

October 2000

Minutes October 16, 2000

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MINUTES OF A MEETING OF THE UNIVERSITY SENATE

1. The regular meeting of the University Senate of October 16, 2000 was called to order at 4:07 p.m. in Room 7, Bishop Center, by Mr. Palmer, Moderator.
2. The Minutes of the regular meeting of September 11, 2000 were approved with an editorial change clarifying the Senate web-site as *senate.uconn.edu*.
3. Report of the President.

Chancellor Petersen, reporting in the absence of President Austin, touched briefly on the following items:

- a. The State's budget cap has resulted in a 2000-2001 budget rescission. This is a major issue which will impact this year and may impact the next budget cycle. The Chancellor is developing his understanding of the budget and its relationship to his academic agenda.
- b. The search for the Vice Provost for Research and Dean of the Graduate School is a high priority.
- c. There is a need to interpret the role of faculty in producing quality outreach, teaching and research. The faculty workload issue currently being addressed by the University needs to focus on the interpretation of our distinct mission as a major research university.
- d. The Chancellor acknowledged the work of the General Education Task Force.

The Chancellor responded to several questions.

4. Mr. G. Anderson presented the Report of the Senate Executive Committee.
(See Attachment #5)

Oral additions to the written report included:

- a. Reference to Mr. Holsinger's report on the September 12, 2000 meeting of the Board of Trustees
(See Attachment #6)
 - b. Appeal for volunteers to serve as tellers for Senate elections.
5. Ms. Bridges, on behalf of the Senate Executive Committee, moved that Senators Cynthia Adams and Scott Brown be elected alternate moderators for the 2000-2001 University Senate meetings.

The motion was seconded and carried.

6. Mr. Zirakzadeh presented the Report of the Nominating Committee.
(See Attachment #7)

- a. He moved the appointment of the following individuals to the noted committees:

Curricula and Courses	Douglas Hamilton
Scholastic Standards	Betty Hanson Jonathan Hufstader Jeff von Munkwitz-Smith
Student Welfare	Andrea Hubbard Thomas Terry

The motion carried.

- b. He moved the appointment of the following undergraduate student to serve as a member of the University Budget Committee.

Christopher Hattayer

The motion carried.

- c. He announced the election by the Undergraduate Student Government of the following students to one-year terms on the University Senate.

Henry Kozuch
Shaun Lee

They replace Edgar Acosta and Nicole Krzesny who are unable to serve.

7. Mr. Gianutsos presented the Report of the Scholastic Standards Committee.
(See Attachment #8)

He moved the recommended action concerning national student exchange processing for UConn students attending other institutions found at the end of the Report.

The motion carried.

8. Ms. Goldman presented the Report of the Curricula and Courses Committee.
(See Attachment #9)

- a. She moved (I.A. and I.B.) the addition of:

ECON 101 Essentials of Economics
ECON 102 Principles of Economics (Intensive)

And the dropping of:

ECON 113 Principles of Economics (Intensive)
ECON 100 Critical Issues

The motion carried.

- b. She moved (I.C.) changes in the title and/or catalog description for the following existing 100-level courses:

CHEM 127Q-128Q General Chemistry
CHEM 129Q-130Q General Chemistry to Honors General Chemistry
CHEM 137Q/138Q General Chemistry to Enhanced General Chemistry

The motion carried.

- c. She moved (II.A. and II.B.) that the following courses be approved as open to sophomores:

ECON 220 Economics of Taxation and Government
ECON 223 Economics of Poverty
ECON 224 Women and Minorities in the Labor Market
ECON 225/225W Labor Economics
ECON 226 Labor Legislation
ECON 228 Transitional Economies
ECON 232 Government and Industry Expenditures
ECON 233 Economics of the Oceans

And that the Open to Sophomores designation be removed for the following courses:

EEB 228 Concepts in Botany, Laboratory
MARN 220Q Environmental Reaction and Transport

The motion carried.

- d. She moved (II.C.) changes in title and catalog description for the following Open to Sophomores course:

EEB 227 Concepts in Botany

The motion carried.

- e. She moved (III.A. and III.B.) additions to the General Education Curriculum:

ECON 101 Essentials of Economics Add to Group 7
ECON 102 Principles of Economics (Intensive) Add to Group 7

And delete the following courses from the General Education Curriculum:

ECON 100 Critical Issues
ECON 113 Principles of Economics (Intensive)

The motion carried.

- f. She moved (IV.A.) that the term "required preparation" be dropped from the list of possible categories for "prerequisites" for courses.

Following discussion, Mr. G. Anderson moved to refer this motion back to the Curricula and Courses Committee.

The motion to refer carried.

- g. She moved (IV.B.) that the Senate grant a moratorium on the need for Senate approval for editorial changes in catalog copy that are made in keeping with changes in formatting required for adoption of PeopleSoft. This moratorium is to apply only to changes for the 2001-2002 catalog.

The motion carried.

- h. She noted other items in the Report (V) which pertain to skill courses, Group IV – Literature courses and to "Y" grading which require no Senate action.

9. Ms. Kelly presented the report of the Faculty Standards Committee.

(See Attachments #11 and #12)

She moved the adoption of the revised Promotion, Tenure and Reappointment forms, draft dated October 5, 2000, as they appear on the University Senate web site (senate.uconn.edu).

