applications—will likely be completed by the end of the summer.

Planned capital improvements for the coming summer include minor renovations (paint, cleaning) of faculty offices and reassignment of full-time faculty to space made available by relocation of adjunct faculty as well as completion of painting in hallways and location (and relocation) of artwork around campus.

The lease arrangement with the Beecher House Society has been completed; they will move into space on the library mezzanine as soon as the dividing wall is completed (before the end of the spring semester).

Several new committees have been established on campus: the Aesthetics and Beautification committee (ABC committee) charged with determining and prioritizing improvements in physical plant (chaired by Pam Bramble); the Public Relations committee, charged with working with all campus units and our part-time public relations consultant to increase awareness of campus activities to local media outlets (chaired by Melissa Clark); the Space committee, charged with determining and making recommendations on how best to utilize limited space on campus (chaired by Judith DiLaurenzio).

Two additional committees are in the process of being finalized: the Campus Advisory Committee and the Campus Development Committee. Each committee will be comprised of seven to nine members serving two-year terms. Committee members will come from the ranks of local community leaders, political organizations, and area businesses. Each group will meet with the director four times per year, and members have been asked to be present and visible at campus functions.

Several campus events have been held: a lecture on the Inge Morath photography exhibit currently on long-term display at the campus was given by John Jacob, Executive Director of the Morath Estate in New York City in November; playwright Bill C. Davis premiered his new play at the campus with the help of equity actors; monthly Coffee House events (poetry, music, prose readings) have been held and co-sponsored by the ASG and the Litchfield County Writers Project.

In addition to the Coffee Houses, the Associated Student Government has sponsored several other events during the year, including rock-climbing, paintball, and skiing. They also conducted a Food Drive for the holidays, cooked a Thanksgiving dinner for the campus, participated in the Chamber of Commerce's December "Festival of Trees" (a fundraiser for LARC, the Litchfield County Association for Retarded Citizens), and held a Blood Drive. They are currently planning a campus-wide barbecue for the end of the spring semester as well as a trip to Six Flags in Agawam, Massachusetts.

The Litchfield County Writers Project has been reinvigorated, under the leadership of Davyne Verstandig, Lecturer in English at the Torrington campus. Monthly board meetings, as well as the planning of several public events, have

helped restore the energy and focus of this important campus resource. We are working to make the LCWP more fully part of UConn, as both a campus resource and a natural support project for the new American Studies program at Tri-Campus to be housed at the Torrington campus.

We continue to collaborate with Northwestern Connecticut Community College in Winsted on several projects:

- a) We filed a grant with science faculty from NCCC to help train teachers in the sciences at local high schools
- b) We continue to market to our respective students the availability and transferability of courses not offered at their home institutions.
- c) Our biology and chemistry labs meet at NCCC.
- d) NCCC's Motorcycle Safety Course conducts training in our parking lot on weekends.

Several courses were offered at downtown space made available to the University by Webster Bank both last fall and this spring. However, we have moved those classes back to the campus, and are seeking more appropriate downtown space for future courses. To this end, we have convened the Downtown Initiative committee, comprised of administrative staff from both UConn and Northwestern Connecticut Community College, Chamber of Commerce officials, the Mayor, local business leaders, and economic development personnel, charged with determining the feasibility of a downtown presence, as well as the means to make this happen. If local leaders can provide appropriate space, without cost to UConn and NCCC, then both educational institutions have agreed to share such space in the future. Much remains to be done on this front.

A series of meetings have begun to address recruitment strategies at the campus, and to determine how best to infuse daily campus operations with effective recruitment and retention strategies, policies, behaviors, etc. Dana Forchette, Senior Recruiter, held a guidance counselor breakfast, and special events for undecided high school students from the local area. More events are planned.

One course was offered on campus each semester that was advertised as open to the public. DRAM 252, Contemporary Latin American Cinema, taught by John Long in the fall, and HIST 292, Autobiography as History: Alexander the Great, taught by John O'Brien in the spring.

For the third year, under the guidance of Cheryl Della Pelle, about 10 of our students are serving as tutors and mentors for at-risk students at Torrington Middle School and Torrington High School.

Rachel Andersen, a student in Davyne Verstandig's Creative Writing class, won the Jennie Hackman Memorial Award for Short Fiction Third Prize for "Turn Out the Light" (\$200), the first regional campus student ever to win this award.

We continue to host local groups at our campus for meetings and community outreach programs, including the Northwest Connecticut Community Partnership Team (a partnership of the Susan B. Anthony project), the Connecticut Department of Homeland Security, the office of Lt. Governor Kevin Sullivan, Explorations Charter School (for their graduation reception), The Northwest Connecticut Girl Scout Council (for the Readers Digest Word Power Challenge); as well as host events (films, speakers) for our campus that are open to the community: a film on The Patriot Act and discussion facilitated by Connecticut Civil Liberties Union Executive Director, Teresa Younger; a speech "Martin Luther King, Jr: A Dream – Revisited" by Stephen Balkaran in honor of Black History Month. The Connecticut State Retirees meet on campus monthly.

On January 28th, we hosted a Legislative Breakfast to keep our area legislators apprised of our accomplishments and our needs.

