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"Minutes April 12, 2004" (2004). *Minutes.* Paper 12.
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MINUTES OF A MEETING OF THE UNIVERSITY SENATE

1. Senator Spiggle officially called the regular meeting of the University Senate of April 12, 2004 to order at 4:04 p.m. in Room 7, Bishop Center.

2. Minutes of the March 15, 2004 meeting of the University Senate were approved as written.

3. Report of the President

   Provost Petersen delivered the Report of the President. He expressed congratulations to the men's and women's basketball programs and fans who did the University proud with their success and behavior at the NCAA National championships. Community members, including students, were disheartened by the actions of a handful of students' behavior after the games. Identified students who may have violated the student conduct code are going through the student disciplinary process. Senator Holsinger asked about the status of the raises for AAUP and UCPEA. Provost Petersen believes money will be available for these contractual raises.

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

   (See Attachment #33)

5. Report of the General Education Oversight Committee/Curricula & Courses Committee

   Senator Hiskes gave a detailed introduction of the activities of the General Education Oversight Committee and reviewed the summary sheet of submitted course proposals statistical breakdown.

   (See Attachment #34)

   Senator Hiskes then presented the General Education Oversight Committee's first slate of courses for the new general education system.

   (See Attachment #35)

   Senator Jeffers presented the Curricula & Courses Committee's first slate of courses for inclusion in the new general education system.

   (See Attachment #36)

   It was moved to approve both the General Education Oversight Committee and the Curricula & Courses Committee's slate of courses into the new general education system. Seconded by Senator Reis.

   The motion carried.

   Senator English presented a resolution acknowledging the tremendous contribution that Senator Hiskes has made to the general education process and thanked her for her efforts.

   The resolution carried.

   It was noted that a second slate of courses would be presented at the May 3, 2004 meeting of the University Senate with additional slates presented in Fall 2004.

6. Senator Armstrong announced the Faculty Standards Committee's upcoming forum on promotion, tenure and reappointment to be held Friday, April 16th at 3:00 p.m. in Shippee Dining Hall.

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

(See Attachment #37)

Senator Palmer reviewed the process used to identify the slate of membership on the Senate standing committees. He summarized the slate for the standing committees for 2004-2005. The Senate will vote on these proposed members at the May 3, 2004 meeting of the University Senate.

The Nominating Committee moves the following appointments to the General Education Oversight Committee (GEOC) to serve for two-year terms:

Marie Cantino	**Physiology and Neurobiology**
Anne D'Alleva	**Art and Art History, Fine Arts**
Thomas DeFranco	**Curriculum and Instruction, Education**
Clare Eby	**English**
Hedley Freake	**Nutritional Sciences, CANR**
Philip Gould	**Physics**
Benjamin Liu	**Modern and Classical Languages**

The motion carried.

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

(See Attachment #38)

A. The committee recommends approval of the following new 100-level course:

- FREN 1xy Magicians, Witches, Wizards: Parallel Beliefs & Popular Culture in France

  Proposed catalog copy: Either semester. Three credits. No Prerequisites. Taught in English. The search for traces of a counter culture which grew out of pagan beliefs and remained latent despite the domination of Christianity from the Middle Ages to modern times. Tales of magic and witchcraft, as presented by texts and films. The evolution of exemplary figures like Merlin or Nostradamus.

The motion carried.

B. The committee recommends the following changes for existing 100-level courses:

- MATH 102Q. Problem Solving (prerequisite change)

  Existing catalog copy: Either semester. Three credits. Prerequisite: MATH 101 or passed Q Readiness Test or passed a Q course. Not eligible for course credit by examination. Not open for credit to students who have passed any mathematics course other than MATH 101, 103, 105, 107, 108, or 109.
  An introduction to the techniques used by mathematicians to solve problems. Skills such as Externalization (pictures and charts), Visualization (associated mental images), Simplification, Trial and Error, and Lateral Thinking learned through the study of mathematical problems. Problems drawn from combinatorics, probability, optimization, cryptology, graph theory, and fractals. Students will be encouraged to work cooperatively and to think independently.

  Proposed catalog copy: Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent. Not eligible for course credit by examination. Not open for credit to students who have passed any mathematics course other than MATH 101, 103, 105, 107, 108, or 109. (No change in content)

The motion carried.

C. The committee recommends the following mathematics courses all have the prerequisite change shown for MATH 102Q. Only course number, name and new prerequisite are shown.

- MATH 103Q. Elementary Discrete Mathematics - Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent. Not open for credit to students who have passed any mathematics course other than MATH 101, 102, 105, 107, 108, or 109.

- MATH 105Q. Mathematics for Business and Economics - Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent.

- MATH 106Q. Calculus for Business and Economics - Either semester. Three credits. (One credit for students who have passed MATH 113, 115, or 120.) Recommended preparation: Mathematics 101 or the equivalent, and MATH 105. Not open for credit to students who have passed MATH 118.

- MATH 107Q. Elementary Mathematical Modeling - Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent. Not open to students who have passed any MATH course other than MATH 101, 102, 103, 105, or 108. This course and MATH 109 cannot both be taken for credit. This course should not be considered as adequate preparation for MATH 106, 112, 115, or 120.

- MATH 108Q. Mathematical Modeling in the Environment - Either semester. Three credits. Recommended preparation: Mathematics 101 or the equivalent. A solid background and good performance in high school algebra are highly recommended.

The motion carried.

D. For the information of the Senate, the following course is approved for being "open to sophomores":

- ANSC 216. Principles of Nutrition and Feeding of Animal

E. For the information of the Senate, the following courses with skill codes or "open to sophomores" have been approved for changes noted:

- EEB 243 W. Insect Classification and Identification - drop a prerequisite and revise description.