Mr. Mannheim moved to amend the motion to include implementation with the 2001/2002 academic year.

The motion to amend was seconded and carried.

The amended motion carried.

At this point Ms. Adams relieved Mr. Palmer as Moderator.

10. Mr. Maloney, Vice President for Financial Planning and Management, reported on the University Operating Budget and related items. His report included income and expense statements for 1999-2000, the current year (2000-2001) budget and budget rescission, budget assumptions for the next two years and projected three-year budgets including 2000-2001.

11. Unfinished Business.

None.

12. New Business.

Ms. I. Brown announced the AAUP reception at the Nutmeg Grille.

The meeting adjourned at 5:47 p.m.

Respectfully submitted,

David Jordan, Secretary

The following members and alternates were absent from the October 16, 2000 meeting:

Allenby, Edward	Hightower, Larry	Saternow, Timothy
Austin, Philip	Knox, James	Schwab, Richard
Bravo-Ureta, Boris	Kozuch, Henry	Simon, Christine
Buckley, Roger	Maryanski, Fred	Smith, Winthrop
Bushmich, Sandra	Muirhead, Deborah	Stave, Bruce
Dashefsky, Arnold	Omara-Otunnu, Elizabeth	Strausbaugh, Linda
English, Gary	Paul, Jeremy	Thorson, Robert
Faustman, L. Cameron	Pierce, C. Dennis	Trimble, Logan
Frank, Harry	Rola, Angela	Vinsonhaler, Charles
Herzberger, David		Wisensale, Steven

ATTACHMENT #5

REPORT
SENATE EXECUTIVE COMMITTEE

October 16, 2000

The Senate Executive Committee has met twice since the last report to the Senate on 11 September. Scott Kennedy was elected to the SEC to complete the term of Sandy Schulte. Ballots for the Athletic Advisory Committee and the Faculty Review Board were prepared and have been distributed. Gary Epling agreed to serve as a Senate representative on the University's Space Committee. So far, only two people have volunteered to serve as Tellers. We need two additional. If you are interested and are in the first or second year of your term, please contact Arlene in the Senate Office.

The SEC met with Standing Committee Chairs to set the agenda for this meeting. The group also established the protocol for reviewing the proposal of the General Education Task Force: the proposal will come to the Senate, from which it will be referred to the Curricula and Courses Committee where it can be reviewed by all groups and constituencies that are relevant. Simultaneously, the proposal will be referred to the Budget Committee for consideration of fiscal ramifications. Reviews from both committees will be reported back to the Senate. This meeting was concluded by a presentation of the highlights of the General Education Task Force proposals by its co-chair, Derek Allinson.

Thanks to Paul Kobulnicky and his staff, the Senate now has a new, more accessible web site address, senate.uconn.edu, on which Reports, Minutes, and sometimes proposed issues will be posted.

The second meeting was with the President, Chancellor and other members of the Administration. The possible budget rescission announced by the Governor was a main topic of consideration. Other topics discussed included a new task force, proposed by Vice Chancellor Triponey, to review student fees. Additionally, the Executive Committee and the Chancellor will create another task force to review the University calendar. Both task forces will involve a wide range of faculty and staff. There was also continuing discussion of the Chancellor's draft copy of the Policy on Faculty Professional Responsibilities, a document also being reviewed by the Faculty Standards Committee. Future discussions will focus on the new campus 'food policy' and on the impact of decentralization on departments.

Respectfully submitted,

Gregory J. Anderson, Chair

Judith Bridges

Irene Q. Brown

Scott W. Brown

Janine N. Caira

L. Cameron Faustman

Scott E. Kennedy

David D. Palmer

C. Ernesto Zirakzadeh

ATTACHMENT #6

SENATE REPRESENTATIVES TO THE BOARD OF TRUSTEES
REPORT TO THE SENATE
16 OCTOBER 2000

The Financial Affairs Committee of the Board met from 10:00–11:00am and the Board of Trustees met from 1:00–4:00pm in the Branford House at the Avery Point Campus on 12 September 2000.

Unaudited financial statements show that the University ended fiscal year 2000 with an increase of \$5.5M in fund balances compared to a \$6.4M deficit in fiscal year 1999. Tuition receipts for fiscal year 2000 were \$80.5M *versus* \$76.6M budgeted. Financial aid expenses were \$40.7M *versus* \$36.0M budgeted.

Endowments held by the University of Connecticut Foundation have increased from \$50M in 1995 to \$221M at the end of June, 2000. Approximately half of the increase is due to portfolio performance.

The Board approved a Master Plan for outlying parcels, namely the Agriculture Campus, the North Campus, and the Depot Campus. In addition to suggesting potential uses for tracts within each parcel, it includes design guidelines for the North Campus and for the Depot Campus.

President Austin notified the Board of his intention to submit changes to the *University of Connecticut Laws and By-Laws* to implement a new organizational structure in the School of Medicine. The new structure will combine the functions of chief executive officer for the University of Connecticut Health Center and those of Dean of the Medical School.

The Board also received reports on the status of capital projects and on admissions, enrollment, and housing.