**UNIVERSITY OF CONNECTICUT -- WATERBURY
REPORT TO THE SENATE
2004-2005**

- **Introduction:** The number of students interested in the UConn Waterbury campus continues to increase. This increase is due, in part, to our new facility and more importantly in response to our aggressive recruitment efforts. The Fall Open House had over 300 people in attendance with 100 prospective students meeting the University requirements. We continue to connect with the community to meet our land grant mission by providing academic and outreach opportunities.
- **Enrollment:** The undergraduate enrollment increased from 677 total students enrolled in fall 2003 to 810 total students enrolled in fall 2004 (degree and non-degree). This is an approximate 20% increase in undergraduate student enrollment at the Waterbury campus.
- **New Programs:** The Waterbury campus, through the auspices of the Tri-Campus, saw an increase in four-year programs this academic year and an increase in full-time faculty and staff. These exciting new additions brought some challenges in academic and room scheduling. The new programs include Bachelor degrees in Psychology and in Human Development and Family Services and a Masters of Science degree in Nursing.
- **Faculty Services and Events:** Services at the Waterbury campus were reorganized this past academic year. This reorganization included a full-time permanent position dedicated to faculty services. Many faculty programs were held this year including lunch time seminars highlighting faculty research. Other events include a workshop held by the Chair of the General Education Oversight Committee in March, several faculty coffee hours held to promote faculty community on campus, and two lunchtime seminars through the Institute for Teaching and Learning planned for April.
- **Information Technology:** Through the Storrs Office of Information Technology, the Waterbury campus has been approved to be the first regional campus to use their tracking and reporting tool, which also has a built in knowledge database. It is the first step to creating a single point of contact for all requests i.e. email questions, web request, networking, media technology and desktop support.
- **Student Affairs:** The Waterbury campus Student Affairs Office worked to install and coordinate an online academic adviser appointment system. This office also created a CyberAdviser web resource for campus students seeking basic academic advising information and worked with faculty from the four-year degree programs to develop online information about majors offered.
- **Student Support Services (CAP):** The goal of SSS is to increase the college retention and graduation rate. The program has two components: the pre-collegiate and the academic year component. Thirty-six students attended the Pre-Collegiate summer program; all were retained. The program was very successful. We are especially proud of our cap coordinator, Lillie Squires-Wright, who was selected as a Multiple Year Honoree of “Who’s Who Among America’s Teachers.”
- **Campus Highlights:** Waterbury campus students held two very successful parties this year in addition to many other student programs and events. The first was a Halloween party in October and the second was a Mardi Gras Masquerade party in February. These parties drew students from Storrs as well as from other regional campuses.
- **Community Initiatives:** We are actively pursuing lifelong learning communities (LLC) initiatives for citizens within our community. Civic engagements assessments were conducted by the Urban and Community Studies program personnel along with the Leever Foundation and the Connecticut Library Consortium. The goal is to coordinate elder learning programs in the Greater Waterbury area with current state-wide initiatives. The project scope includes targeting a population, limiting it to a specific geographic

area in the beginning, focusing on dialogues rather than lectures, establishing a budget and creating an advisory council to direct programming and provide marketing of the program itself. Our faculty, staff, and students continue to participate in community outreach activities. These events include the second annual Latino Open House held here on campus in February. Volunteer efforts by the campus community also include work at local soup kitchens, area schools, and the Palace Theatre.

- **Facilities:** A challenge for our campus was to establish a procedure for room reservations. The campus administrative assistant and others worked with the University's Attorney General, Paul McCarthy, to create a contract for all groups requesting space at UConn Waterbury. These groups include our own campus, other UConn departments, and outside organizations. We have established fees accordingly.
- **Special Events:** In the summer of 2004, Governor Jodi Rell visited the Waterbury campus. The Board of Governors for Higher Education held their September meeting at the Waterbury campus. In November 2004 the campus participated in grand opening events for the Palace Theatre. On January 1, 2005, the campus hosted the inauguration of Waterbury Mayor Michael Jarjura.

UNIVERSITY OF CONNECTICUT – STAMFORD CAMPUS
REPORT TO THE SENATE
2004-05

PREFACE

Michael Ego assumed the position of Associate Vice Provost on January 14, 2005. Prior to starting his duties, Richard Watnick began the 2004-05 academic year as the Interim Associate Vice Provost and served commendably until January 13, 2005.

The following summary of activities of the Stamford Campus reflects an ad-hoc collection of information due to the bi-modal level of leadership during the past academic year.

ACTIVITIES AND ACHIEVEMENTS

In Fall 2004, 1350 undergraduate students and 380 graduate students (MBA) were enrolled at the Stamford Campus. The number of first-time freshmen reached 209 students, a 31% increase over the previous year. Also, the average SAT score was 1012, compared with 993 in Fall 2003. In the BGS program, the number of students increased from 293 in Fall 2003 to 308 in Fall 2004.

Five new tenure-line faculty joined the Stamford faculty at the beginning of Fall 2004:

Fred Roden (English) began his UCONN career at the Torrington Campus and joined the Stamford Campus as an Assistant Professor, with concurrent responsibilities as the Director of Writing Programs; **Anne Ferrell** (Family Studies) complements the expertise of Karen Arms in the development of the Family Studies program; **John Knopf** joined the School of Business faculty in the area of Finance; two faculty in Sociology provide the foundation for the renewal of the major – **Kim Price** and **Michael Mulcahy**; and **Mytheli Sreenivas** began the year as an Assistant Professor of History and as the Director of the Women Studies programs, and will be departing in May as she was offered a tenure-track position at the same university as her spouse.

Two tenure track searches were conducted during the past year. Unfortunately, both positions were unsuccessful. A position vacancy in Economics was not filled and the search to hire a new faculty member in OPIM was not successful. Both lines are important to the viability of the Stamford Campus and an effort will be made to fill these positions during 2005-06 academic year.

Regional campus support was evidenced during the past year with several administrative and faculty members at Storrs providing informational sessions at the Stamford Campus. During the traditional visit by the Vice Provost for Academic Affairs, Veronica Makowsky invited her colleagues from the Center for Undergraduate Education to share insights about their respective programs: Lynne Goodstein, Honors Program; Ross Lewin, Study Abroad Program; and Margaret Lamb, Interdisciplinary Programs. In addition, Hedley Freake, Chair of the General Education Oversight Committee, presented a comprehensive overview of the revised general education curriculum, and the session was well-attended by Stamford Campus faculty, and a subsequent “W” course workshop, presented by Fred Roden, had close to 25 attendees participating in dialogue about how to implement the changes in GE. Interim Vice Provost Makowsky was instrumental in all of these activities being offered to the Stamford Campus.

The coordination of information sharing and synergy among the regional campuses with the Storrs enrollment management infrastructure was historically challenging for all. During this past year, Terry Reilly, who serves as the Associate Director of Enrollment Management at the Stamford Campus, was appointed as the Regional Coordinator for Enrollment Management, in the Office of Admissions at Storrs. She divides her time 50% in this dual assignment. The Stamford Campus is in the process of hiring a replacement position to assume the duties of enrollment management on a full-time basis.

SUMMARY

The Stamford Campus faculty has been productive in research and scholarly activity and continues to provide solid teaching and responsive service to the community. In order for the academic mission to be accomplished at the Stamford Campus, there are complementary support services that make it possible for students to attain success in the classroom and in the community. These complementary elements include Center for Women's Studies, Center for Judaic and Middle Eastern Studies, Library Services, Career Services, Technical Support Group and Student Life.

For the 2005-06 academic year, the Associate Vice Provost will engage in an ongoing dialogue with the faculty at UCONN Stamford Campus to shape a collective vision that will maintain academic integrity, and that will be responsive to the needs of the faculty as they sustain academic excellence in scholarship, teaching and service.

ATTACHMENT #52

**Provost's Childcare Implementation Committee (PCIC)
Report to the Senate
May 2, 2005**

- A. There has been a consistent demand for action on UConn childcare for about the past 30 years.
- B. Bright Horizons survey and report, circa 1999, was not implemented. As time passed, the data became old and there were questions of objectivity.
- C. Provost's Childcare Implementation Committee (PCIC) was founded in 2002 by Chancellor Petersen to *implement* childcare by suggesting specific actions, not just reporting on the situation.
- D. PCIC's first explored expanding our existing facility, the Child Development Laboratories, but Child Labs' essential mission is not to provide childcare for the university, but to provide a setting for teaching, training, and research in early childhood education and development.
- E. PCIC recognized the need to take a multi-faceted approach that addresses work-life issues, not just childcare, and that is based on up-to-date research, and so has done the following:
 - i. CSRA has completed surveys on supply and demand (graduate and undergraduate students, faculty, and staff): Sam Best of CSRA has drafted most of the report. The PCIC will meet on May 6th to discuss the report and start formulating recommendations for its report to the Provost on July 1, 2005.
 - ii. Work-Life Flexibility Statement:
PCIC recognized that a philosophical statement from the Administration that clarified its stance on the issue of work-life flexibility was vital in promoting a culture within the University that was in sync with that philosophy. The statement could also serve to inform employees and their supervisors of existing policies, procedures, and other resources available that support work-life flexibility, thereby promoting consistency in their implementation. In the fall of 2004, Interim Provost, Fred Maryanski and Chief Operating Officer, Linda Flaherty-Goldsmith issued the following statement to the University community on work-life flexibility:

It is a constant challenge to balance the many facets of our lives. The University of Connecticut is committed to providing an educational and working environment for students, faculty, and staff that recognizes the demands of study, work, and personal life, and promotes flexibility in meeting these demands. While the University must fulfill its mission of striving for excellence, it also is committed to fostering an environment that is responsive to employees' and students' personal obligations and commitments. Flexibility that does not diminish operating standards and the achievement of academic goals is not only possible, but desirable. The University benefits in improved recruiting and retention, reduced absenteeism, and increased levels of productivity, motivation, and morale, all of which contribute toward excellence.

The University demonstrates its support for work-life flexibility through the implementation of established policies, procedures, practices, and contractual agreements, as found in union contracts and at www.policy.uconn.edu. Faculty and staff in managerial or supervisory positions should be familiar with such contracts and policies, as well as with programs and procedures available to

assist employees, including student employees, and should, to the extent possible, implement these policies and procedures. Additionally, faculty should be aware of the work-life demands upon graduate assistants and, where to the extent possible, provide flexibility, while maintaining academic standards.

- iii. Information and outreach through a Work/Life Connections Web page. The web page includes the Work/Life Flexibility Statement, information and updates of the PCIC, and links to University work/life policies and procedures. It is also a clearinghouse of work/life related topics including how to locate and select childcare; parenting resources; senior services and eldercare; and other useful links. The web page is under construction and available for preview and suggestions at www.worklife.uconn.edu. Links to the web page will be placed on the HR, Faculty/Staff, and other University web pages. The PCIC expects that the web page will be completed and ready to launch in May 2005.
- iv. Visited existing centers and programs in Mansfield to determine ways that UConn might assist them so that UConn parents can maintain flexibility, choice, and quality.

ATTACHMENT #53

Scholastic Standards Committee
Report to the University Senate
May 2, 2005

(1) Motion: Revise the By-laws to permit Honors students to register for more than 17 credits (more than 19 credits for juniors and seniors) without requiring approval from their advisor and academic dean.

Rationale: Honors students often register for and enroll in more than 17 credits. This currently requires that the Honors students obtain signatures from their advisor and academic dean. This motion will simplify their registration by removing the need for honors students to obtain the signatures after they have 18 credits. This credit requirement will ensure that incoming freshmen obtain their advisor's guidance and approval before they could petition for a credit overload.

Motion: The Scholastic Standards Committee moves that Section II.B.4 of the Senate By-Laws be revised to read:

4. Credits Permitted in a Semester

A student will be considered a full-time student if he or she initially registers for and is enrolled for at least 12 credits at the end of the fourth week of the semester. Courses for which credit restrictions apply count for full credit for registration purposes, but may not be applicable toward the degree.

In all schools and colleges, except Engineering, Fine Arts, and Pharmacy, the maximum number of credits for which a student may register or be enrolled shall be 17, unless he or she is enrolled in credit-bearing courses in Basic Military Science, or has earned, in the last semester for which grades are available, a grade point average of at least 2.6, in which case the maximum credits shall be 18. In these schools, no entering freshman may register for or be enrolled in more than 17 credits unless he or she is enrolled in credit-bearing courses in Basic Military Science, and no student may register for or be enrolled in more than 18 credits.

In all schools and colleges, except Engineering, Fine Arts, and Pharmacy, a student in the Honors Program who has, or will have earned a minimum of 18 credits at the time of enrollment may register for or be enrolled in a maximum of 19 credits unless he or she is a junior or senior and has earned a grade point average of at least 3.0 for the last semester for which grades are available, in which case the maximum number of credits shall be 21.