Attachment #7

REPORT
UNIVERSITY SENATE NOMINATING COMMITTEE

October 16, 2000

1. We move the appointment of the following faculty members to serve on the listed standing committees:

Curricula and Courses	Douglas Hamilton
Scholastic Standards	Betty Hanson Jonathan Hufstader Jeff von Munkwitz-Smith
Student Welfare	Andrea Hubbard Thomas Terry

2. We move the appointment of the following undergraduate student to serve as a member of the University Budget Committee:

Christopher Hattayer

3. For the information of the Senate, the Undergraduate Student Government has elected the following students to a one-year term on the Senate:

Henry Kozuch and Shaun Lee

They replace Edgar Acosta and Nicole Krzesny who are unable to serve.

Respectfully submitted,

Derek Allinson
Michael Cutlip
Hedley Freake
Judith Kelly
Bruce Stave
C. Ernesto Zirakzadeh, Chair

Attachment #8

**University Senate
Scholastic Standards Committee**

Report to the Senate, October 16, 2000

The Committee recommends the motion below.

Background for the Motion:

The National Student Exchange (NSE) is a consortium of 160 colleges throughout the United States. UCONN is one of the participants in this program and students from UCONN are currently attending other NSE institutions. The Scholastic Standards Committee (SSC) was charged with recommending to the Senate how courses and grades from this program would be treated and appear on the student's transcript.

Options and Analysis:

At the May meeting of the Senate, the SSC proposed treating these courses as transfer credits. However, it was pointed out that this approach raised registration and financial aid difficulties for the students. An alternative proposal has been developed.

Recommended Action:**National Student Exchange Processing
for UConn students attending other institutions**

1. Students will register for NSE 100 or NSE 200. These courses will carry variable credits and S/U grading.
2. Students will be billed for UConn tuition and fees and receive financial aid through UConn.
3. The University Examiner will evaluate courses that the students take at the other institutions to determine whether UCONN will grant equivalent credits. Such courses will be posted with a Uconn equivalent and an S/U grade.
4. Courses without an exact UConn equivalent will be posted as NSE 100 or NSE 200, as appropriate, with the appropriate credits and an S/U grade. The course titles from the institution where the course was taken will be added as subtitles.
5. A text block will indicate the name of the institution where the NSE work was taken and list the actual grades earned. Since the course will carry S/U grading and the actual grades would only appear in the text block, the grades will not be counted in UConn GPA calculations.

Sample layout:

SPRING 2001 COL LIBERAL ARTS & SCI STORRS
INTRO ART HISTORY I ARTH 137 01 3 S
HISTORY OF ART I
NATL STUDENT EXCHNGE NSE 100 01 3 S
MINNESOTA GEOGRAPHY
NATL STUDENT EXCHNGE NSE 200 01 3 S
INDIAN EPIGRAPHY & PALEOGRAPHY
NATL STUDENT EXCHNGE NSE 200 02 3 S
COMMUNICATION & COMMUNITY
00.0/ 0 SGPA 0.000 UD-3 12
168.0/ 56.0 DGPA 3.000 100.00
330.0/110.0 TGPA 3.000

COURSES TAKEN AT UNIVERSITY OF MINNESOTA
THROUGH NATIONAL STUDENT EXCHANGE PGM
ARTH 1137 "A"; GEOG 1301 "B+"; SOAS 3145 "A-"
SPCH 5414 "S"

Respectfully submitted,

Irene Brown	Carl Maresh
Michael Cutlip	Gerald Murphy
Richard French	Jason Purzycki
Kent Holsinger	Sally Reis
Jonathan Hufstader	Jeffrey von Munkwitz-Smith
Peggy Jablonski	Gerald Gianutsos, Chair
Jane Knox	

Attachment #9

CURRICULA AND COURSES COMMITTEE

Report to the Senate, October 16, 2000

I. 100-level courses

A. The Committee recommends approval of the following new 100-level courses.

- **ECON 101. Essentials of Economics.** This is a new economics principles course for non-majors.

ECON 101. Essentials of Economics.

Either semester. Three credits. Not open for credit to students who have passed ECON 111, 112, 102, or 113.

A one-semester general introduction to micro- and macroeconomics. Economic concepts to be taught include: opportunity costs, demand and supply, incentives, comparative advantage, inflation and employment policies, balance of international payments, and economic growth.

- **ECON 102. Principles of Economics (Intensive).** This course will replace ECON 113.

ECON 102. Principles of Economics (Intensive).

Either semester. Four credits. Four class periods. Recommended preparation: ECON 101. Not open for credit to students who have passed ECON 111, 112, or 113. May not be taken concurrently with ECON 111 or 112.

Same core principles as ECON 111 and 112. One half macroeconomics and one half microeconomics. More demanding than ECON 111 and 112. Substitutes for ECON 111 or 112 as a prerequisite for all upper division economics courses. May or may not substitute for ECON 111 and 112 outside economics; check Catalog..

B. The committee recommends dropping the following 100-level courses.

- **ECON 113. Principles of Economics (Intensive).** Replaced by ECON 102.
- **ECON 100. Critical Issues.** This course has not been taught in recent years.

C. The committee recommends the following changes in title and/or catalog description for existing 100-level courses.

Requests for the following changes are in response to a re-examination by the Chemistry Department of the general chemistry courses in the department. Currently all courses have the same title. The proposal is to rename two of the courses, and to clarify the purpose and goal of each course.

- **CHEM 127Q-128Q. General Chemistry.** Request for change in catalog copy. Current copy is included in the attachment to this report.