In the Schools of Engineering, Fine Arts, and Pharmacy, a student may register for or be enrolled in a maximum of 19 credits unless he or she is a junior or senior and has earned a grade point average of at least 2.6 for the last semester for which grades are available, in which case the maximum number of credits shall be 21.

Exceptions to the regulations on credits permitted in a semester may be made by the dean of the school in which the student is registered after the student has consulted with the advisor. Credits

registered for or earned toward the degree by undergraduate students in independent study, variable, and special topics courses shall be limited to a maximum of six in any one semester. Permission to exceed this limit may be granted by the dean of the school or college in which the student is enrolled after the student has consulted with the advisor.

No student may earn more than seven credits in any six-week summer session.

(2) Motion: Guidelines for initiating interdepartmental undergraduate programs.

Rationale: Currently, there are no clearly described procedures for establishing new interdepartmental undergraduate programs. The intent of these guidelines is to ensure the long-term viability of programs by, for example, identifying the source(s) for resources and operational support, and by establishing procedures for the program's governance and curriculum review. The guidelines also propose that the Senate serve in an advisory role and review prospective programs prior to the approval by the Provost. These guidelines should be applied to the initiation of new programs and are not intended to be applied retroactively to existing programs.

Motion: To recommend that the Provost apply the following guidelines prior to the initiation of new interdepartmental undergraduate programs:

Interdepartmental Undergraduate Program Guidelines

An interdepartmental undergraduate program is a bachelor's degree program that involves faculty members from more than one department or non-departmentalized school. In order to provide academic and curricular oversight and to ensure that the appropriate support services exist for majors, undergraduate interdepartmental degree programs must be the responsibility of a school or college. In cases of interdepartmental programs that involve faculty members from more than one school or college, the deans from the participating units should jointly develop a written agreement on the responsibility for programmatic oversight. Without adequate support, such as faculty-release time, clerical support, and research funds, interdepartmental programs might easily fail. Therefore, deans should provide program directors with appropriate resources.

Henceforth, prior to any interdepartmental program's initiation, funding for operational support—which covers such "detailed" items as staffing, office space, supplies, telecommunications costs, events costs, and publicity material—shall be provided by the dean(s) of the appropriate school(s) or college(s). This will help insure that the new academic programs will be financially viable and adequately supported.

The dean(s), in consultation with the relevant department heads, should designate one or more faculty members as the program director(s). The program director(s) will have operational responsibility for the program including student advising, coordination of course offerings, and curricular review with the faculty of the program.

The responsible dean(s) should designate a faculty committee to make recommendations for initial appointments to an interdepartmental program's faculty. Once the program is in place, the faculty in the program will make recommendations to the dean or deans responsible for the program regarding additional appointments.

The tenure homes of the faculty reside in their original academic departments. However, faculty may hold professorial titles in interdepartmental programs as secondary affiliations in addition to their departmental designations.

Governance of interdepartmental undergraduate programs must be clearly outlined in their initial proposal and should parallel the standards of governance associated with departmental degree programs. The process for review and development of the curriculum must be clearly outlined. The schedule for reviewing the program director(s) should be described and must take place at least once every five years. The program director(s) should convene at least one minuted meeting of the program faculty each semester to review business concerning the program, including, but not limited to, development and review of the curriculum.

For interdepartmental undergraduate programs that are housed entirely within one school or college, the review and approval of the program curriculum will be the responsibility of the relevant school or college's Curricula and Courses Committee. For interdepartmental undergraduate programs that span multiple schools or colleges, the proposed curriculum will be reviewed and approved by the Curricula and Courses Committees of each school and/or college.

Interdepartmental programs must be approved by the Provost and the Board of Trustees. The Provost should request that the Senate Curricula and Courses Committee review the information about the prospective interdepartmental program prior to granting his/her approval. Senate Curricula and Courses Committee should provide their recommendation and/or comments to the Provost, and it should inform the Senate of its recommendation.

The University of Connecticut appreciates the valuable contribution that faculty members who direct or contribute to interdepartmental programs make to the University. Department heads and deans should consider such contributions in merit and PTR decisions.

ATTACHMENT #54

Scholastic Standards Committee
Report to the University Senate
April 4, 2005

Report of the Plagiarism Task Force

In 2003 a task force was commissioned to examine the issue of plagiarism at UConn. The task force completed their report in Spring 2004. Senate Scholastic Standards Committee (SSSC) began an intensive review and discussion of the report and the task force's recommendations during the 2004-2005 academic year. The SSSC thanks the members of the Plagiarism Task Force for their detailed report that provides insight into the problem of plagiarism as well as specific recommendations to deter, detect and adjudicate instances of plagiarism at the University. We urge all members of the University community to read the complete report which is available through the "Special Reports to the Senate" link on the Senate's website.

In Fall 2005, SSSC intends to hold a public forum to solicit input from the University community concerning the recommendations of the task force. We hope to arrive at a final set of recommendations for presentation to the Senate during the 2005-2006 Academic year.

Below, we list the report's ten recommendations together with a brief summary of comments from the SSSC discussions. We present these comments as the first step towards a broader dialog about these issues.

**Recommendations of Plagiarism Task Force with comments from the
Senate Scholastic Standards Committee (SSSC)**

Recommendation #1. *Immediate development of a University Student Pledge to be incorporated as part of the Student Code.* The pledge would educate students about plagiarism and other forms of cheating, and punish academic dishonesty by ensuring accountability and institutionalizing guidelines for responding to violations. The committee recommends that students sign off on every assignment, exam, paper, lab report, etc. submitted for credit.

SSSC: The task force suggested that students sign a pledge that included "...[students hadn't] committed or witnessed any other act that would result in dishonesty, plagiarism or fraud." Requiring the "or witnessed" phrase presents problems concerning establishing what a student's responsibility is if he/she observes an inappropriate act, and also holds an individual student responsible for their interpretation of the acts of others. Students should be responsible for their own behavior and should not be placed into a situation where they need to evaluate what they may have 'witnessed'. A simple statement such as "I have not violated the Univ. of Ct. student code" or "I have neither violated nor participated in any other person's violation of the University of Connecticut Academic Misconduct Code" may be sufficient. There was concern that the logistics of getting the pledge signed for every assignment might be unmanageable, especially in certain discipline's courses. Faculty need to be educated on how to effectively implement the pledge policy in their specific course(s).