Proposed Catalog Copy:

127Q-128Q. General Chemistry

Either semester. Four credits. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 122 will receive only 2 credits for CHEM 127 but 4 credits will be used for calculating the GPA. Very high standing in CHEM 122 may substitute for CHEM 127 with the

consent of the instructor. CHEM 127 is not open for credit to students who have passed CHEM 129 or 137 or 153; CHEM 128 is not open to students who have passed CHEM 130 or 138 or 154.

Designed to provide a foundation for more advanced courses in chemistry. Atomic theory; laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Properties of some of the more familiar elements and their compounds. Quantitative measurements illustrating the laws of chemical combination in the first semester lab. Equilibrium in solutions and qualitative reactions of the common cations and anions in the second semester lab.

- **CHEMISTRY 129Q-130Q. General Chemistry.** Request for change in title and catalog copy. Current copy is included in the attachment to this report.

Proposed Catalog Copy:

129Q-130Q. Honors General Chemistry

(Honors Course) Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: Strong background in high school chemistry and physics, MATH 112 or 115, which may be taken concurrently, and consent of instructor. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. This course can be used as an alternate wherever CHEM 127-128 is listed as a prerequisite. CHEM 129Q-130Q is not open for credit to students who have passed 137Q-138Q, or 153Q-154Q.

Atomic and molecular theory and the properties of gases, liquids, solids and solutions. Topics, which may be covered in depth, are the nature of the chemical bond, chemical equilibria, thermodynamics, electrochemistry and nuclear chemistry. The laboratory work is primarily quantitative in nature. Considerable personal initiative will be demanded of students in carrying out laboratory assignments.

- **CHEM 137Q.General Chemistry and CHEM 138Q . General Chemistry.** Request for change in title and catalog copy. Current copy is included in the attachment to this report.

Proposed Catalog Copy:

137Q-138Q. Enhanced General Chemistry

(Formerly offered as Chemistry 153Q and 154Q.) Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: One year of high school chemistry, MATH 112 or 115, which may be taken concurrently, and a high pass on the Q Test. Primarily for majors in chemistry and related disciplines. This course can be used as an alternate wherever CHEM 127-128 is listed as a prerequisite.

CHEM 137Q-138Q is not open for credit to students who have passed 129Q-130Q or 153Q-154Q.

Atoms, molecules, ions, chemical bonding. Gases, liquids, solids, solutions, equilibrium, thermodynamics, nuclear chemistry, kinetics and organic chemistry. May include modern materials, environmental chemistry, metallurgy, and biochemistry.

II. Open to sophomores:

- A. The committee recommends that the following courses be approved as open to sophomores.

- **ECON 220. Economics of Taxation and Government Expenditures** (new course)
- **ECON 233. Economics of the Oceans** (new course)
- **ECON 223. Economics of Poverty.** (Formerly 257)
- **ECON 224. Women and Minorities in the Labor Market** (Formerly 279)
- **ECON 225/225W. Labor Economics** (Formerly 274)
- **ECON 226. Labor Legislation** (Formerly 276)

- **ECON 228. Transitional Economies** (Formerly 244)
- **ECON 232. Government and Industry** (Formerly 264)

B. The committee recommends that the Open to Sophomores designation be removed for the following courses:

- **MARN 220Q. Environmental Reaction and Transport.** Now recommended that students take this course in their junior year.
- **EEB 228. Concepts in Botany, Laboratory.** The course no longer is offered.

C. The committee recommends the following changes in title and catalog description for a course that is Open to Sophomores.

- **EEB 227. Concepts in Botany**

Current title and copy:

EEB 227. Concepts in Botany. Second semester. Three credits. Prerequisite: BIOL 108 or 110. EEB 228 recommended concurrently. Open to Sophomores. Staff.

Intermediate level coverage of ecology, evolution, function and structure of plants.

Proposed title and copy:

EEB 227. Biology of Plants. First semester. Three credits. Prerequisite: BIOL 108 or 110, or consent of instructor. Open to sophomores. Staff.

Structure, function, evolution, and ecology of plants. Importance of plants for ecosystems and human life. Anderson, L. Lewis.

III. General Education

A. The committee recommends the following additions to the General Education Curriculum:

- **ECON 101. Essentials of Economics.** Add to Group 7
- **ECON 102. Principles of Economics (Intensive).** Add to Group 7. To replace ECON 113

B. The committee recommends that the following courses be deleted from the General Education Curriculum:

- **ECON 100. Critical Issues.**
- **ECON 113. Principles of Economics (Intensive)**

IV. Additional recommendations

A. "Prerequisites" for enrolling in a course.

The committee recommends that the Senate drop "required preparation" from the list of possible categories for "prerequisites" for courses:

Current categories: Prerequisite, Required Preparation, and Recommended Preparation.

Proposed categories: Prerequisite and Recommend Preparation

Explanation: The category "Required Preparation" was added in 1995 because our current registration system does not monitor if students have the required prerequisites. However, with the adoption of PeopleSoft for processing registration this situation will be corrected. Thus, there no longer is a need for the category. (Descriptions of the categories are presented in the attachment to this report.)