Recommendation #2. *Change the policy for handling academic misconduct violations.* Rather than immediately meting out sanctions prior to meeting with the student, instructors would be expected to discuss any allegation of Academic Misconduct directly with a student and hear the student's perspective prior to determining responsibility and sanctions, if appropriate. In addition, instead of the appellate

review being the purview of the chancellor, appellate review would be handled by the dean of the school or college of the class in question.

SSSC: It is important that there be communication between the faculty member and the student in cases of alleged misconduct. The best way to accomplish this needs to be looked into further. For example, it might not be appropriate for the faculty member to “meet with” the student or to “...discuss... directly with the student...”. As written, the task force seems to put the onus on the faculty member. There are also questions of how to establish communication after a semester ends. The timing for notifying various officials and their role in the process needs further clarification. Faculty must be educated on ‘best practices’.

Recommendation #3. *Modification of the definitions of Academic Misconduct.* The definitions of Academic Misconduct in the current policy for undergraduate students are not complete or illuminating as they should be. The committee suggests modifying the definitions from the current policy to those used by the University of Delaware.

SSSC: Any definition of misconduct must take into account the many forms that it may take, and keep the definition flexible to include new forms of misconduct utilizing new technologies.

Recommendation #4. *Transcript notation sanction and educational program for offenders.* Students found guilty of an academic dishonesty violation would have a notation added to the “F” grade on their University transcript indicating that this symbol connotes “failure due to academic misconduct.” Students need to complete a non-credit seminar to request that the “X” notation be removed from his/her transcript.

SSSC: The appearance of an academic misconduct designator should not appear on a transcript until after due process. A transcript notation is appropriate, but first-time offenders should be able to petition for removal of the notation (but not the grade) by fulfilling certain remediation such as attending a special seminar. This option should be considered for lesser offenders but not for egregious violations. The student would have to pay an administrative fee for the seminar - the fee structure should be supervised by the Senate.

Recommendation #5. *Creation of a “President’s Statement on Plagiarism.* Whereas high visibility has been shown to decrease the problem of academic misconduct, low visibility tends to lead students to believe that academic honesty is not important.

SSSC: The Provost, as Chief Academic Officer, should issue a statement on plagiarism.

Recommendation #6. *Development of a Standardized University Assessment.* Students would demonstrated mastery of the issues of academic honesty through completing an assessment instrument. Tutorials would be available for students who perform poorly.

SSSC: This will require a financial commitment on the part of the University. Students need to be educated about plagiarism. Should the cost of this important education program be added to the student fee? Should the program extend beyond freshman year? Should training be annual? Any program should initially be confined to the first year and expanded if it is deemed appropriate.

Recommendation #7. *School, Department, and University-wide Instruction.* Every school, department, and program, and university-wide unit dealing with undergraduate students should develop tools to help educate students about local practices and procedures concerning plagiarism. These might include: introduction to Honor Code during week of welcome, FYE training, sections in W classes, campus-wide workshops, University Libraries workshops, etc.

SSSC: Different disciplines face different forms of plagiarism and/or academic misconduct. Financial resources will be required to carry out the necessary discipline-specific education.

Recommendation #8. *Development of a web portal.* Create a comprehensive online resource with 24-hour access to informational and educational materials about plagiarism designed for students and faculty members.

SSSC: Financial resources will be required. The portal should not be confined to ‘passive links.’ It should include examples of plagiarism as well as practical insights and strategies for prevention, detection, etc.

Recommendation #9. *Education of faculty members to use pedagogies that reduce risk, to know how to handle cases when they arise, and to understand the university’s commitment to reducing plagiarism.*

SSSC: All individuals involved in instruction (faculty, graduate assistants, adjuncts) should be educated about pedagogies to reduce the risk of plagiarism and academic misconduct, as well as how to handle cases of alleged violations.

Recommendation #10. *Purchase of a plagiarism detection system. Purchase plagiarism detection services as a deterrent of plagiarism. Students should be warned in every course that UConn takes plagiarism seriously and employs technological means of detecting plagiarism.*

SSSC: This needs to be evaluated in a timely fashion to see what resources are available at the time of implementation. Technologies such as “Turnitin.com” and “SecureExam” are currently available. The proper use of such technologies and the potential ethical and practical issues of implementing them on a large scale need to be further investigated.

ATTACHMENT #55

Faculty Standards Committee
Report to the University Senate
May 2, 2005

Suggested Modification to PTR Guidelines (found at the Provost's website):

Current:

Promotion, Tenure & Reappointment (PTR)

The following procedures have been adopted for use during the academic year by the faculties of the University of Connecticut (except those of the School of Medicine and the School of Dental Medicine) under the authority of **Laws, By-Laws and Rules of the University of Connecticut (July 22, 2003) Article XV**. They should be followed insofar as possible by all departments. When a department cannot follow these procedures exactly or where a school or college does not have departments, it should follow procedures bearing as much similarity to these as is reasonable. The assistance of the Faculty Standards Committee of the University Senate in devising procedures may be sought by such departments, schools, or colleges.

If a faculty member has reason to believe that he or she has been denied any of the protections provided for or has suffered through any failure to observe these procedures, he or she may seek redress through the grievance procedure described in **Laws and By-Laws of the University, Section XV**.

State regulations require that personnel records, which include PTR files, be retained for 55 years after termination of employment. The Office of the Provost and Executive Vice President for Academic Affairs will assume responsibility for retaining PTR files for the required amount of time. Deans and Departments may retain the files beyond the two years they normally save them, but they are not required to do so.