B. Moratorium for editorial changes in catalog copy.

- The committee recommends that the Senate grant a moratorium on the need for Senate approval for editorial changes in catalog copy that are made in keeping with changes in formatting required for adoption of PeopleSoft. This moratorium is to apply only to changes for the 2001-2002 catalog.
- If IV-A above is passed, the committee recommends that the Senate grant a moratorium on the need for Senate approval for editorial changes in catalog copy that are made in keeping with changes in prerequisites related to dropping the option of Required Preparation. This moratorium is to apply only to changes for the 2001-2002 catalog.

V. For the information of the Senate

A. The Senate Curricula and Courses Committee approved addition of the following skill designation:

- **PSYC 270W. Black Psychology**

B. The Committee approved dropping skill designations for the following courses:

- **PHIL 227W. Twentieth Century Philosophy.** The course no longer is offered.
- **PHIL 233W. Existential Philosophy .** The course no longer is offered.

C. **Guidelines for "Y" grades** The committee discussed guidelines for the use of "Y" grades. It was the consensus of the committee that (1) "Y" grades are to be assigned to courses only if something in the design of the course (such as a field trip after final exams) precludes assigning grades at the usual time; and that (2) when used "Y" grades are to be assigned to all students in a class, not to just a subset of students.

D. **Group IV - Literature.** The committee approved the following motion: For the 2001-2002 academic year any literature course in a department listed in Group IV - Literature may be used to meet the Group IV requirements, excluding any course listed in any of the other categories in the general education group requirements

Respectfully submitted, D. Allinson, L. Best, J. Clark, M. Cutlip, H. Frank, D. Hanink, C. Hattayer, P. Luh, R. Miller, P. Roberts, C. Schlichting, J. Silander, R. Tilton, K. von Hammerstein, A. Waller.

G. English & J. Goldman, Co-Chairs

CURRICULA AND COURSES COMMITTEE

Report to the Senate, October 16, 2000

Attachment

- **CHEM 127Q-128Q. General Chemistry**

Current Catalog Copy:

127Q-128Q. General Chemistry

Either semester. Four credits. Three class periods and one 3-hour laboratory period. (Students who have passed CHEM 137 or 153 may take CHEM 128. Students who have passed CHEM 122 will receive only 2 credits for CHEM 127 but 4 credits will be used for calculating QPR scores. A student who has a very high standing in CHEM 122 may be permitted, with the consent of the instructor, to take CHEM 128 without 127). CHEM 127 is not open for credit to students who have passed CHEM 129 or 137 or 153; and CHEM 128 is not open to students who have passed CHEM 130 or 138 or 154.

This course is designed to provide a foundation for more advanced courses in chemistry. The topics covered include atomic theory, the laws and theories concerning physical and chemical behavior of gases, liquids, solids, and solutions. The properties of some of the more familiar elements and their compounds are discussed. The laboratory work in the first semester involves quantitative measurements illustrating the laws of chemical combination. In the second semester particular attention is given to equilibrium in solutions and to the quantitative reactions of the common cations and anions.

- **CHEMISTRY 129Q-130Q. General Chemistry**

Current Catalog Copy:

129Q-130Q. General Chemistry

(Honors Course.) Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: High standing in high school chemistry and physics, Math 112, which may be taken concurrently, and consent of instructor. Designed for exceptionally well-prepared students not intending to be chemistry majors. This course may be used as an alternate wherever CHEM 127-128 is listed as a prerequisite. CHEM 130 is not open for credit to students who have passed CHEM 128 or 138 or 154.

Atomic-molecular theory and properties of gases, liquids, solids, and solutions are presented as background for the descriptive chemistry of the elements and their compounds. Emphasis is given to the structure of atoms, molecules, and crystals and to the nature of the chemical bond. The laboratory work is primarily quantitative in nature. Considerable personal initiative will be demanded of students in carrying out laboratory assignments.

- **CHEM 137Q. General Chemistry. and CHEM 138Q . General Chemistry.**

Current Catalog Copy:

137Q. General Chemistry

(Formerly offered as Chemistry 153Q). First semester. Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: One year of high school chemistry, Math 112 or 115, which may be taken concurrently, and a high pass on the Q Readiness Test. Primarily for majors in chemistry and related disciplines. Substitutes for CHEM127 as a prerequisite. Not open for credit to students who have passed CHEM 127 or 129 or 153.

Atoms, molecules, ions, chemical bonding. Gases, liquids, solids, modern materials, metals and metallurgy, nonmetals, environmental chemistry.

138Q. General Chemistry

(Formerly taught as Chemistry 154Q). Second semester. Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: CHEM 137 or CHEM 153 or CHEM 127 with consent of instructor, MATH 113 or 116, which may be taken concurrently. Primarily for majors in chemistry and related disciplines. This course may be used as an alternate wherever CHEM 127-128 is listed as a prerequisite. Not open for credit to students who have passed CHEM 128 or 130 or 154.

Solutions, electrolytes, equilibrium, thermodynamics, nuclear chemistry, electrochemistry, kinetics, organic chemistry, and biochemistry.

- **PREREQUISITES, REQUIRED PREPARATION, RECOMMENDED PREPARATION**
(as described on page 24 in the 2000-2001 Undergraduate Catalog)

Prerequisites: The term *prerequisite* implies a progression from less advanced to more advanced study in a field. Students must satisfy the prerequisite(s) before registering for the course, unless exempted by the instructor. Prerequisites taken out of sequence within a single department shall not count towards degree credit unless the head of the department offering the course grants an exception.

Assume that courses A and B are in the same department and A is prerequisite to B. If the instructor permits the student to take B without having taken A, and the student passes B, the student may not take A for credit without permission. The student seeking credit for A must have the permission of the head of the department offering the course. The department head must notify the Registrar in writing.

Required Preparation: Students must satisfy *required preparation(s)* before registering for the course, unless exempted by the instructor. However, students may subsequently receive credit towards graduation for courses so listed, regardless of the order in which they are taken.

Recommended Preparation: *Recommended preparation* denotes that the instructor will assume that students know material covered in the course(s) listed. Students who register for a course without the recommended background may experience difficulties and are encouraged to consult with the instructor prior to registration."

ATTACHMENT #11

REPORT OF THE SENATE FACULTY STANDARDS COMMITTEE

October 16, 2000

Proposed Changes to the University of Connecticut
Promotion, Tenure and Reappointment Forms

1. The Motion Brought Before the University Senate by the Faculty Standards Committee:

The Senate Faculty Standards Committee moves the adoption of the revised Promotion, Tenure and Reappointment forms, draft dated October 5, 2000, as they appear on the University Senate web site (SENATE.UCONN.EDU).

2. The Charge to the Faculty Standards Committee:

In the Fall of 1999, the Faculty Standards Committee was charged by the AAUP and the University Senate to review the University's promotion, tenure and reappointment documents.

3. The Process the Committee Followed:

Faculty Standards met biweekly through the Fall semester and weekly through the Spring semester, carefully considering the 1998 PTR forms and procedural guidelines, together with suggestions proposed by Interim Chancellor Maryanski and Vice Provosts Smith and Steele.

During this process, FSC was expanded to 13 members to allow for better cross-college representation. Following in-committee deliberations, input was sought from approximately 45 faculty, focusing on junior and recently promoted faculty members. Representatives of FSC also met with the Academic Department Heads during the Spring semester to review the process and solicit their input. The draft document was posted on the Senate web site in May 2000. Interim Chancellor Maryanski wrote a memo to all Deans, Directors, Department Heads and Faculty on June 22, 2000 asking that comments on the posted forms be forwarded to FSC. The Committee reported to the Senate at its September 2000 meeting that FSC would present the PTR forms for adoption at the October Senate meeting. The Committee met at the end of September to review input and make final modifications to the PTR forms. It was decided by the Committee to separate a motion for accepting the revised PTR forms from a motion for the adoption of revised procedural guidelines. The latter will be presented at a later date.

The end result of these activities is that the forms used by the University of Connecticut in the faculty promotion, tenure and reappointment process have been revised to elicit appropriate information from the candidate and the Department Head on the candidate's teaching, research and service contributions to the University and the larger community. The language of the forms has also been simplified and clarified.

Respectfully submitted:

Gregory J. Anderson
Olga M. Church
Pouran D. Faghri
Hedley C. Freake
Sarah Glaz
Peter L. Halvorson
David K. Herzberger
Faquir C. Jain
Judith A. Kelly, Chair

James R. Knox
Andrew Moiseff
Robert Rosenblatt, USG Rep.
Bruce M. Stave
C. Ernesto Zirakzadeh

1999-2000 FSC Members
Justin Carbonella, USG Rep.
Samuel F. Pickering

Revisions to 1998

DRAFT 10-3-00

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: _____

INSTRUCTIONS

- (1) These forms are to be used in accordance with the procedures regarding tenure, promotion, and reappointment that are in effect for the current academic year. (The forms may also be used for recommending the reappointment and promotion of members of your professional staff who are in positions that do not lead to tenure.)
- (2) Entries should be typed, and the completed forms should be forwarded to the Department Head. WordPerfect and Word versions are available from your Department Head.
- (3) For promotion, tenure and terminal appointment, insert Sections One through Three (excluding G. and H. of Section Three). For all reappointments except the first, insert Sections One through Three. For a first reappointment, submit the first reappointment form.
- (4) Supplementary material, including letters, reviews, teaching evaluations, and extra pages needed to provide more space for answering questions, should be inserted in the folder at the proper place.
- (5) Please mark as "not applicable" any questions or sections of the form that fall into that category.
- (6) Faculty members are responsible for the completion of Sections One and Two.
- (7) Department Heads are responsible for the completion of the cover page and Section Three. Section Three should reflect as accurately as possible the opinion of the department head, as well as those of the candidate's colleagues and students, and others whose opinions may be helpful. The written report of the departmental advisory committee should be inserted at the beginning of Section Three. In cases where the judgment of the department head differs from the advice he/she has received, all views should be recorded. Department heads must inform candidates of substantive negative findings and of the reason for negative recommendations.
- (8) Candidates should consult with their department head to help insure that the information in Sections One and Two of the PTR form is complete and in consistent format. The accuracy and completeness of this section of the form are the responsibility of the candidate under review. Upon request, a candidate may review the PTR file at any step of the process.

SECTION ONE: CURRICULUM VITAE

Full Name: _____

Has tenure been awarded? _____

If yes, give effective date; if no, give date when it will become effective.