- A. [Responsibilities](#)
- B. [Procedures](#)
- C. [Forms](#)
- D. [Letters of Reference](#)
- E. [Identification of Scholarly Publications and Public Service](#)
- F. [Offers of Tenure to Newly Appointed Faculty](#)
- G. [Review of In-Residence Faculty and Non-Tenure Track Appointments](#)

Proposed:

Insert a new item F and relabel current item F as G and G as H. A new bullet is included in new item G. The expanded text would read as follows:

F. Appointment of International Faculty to Tenure Track Positions

It is the policy of the University of Connecticut to not grant tenure in the absence of permanent residency. It is the obligation of the faculty member in a tenure-track position to pursue permanent residency status in a timely manner. It is important that the faculty member work with the Department of International Services and Programs to ensure that this is achieved during the probationary period.

For additional information please consult Human Resources.

G. Offer of Tenure to Newly Appointed Faculty

If you receive approval from the Provost's Office to make an offer that includes tenure **without** a probationary period, the Provost must receive the following information two weeks prior to the Board of Trustees meeting.

- Official starting date for the position.
- Copy of the offer letter, which has explicit mention of tenure offer.
- Copy of the acceptance letter.
- **Proof of permanent residency (for international faculty)**
- Written statement(s) of review of tenure eligibility at **all** levels -- dean, department head, advisory committee(s) - - **these reviews must occur prior to a request to the Provost to make such an offer, although written statements may follow approval.**

H. Review of In-Residence Faculty and Non-Tenure Track Appointments

The Provost does not formally review the **annual reappointment of In-Residence and other non-tenure track faculty, except for those faculty not in the tenure track solely due to immigration restrictions.** Formal review of In-Residence and other non-tenure track faculty shall continue up to the level of the dean, with reappointment determined by satisfactory performance and the availability of support. Appointment letters should be issued annually upon confirmation of support for the next fiscal year. After the sixth year of service, reappointments will be reviewed every three years according to the AAUP contract.

Please note, however, that **promotions** for In-Residence faculty will continue to be reviewed at all levels including the Provost.

UNIVERSITY OF CONNECTICUT

PROMOTION, TENURE, AND REAPPOINTMENT

NAME: _____

DEPARTMENT: _____

SCHOOL/COLLEGE: _____

CAMPUS: _____

IS A CANDIDATE FOR:

_____ Promotion to: _____

_____ Tenure

_____ Reappointment in a position leading to tenure

_____ **Reappointment in a position not leading to tenure (immigrant status)**

_____ Reappointment in a position not leading to tenure

***EFFECTIVE IN THE FALL**

OF: _____

International faculty: It is the policy of the University of Connecticut to not grant tenure in the absence of permanent residency. It is the obligation of the faculty member in a tenure-track position to pursue permanent residency status in a timely manner. It is important that the faculty member work with the Department of International Services and Programs to ensure that this is achieved during the probationary period.

ATTACHMENT #56**UNIVERSITY SENATE CURRICULA AND COURSES COMMITTEE
Report to the Senate, May 2, 2005**

I. 200-level courses

A. The committee recommends approval of the following new 200-level courses:

None

B. The committee recommends the following changes for existing 200-level courses:**ANSC 269 Laboratory Animal Science** – change in requirements

Exist Cat Copy: ANSC 269 Laboratory Animal Science

Second semester. Three credits. Two class periods and one 2-hour laboratory or discussion period. Prerequisite: BIOL 107 and 108 or equivalent. Open to sophomores or higher.

Revised Cat. Copy: ANSC 269 Laboratory Animal Science. Second semester. Three credits. Two class periods and one 2-hour laboratory or discussion period. Prerequisite: BIOL 107. Recommended Preparation BIOL 108 or equivalent. Open to sophomores or higher.

No change in description.

C. New General Education courses forwarded from GEOC**The Curricula & Courses Committee moves that the University Senate approve the following courses for the new General Education Curriculum:**

A. Courses for consideration in Content Area 1 (Arts and Humanities):

MUSI 112 University Symphony Orchestra

B. Courses for consideration in Content Area 2 (Social Sciences)

ANTH 220/W Social Anthropology
LAMS 190/W Perspectives on Latin America

C. Courses for consideration in Content Area 4 (Diversity & Multiculturalism):

1. MAY NOT be used to satisfy the “International” requirement:

ENGL 175W Race, Gender and the Culture Industry

D. Courses for consideration in Quantitative Competency:

LING 110Q The Science of Linguistics
LING 205Q Phonology
LING 206Q Syntax and Semantics

E. Courses for consideration in Writing Competency:

ANTH 246W Illness and Curing

ANTH 280W	Human Rights in Democratizing Countries
ECON 295W	Internship – Research Paper
EEB 276W	Plant Anatomy
ENGL 175W	Race, Gender and the Culture Industry
ENGL 294W	Publishing
INTD 1xxW	Ports of Passage
MARN 275W	Geological Oceanography
MARN 280W	Marine Biogeochemistry
NRME 297W	Undergraduate Thesis in Natural Resources
PP 223W	Cases in Public Policy

D. Editorial Changes and drops in new general education courses:

1. ENGL 277W Black American Writers II was inadvertently listed as approved for Content Area 4. It had only been submitted by English department for W certification. This was approved. Move that ENGL 277W be dropped as a content area 4 course.
2. At the April meeting of the Senate AH 215 and AH 216 were approved to content area 4. Before senate action had occurred, Allied Health had dropped both of these courses. No senate action is required but it is reported here for the record that these courses are dropped from the content area 4. The course AASI 215 and 216 approved at the same time are not affected.