SERVICE AT THE UNIVERSITY OF CONNECTICUT:

Present rank: _____ Since: _____ Years in rank: _____

Previous ranks: _____ Since: _____ Years in rank: _____

PRIOR TO SERVICE AT THE UNIVERSITY OF CONNECTICUT:

List previous titles and organizations: _____ From: _____ To: _____

Was tenure awarded at another institution? _____ Date: _____
Summarize other pertinent experience if it seems desirable. Use extra sheets.

EDUCATIONAL BACKGROUND AND EARNED DEGREES:

Specify all degrees, fields, institutions, and dates.

SECTION TWO: FACTUAL *(These pages are to be completed by the faculty member.)*

A TEACHING AND MENTORING

- (1) Briefly (at least 200 words) describe your teaching program, your goals relative to your instructional responsibilities, and any activities you have undertaken to enhance your pedagogical capabilities.

Documentation: You may wish to include one or two examples of your teaching methods, such as representative course syllabi.

- (2) What are your teaching specialties?

- (3) What courses have you taught (including the course #, name of course, the semester and the year it was taught, and whether it was solo or team taught) at the University of Connecticut? Underscore those regularly taught.

Insert a copy of the student evaluations; these may be obtained from the Office of Institutional Research. If there are formal departmental student evaluations, insert these after the Office of Institutional Research forms. Label inserts Section 2A.3a and Section 2A.3b. Please include forms for all years.

- (4) Describe any teaching outreach activities that are part of your responsibilities, for example, working with community groups or with high school teachers.

You may insert here other appropriate reviews and evaluations.

- (5//) How many undergraduate majors are you currently advising? How many have you advised in the past 5 years?

- (6//) What additional advising and counseling duties have you had (e.g., advising freshmen and sophomores, serving in a school or department counseling office)?

- (7) Describe other activities related to mentoring and teaching that you wish to have considered (e.g., curriculum development, undergraduate theses directed, teaching assistant coordination, postdoctoral student supervision, teaching awards, etc.)

MASTER'S DEGREE ADVISING

Current Advising: Major Advising: _____ Associate Advising: _____

Completed: Major Advising: _____ Associate Advising: _____

List the names of Master's Degree students for whom you were or are Major Advisor.

DOCTORAL ADVISING

Current Advising: Major Advising: _____ Associate Advising: _____

Completed: Major Advising: _____ Associate Advising: _____

List the names of Doctoral students for whom you were or are Major Advisor.

B SCHOLARSHIP

- (1) Briefly (at least 200 words) outline your immediate and long-term scholarly goals and the activities you have initiated to achieve them.

- (2) List all completed scholarly work using the standard entry form in your field. List in appropriate categories [e.g., a) art exhibits, musical compositions, or dramatic productions; b) books, monographs, dissertation; c) textbooks; d) articles; e) abstracts; f) reviews, patents, and miscellaneous publications]. Label additional sheets Section 2B.2a, Section 2B.2b, etc. Prefix refereed materials with an asterisk. Indicate undergraduate and graduate student co-authors with *U* or *G* respectively. *Do not include here work in progress, work submitted , or work in press.*

- (3) List published reviews of your scholarly work and attach copies.

- (4) List unreleased or submitted work.
 - a. Now accepted or in press (attach acceptance letter),

 - b. Submitted .

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- (5) In the order in which they were begun (give dates) list creative works or manuscripts currently under preparation that you wish considered in your evaluation. Tangible evidence of the work must be available for reviewers upon request.

- (6) List any professional presentations you have delivered since your initial appointment or your last promotion. Indicate whether the presentation was invited or contributed, and whether the presentation was to an international, national, regional, local, or departmental organization or group. Include any meetings or symposia that you have organized.

- (7)
 - a. List any grants, contracts or fellowships you have held, with funding sources, dates and amounts. For grants and contracts with multiple investigators, indicate your role, e.g. Principal Investigator, co-Principal Investigator, collaborator.

 - b. List any fellowship applications or grant proposals pending or unfunded, with funding sources, dates and amounts requested.

- (8) List and describe any professional or other honors related to scholarship or creative work you have received.

C ACADEMIC AND PROFESSIONAL SERVICE

- (1) List departmental committees on which you have served and any other departmental assignments you have undertaken. For all entries, describe the assignment, and indicate dates of service.

- (2) List school or college level service activities. For all entries provide name of committee or responsibility, describe the assignment, and indicate its duration.

- (3) Using the format established above, list service contributions at the University level. Include efforts to obtain extramural support for activities beyond your own scholarly activities.

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- (4) Indicate the professional organizations in which you are active. Describe the level of participation, eg., holding office, editorial positions, performing committee duties, or attending meetings. For all entries identify the organization, describe the assignment, and specify its duration.
- (5) Using the format established above, list other service contributions to non-University groups, including public service.

TO THE CANDIDATE: If others supervise some of your work (regional campus or institute director, head of a department in which faculty member holds a joint appointment, e.g.), list their names and titles and briefly describe your duties for their programs. When Sections One and Two are completed, including any material which you have added, please sign below indicating your agreement with the following statement.

D STATEMENT BY FACULTY MEMBER

I certify these data are complete and correct. I have added the following items to the folder, in order that they may be made part of the record to be reviewed by the department's tenure and promotion committee and subsequent reviewers.

Signature: _____
Name Typed: _____
Rank: _____
Date: _____

N. B. You may update this material at any point in the PTR process.

SECTION THREE: EVALUATIVE

Departmental promotion, tenure, and reappointment committees should summarize their views in a written report to the department head, to be inserted in this folder before Section 3A and labeled Department Evaluation, together with supporting data and dissenting views, if any. If there are evaluations from others who supervise the candidate's work, those evaluations should be inserted behind the report of the departmental advisory committee and labeled Other Evaluations.

The remainder of this section is to be completed by the department head.

A TEACHING AND MENTORING

Evaluate the effectiveness of the faculty member's teaching.

- (1) Summarize and interpret the student ratings.
- (2) Have you or faculty colleagues had an opportunity to observe the candidate's teaching? If so, summarize your observations.

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- (3) Add any supporting materials you believe are germane including his/her contributions to the teaching activities of the department such as developing new courses, supervising independent study projects, etc.
- (4) Evaluate the faculty member's performance as an advisor of undergraduate students.
- (5) Evaluate the faculty member's performance as a graduate advisor and, if applicable, as a supervisor of graduate assistants.

B SCHOLARSHIP

- (1) Evaluate the quality of the faculty member's scholarly contributions. In so doing, note the quality of the journals or other venues in which the work appears. Where these are available, summarize or quote from reviewers' opinions. Evaluate the candidate's efforts at obtaining extramural support.
- (2) Evaluate the quality of unreleased or submitted work that the faculty member has listed in Section 2B, Items #4 and #5.
- (3) Evaluate the candidate's potential scholarly contributions based on his or her objectives and work in progress.
- (4) Assess the faculty member's national or international reputation. Please document.

C ACADEMIC AND PROFESSIONAL SERVICE

- (1) Evaluate the contributions of the candidate to departmental committees and discuss any other departmental responsibilities he/she has undertaken.

- (2) Evaluate the contributions of the candidate to school / college or University committees. Comment on other campus activities in which he/she has participated.
- (3) Evaluate the candidate's contribution to professional organizations.
- (4) Evaluate the service contributions of the candidate to non-University groups. .

D ADVICE FROM COLLEAGUES

If the candidate is being considered for tenure or for promotion: Attach letters from four or more people in the faculty member's field outside the University who can speak to his or her professional contribution to scholarship. Here we seek informed evaluations by experts in the candidate's field. Letters from former advisors, for example, are of little use. Letter writers should be requested to state their relationship to the candidate.

- (1) Describe the department's tenure and promotion committee structure and procedures.
- (2) If there was a division of opinion on this recommendation within the tenure and promotion committee, report the vote and comment on any views taken by the committee with which your recommendation differs.
- (3) If you have consulted others besides the promotion and tenure committee about this faculty member, list the individuals or ad hoc groups consulted and summarize their advice. Comment specifically on any views that differ from your conclusions.

E ADDITIONAL COMMENTS

Add any other evidence you think is germane, and make any additional comments you believe should accompany your recommendation.

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F RECOMMENDATION OF THE DEPARTMENT HEAD

This report contains the advice I have received from others and states my opinion

I recommend that: _____

Effective in the fall of: _____

Check all statements which apply

_____ Be promoted to the rank of: _____

_____ Be granted permanent academic tenure

_____ Be given a terminal appointment

_____ Be reappointed for another probationary year

_____ Be reappointed for another probationary year (immigrant status)

_____ Be reappointed in a position not leading to tenure

_____ Not be promoted

_____ Not be reappointed

Signed: _____

Date: _____

G REAPPOINTMENT FOR SECOND AND SUBSEQUENT REAPPOINTMENTS

This page is to be completed by the department head and a copy given to the candidate. Check the appropriate statement in each cluster. Attach any comments you deem useful for the candidate. (If you are recommending a first reappointment, submit only Section One and the cover page, plus a bibliography and teaching ratings if these are available; omit Sections Two and Three.)

This faculty member was reappointed last year. At that time I checked the statement which judged him or her to be:

_____ Performing in superior fashion, etc.

_____ Performing satisfactorily, etc.

_____ Not performing as well as expected, etc.

This year, in my judgment (please check the statement which is appropriate, and then sign this sheet):

_____ This faculty member is performing in a superior fashion thus far; therefore, I recommend reappointment.

_____ This faculty member is performing satisfactorily thus far; therefore, I recommend reappointment.

_____ This faculty member is not performing as expected thus far; nonetheless, I recommend reappointment for another probationary year in hope that he or she may in that period overcome the weaknesses seen. At present I am in doubt as to whether he or she will earn tenure in due course.

(This is the faculty member's _____ Probationary year.)

_____ This staff member is not in a position leading to tenure, but, funding permitted, I recommend reappointment.

Signed: _____

Date: _____

DEPARTMENT HEADS SHOULD GIVE A COPY OF THIS PAGE AND ANY ADDITIONAL COMMENTS TO THE CANDIDATE

H DEAN / DEAN'S ADVISORY COUNCIL

Attach at the end of the form a copy of the report of the Dean / Dean's Advisory Council. State below your recommendations. Comment in detail on any aspects of the department head's recommendation and the advice of the departmental committee and the Dean's Advisory Council with which you differ

If an appeal procedure occurred at the dean's level, describe it and report on its results. If there was no appeal at the dean's level, check here. _____

I RECOMMENDATION OF THE DEAN

Signed: _____

Date: _____