Respectfully submitted,

Laurie Best, Mark Boyer, Margaret Breen, Janice Clark, Anne D’Alleva, Roger Chaffin, Michael Darre, Andrew DePalma, Douglas Hamilton, Shirley Roe, Veronica Makowsky, Lauren Smith, Aaron Burton, Robert G. Jeffers (Chair)

ATTACHMENT #57

University Senate
2005-2006 Standing Committee Membership
May 2, 2005

Curricula and Courses	Enrollment	Faculty Standards
Robert Jeffers, Chair	David Palmer, Chair (Fall '05) Karl Guillard, Chair (Spring '06)	Debra Kendall, Chair
*Best, Laurie	Allchin, Lynn	Armstrong, Lawrence
Breen, Margaret	Correll, Lauren	*Bramble, Pamela
Clark, Janice	*Faghri, Amir	*Boyer, Mark
*D'Alleva, Anne	Gorbants, Eva	*Dunne, Gerald
*Darre, Michael	*Guillard, Karl	Faghri, Pouran
DePalma, Andrew	Hiskes, Anne	*Givens, Jean
French, Richard	*Kaufman, Douglas	*Holgerson, Kathleen
*Jeffers, Robert	Lin, Senjie	*Kendall, Debra
Labadorf, Kathleen	*McCarthy, Robert	*Lowe, Charles
O'Donoghue, Maria Ana	*Ndoye, Abdou	*Murphy, Brenda
*Roe, Shirley	*Palmer, David	Nadeau, Jenifer
*Sacco, Peter	*Strausbaugh, Linda	*Pickering, Samuel
*Schultz, Eric	*Tiberio, David	*Polifroni, Carol
*Thorson, Robert	*Tilton, Robert	Punj, Girish
*Williams, Michelle	Ulloa-Beal, Susana	*Silander, John
	Watson, Richard	*Smith, Erling
		Tuchman, Gaye
		Williams, Cheryl
Scholastic Standards	Student Welfare	University Budget
*Andrew Moiseff, Chair	*Michael Kurland, Chair	Nancy Bull, Chair
*DeWolf, John	Bennett, John	*Anderson, Thomas
*Goldman, Jane	*Best, Phillip	*Bansal, Rajeev
Goodstein, Lynne	Bresciano, Karen	*Bull, Nancy
*Gramling, Lawrence	*Britner, Preston	*Facchinetti, Neil
*Humphreys, Nancy	*Chambers, Kim	Hart, Ian
Jarvi, Steven	*Gianutsos, Gerald	*Holsinger, Kent
Kettle, Monica	*Kehrhahn, Marijke	*Holzworth, R.J.
*Lillo-Martin, Diane	*McChesney, David	Mannheim, Philip
*Majumdar, Suman	Morrell, Charles	Maresh, Carl
*McGavran, Dennis	*Muirhead, Deborah	*Marsden, James
*Myers, Kathryn	*Ouimette, David	O'Keefe, Glen
*Ratcliff, Kathryn	Sedotti, Maria	*Olson, Sherri
*Rodin, Krista	*Simmons, Robin	*Ravishanker, Nalini
*Sidney, Stuart	Veiga, Moira	Smith, Winthrop
*von Munkwitz-Smith, Jeffrey	*Vinsonhaler, Charles	*Thorpe, Judith
*Wagner, David		
		Growth and Development
		John Clausen, Chair
		Anderson, Elizabeth
		*Bergman, Theodore
		*Clausen, John
		*Faustman, Cameron
		*Fox, Karla
		Frank, Harry
		*Macgill, Hugh
		Mills, Carol
		*Sanner, Kathleen
		Smey, Joseph
		*Stwalley, William

* Senate Member 2005/2006

ATTACHMENT #58

**Provost's Library Advisory Committee
Annual Report to the University Senate
April 27, 2005**

Introduction

The Provost's Library Advisory Committee (PLAC) provides advice to the Vice Provost for University Libraries and to the Provost on such library policy matters as committee members, the Vice Provost, or the Provost elect to bring to the Committee. As the Library continues to be transformed by developments in electronic communications and digital media, appropriate issues for PLAC include all forms of scholarly information acquisition by the University and all forms of scholarly information delivery to its faculty and students.

Meetings of the PLAC also provide an opportunity for its members to bring to the table any Library-related problems, concerns, or suggestions of their constituents. The Vice Provost for University Libraries and the University Libraries' program directors share information with PLAC members about current library activities, programs, and problems, including broader issues in scholarly publishing and information services. PLAC members play an additional important role by reporting back to their colleagues on these discussions. The Committee can also play a role in evaluating and assessing user survey results and provide the library administrators with perspectives on what library resources and services are most beneficial to faculty and students.

Committee Membership

Committee members and their affiliations for the 2004-2005 academic year were:

Lynn Allchin (Nursing, Storrs)
 Enrique Alvarez (Statistics, Storrs)
 Richard Bohannon (Allied Health, Storrs)
 Ann Charters (English, Storrs)
 James Chrobak (Psychology, Storrs)
 Richard Clark (Nutritional Sciences, Storrs)
 Gay Douglas (Dean of Students Office)
 Lawrence Hightower (Molecular & Cell Biology, Storrs)
 Robert Jeffers (Mechanical Engineering, Storrs)
 Challa Vijaya Kumar (Chemistry, Storrs)
 Richard Langlois (Economics, Storrs)
 Neal Larrabee (Music, Storrs)
 Alan Marcus (Curriculum & Instruction, Storrs)
 Osvaldo Pardo (Modern & Classical Languages, Storrs)
 Robin Spath (School of Social Work, Greater Hartford)
 Kisha Tracy (Graduate Student Senate)
 Brad Wright (Sociology, Storrs)

In addition, the following Library staff attended PLAC meetings this year:

Brinley Franklin, Vice Provost for University Libraries
 Peter Allison, Team Leader for Library Collection Development
 Francine DeFranco, Director, Library Collections Services
 Barbara DesRosiers, Director, Library Access Services
 Scott Kennedy, Director of Library Research and Information Services

Committee Meetings

The Committee met six times during the 2004-2005 academic year (October 27, November 9, February 16, March 16, March 22, and April 26)

Committee Activities

The Committee's discussions during the 2004-2005 academic year focused on the following:

- A review of an environmental scan of the current library landscape as presented by OCLC, the Online Computer Library Center, Inc. This document was discussed at an AAU Provost's meeting in September, 2004 and summarizes the social, economic, technological, research and learning landscapes shaping contemporary library collections and services.
- Representatives from the Libraries' Plan 2010 strategic planning team met with the Committee to get their input on issues to include in the Libraries update of its strategic plan in the fall of 2004. A subsequent draft of the plan and its final version, completed in January, 2005, were also shared with the Committee.
- Committee members were given an update in the fall of 2004 on key library initiatives for the academic year. Survey results from a library quality survey (LibQual+) conducted in the spring of 2004 were presented, as were library comparisons to the libraries of the University's new peer group.
- The Committee was asked to react to the idea of substituting electronic access to journals for print subscriptions. That approach was found to be acceptable as a general policy. When asked if the Libraries could de-accession retrospective runs of bound journal backfiles that are available through JSTOR and would be available in print regionally, the Committee agreed with the caveat that library liaisons needed to meet with faculty and establish discipline-specific direction.
- The Libraries intent to purchase ProQuest's Digital Commons institutional repository product was discussed with the Committee prior to its purchase. Committee members were briefed on the emergence of institutional repositories and were also encouraged to attend a library forum presentation to introduce the Digital Commons@UConn to the UConn community on March 22nd.
- The Committee discussed an agenda for its April meeting with the Provost. The Committee recommended that the Provost be briefed on the Libraries strategic plan, objectives for next year, and what committee work has focused on the last several years.
- Plans for next year were discussed and Committee members indicated a desire to become more active as a Committee in 2005-2006. The idea of breaking the Committee up into smaller groups to focus on specific issues like copyright, library instruction, institutional repositories, and a scholar's portal was suggested.
- The Committee met with Provost Nicholls (April 26, 2005) to provide the new Provost with an overview of PLAC activities during the last several years, and to discuss his expectations of the Committee and to explore how best the Committee might interact with him in the future. Provost Nicholls indicated that he was determined to maintain the quality of the library here and feels it is critically important that the University's collections budget be moved to a more stable funding model than the recent use of bond funding from UConn 2000 monies. He expressed concern about continuing serials inflation outstripping the University's ability to fund collections, even with 5% increases. He encouraged the Libraries to continue educating faculty regarding copyright issues and scholarly journals prices and to continue developing consortial relationships. He acknowledged the space issues challenging the University and appeared to support selective de-accessioning of print collections rather than building a library storage facility if that can be avoided. Finally, Provost Nicholls indicated he would welcome the opportunity to return and speak to the committee in the fall.

*Respectfully submitted by Brinley Franklin, Vice Provost for University Libraries
April 27, 2005*

ATTACHMENT #59

**Commencement Committee Report
for the Senate in May 2005
by Keith Barker**

This committee, whose members are recognized through the President's Office, is comprised of staff from the departments of public safety, parking, facilities operations, food services, University events, public relations, institutional advancement, Gampel management, UCIMT, and the Registrar. In addition membership includes the Alumni Association, the Student Union, Senior Year Experience, SUBOG, Students with Disabilities, and the UConn Coop. Academically we have about 5 members of the faculty, administrators from the President's Office, the Law School (ceremony 22nd May), and the Graduate School. The committee is staffed and supported by Jennifer Morenus. Information from the office is also available through our Web site at <http://commencement.uconn.edu>. Although not represented on the Committee, I work closely with the staff of the UC Health Center to facilitate their ceremony (15th May) two weeks after the Storrs weekend ceremonies (7th May – graduate and 8th May – undergraduate).

The people who form this committee are dedicated, without reservation, to making the Commencement ceremonies be part of a happy and memorable family weekend in May. Most of them go far beyond their normal work expectations to accommodate the needs of the occasion and deserve the whole University's thanks.

Particularly, I would like to recognize the work of Shirley Rakos, from the UConn Coop, who has taken on the task of, not only, supplying caps and gowns to over 2500 students, but also of issuing, of the order of, 20,000 guests' tickets. The Coop, as well as the registrar's department and graduate school, provides me with the detailed estimated attendance data that allows me to plan seating and guest ticket allocations. As the undergraduate graduating class increases in size, the problem of providing enough tickets, as requested, in an equitable way becomes greater.

Last year the University held its second December undergraduate Commencement. It was held in the Gampel Pavilion and was attended by nearly 500 students – too many to fit into the Jorgensen Center. As in the case of the summer rain plan, the students processed from the field house, through the athletics facilities, to the Pavilion. Almost all schools and colleges were represented and the student were presented individually with the benefit of ample space. It is to the credit of all concerned that things went so well in this familiar setting albeit with a different configuration. It is my intention next December to have the students face the speaker rather than have them on show behind the platform party.

The Commencement committee is a delight to work with. They are the most humorous bunch of collaborators that I have ever encountered who delight in reminding me of times when I have misspoken, goofed, forgot, and dropped things.

I try to bring a sense of organization and dignity to the ceremonies that cannot be achieved without the work of another group of colleagues – the marshals. These are drawn from across the campuses and help line up the students, march them to the Gampel, seat them, and control the lines for presentation. In addition they have the awesome task of organizing the faculty lines and leading the processions. They dutifully practice in the days before the ceremonies and wear the funny blue hats.

It would be neglectful of me not to mention the significant musical contributions of David Mills, Jeff Renshaw, and the University Wind Ensemble. They provide the fanfares along Fairfield Road (where the students assemble in May) in the Gampel together with accompanying music for the processions, the National Anthem, and the degree presentations. Also, we are grateful for the vocal contributions from the Music Department students in singing our National Anthem and the musical contributions of the brass quintet last December.

With the display units in the Gampel Pavilion, we have added an additional aspect to the ceremonies. In the Undergraduate ceremonies, we engage the waiting families by presenting live video from a camera outside the pavilion. Concurrently, we have been fortunate in having the services of Mark Roy who gives the audience the history and background behind our Commencement ceremonies. In addition we have a pictorial history of the University that we display on the screens before ceremonies. So, as well as those listed in the first few paragraphs, I also lift up the staff of the University Center for Instructional Media and Technology (UCIMT) and members of the Institute for Teaching & Learning who make these video presentations possible.

Finally, I continue to be grateful to our Events Staff who dutifully turn out each year to try to control the families and friends of our graduands from surging down the bleachers.

It is impossible to easily estimate the amount of work that is required to make the ceremonies successful. I have had many letters and comments of congratulations and our ceremonies are regarded by many as being one of the best-organized university Commencements. We should be proud of this group of dedicated UConn employees.