F. For the information of the Senate, the following courses have had skill codes or "open to sophomores" dropped as noted:

- MATH 215 Q. Linear Algebra - drop Q code.

G. The Committee moves the following two items:

- **For the 2004-2005 academic year any literature course in a department listed in Group IV - Literature category 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.**

The motion carried.

- With the removal of the Q-test, many courses will be revised in their prerequisites to reflect this. The math course changes considered today are an example. To remove

unnecessary steps in 100s level and 200s level Q courses needing prerequisite changes this motion is offered:

Changes in prerequisites to account for the dropping of the Q- Readiness Test in all Q courses will be treated as editorial and no action will be required from either the Senate or the Senate Courses and Curricula Committee.

The motion carried.

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

(See Attachment #39)

a. Scholastic Standards will be holding Plagiarism Forums in Fall 2004. The co-chairs of the Task Force on Plagiarism have decided to postpone the campus-wide forums until the early fall of 2004. Holding the forums in April seemed unwise given the many other deadlines and programs immediately demanding administrators', students', and faculty members' time. The turnout probably will be greater in the fall.

b. The Senate Scholastic Standards Committee has decided to postpone making a recommendation about policies for repeating students (students who wish to repeat the same course) until more information is available about (1) the number of students who are withdrawing and then repeating, (2) department heads' preferences, and (3) the effectiveness of block scheduling in meeting incoming students' needs. The consequences of any new policy on repeating students will be far ranging and most likely long-lasting. The Committee therefore wishes to act wisely and not make policy out of "panic."

c. The Scholastic Standards Committee, in response to requests from faculty and department heads, have worked with the Registrar's Office to change the University's informal policies concerning course descriptions in the University's Catalog.

Currently, any course that is not mentioned in the Catalog is treated as cancelled and cannot be taught without proceeding through the standard (and time-consuming) course-approval process. This procedure has inadvertently pressured departments to keep courses that have not been taught for a few years (perhaps because of temporary shortages of faculty) from removing courses from the Catalog. This, in turn, leads to the danger of "false advertising" to prospective and current students about what courses will be offered during a student's stay.

Henceforth, departments may request that a course be deleted temporarily from the University's Catalog. If the course is not offered over a period of five years, the Registrar's Office will declare the course inactive. Prior to canceling such courses, the Registrar will contact the responsible academic department or unit to confirm that the Department has no plans to offer the course in the following academic year.

d. <u>Elimination of the Degrees with Distinction Program Motion</u>

Background: The Honors Board of Directors desires that the Degree with Distinction program be terminated. The Board of Directors believes that the program currently lacks rigor, that it consumes faculty time and energy that could be channeled into the Honors Scholars and University Scholars programs, and that it leads to confusion about the relative prestige of "Distinction" vis-à-vis the awards of "University Scholar" and Honors. The anticipated impact of the program's elimination on the entire undergraduate population is minimal. Currently, few students (between 13-16 in each of the past four years) graduate with "Distinction" on their diplomas.

If the Senate approves the discontinuation, all students who are currently enrolled at the

University of Connecticut may take advantage of the Degree with Distinction program if they wish. The effective date for the elimination of the program will be determined by the catalog in which the revision first appears. Once the catalog is revised, entering students will not have the option of graduating with "Distinction."

Motion: The Scholastic Standards Committee moves that the University Senate remove from the Senate's By-Laws the Section II.F.2, which deals with the Degrees with Distinction Program.

The motion carried.

e. **Motion to add the grade of "A+" for undergraduate students**

Background: The absence of the grade of "A+" puts academically talented undergraduate students at the University of Connecticut at a disadvantage when competing with graduates from other institutions of higher education for admission to graduate and professional schools. The grade of "A+" signals to admission committees that an applicant is a once-in-a-blue-moon stellar student.

At the same time, the Scholastic Standards Committee fears the potential implications of a new grade of "A+" for grade inflation. Therefore, as a compromise position, the Committee recommends that instructors have the opportunity to award the grade of "A+" for 200-level courses only. The Committee further recommends that in the calculation of grade point averages, the grade of "A+" carry the numeric weight of 4.00 as does a regular "A".

Motion: The Senate Scholastic Standards Committee moves that section II.E.3 of the Senate By-Laws, which refers to undergraduate grades, be amended as follows:

Undergraduate grading shall be done according to a letter system in which A and A- shall represent excellent work; B+, B, and B-, very good to good; C+, C, and C-, average to fair; D+, D, and D-, poor to merely passing; F, failure; I for incomplete; X for absent from semester examination (see II.E.4 below); AUD for course auditors (see II.B.4). **Students who perform exceptionally well in 200-level courses may receive a grade of "A+."** With the approval of the Senate Curricula and Courses Committee, courses may be graded S to represent satisfactory work or U, unsatisfactory work. These courses may or may not award credit, but in neither case will grade points be awarded. With the approval of the Senate Curricula and Courses Committee, courses may be graded Y to identify non-semester related courses. When such a course is completed, a standard letter grade will replace the Y grade. If the course is not completed, the assignment of a semester grade shall be at the discretion of the instructor and the dean of the student's school or college. The letter N is used when an instructor does not submit a grade for a particular student. Temporary grades I, X, N, Y shall not suppress the calculation of either the semester or the cumulative grade point average; however in such cases, the grade point average will be bracketed on the academic record.

I, N and Y temporary grades are replaced on the academic record by the actual grade when submitted by the instructor. Work to convert I, N, X temporary grades to permanent grades must be completed by the end of the third week of the subsequent semester in which a student is enrolled. An N grade which remains unresolved will become N F and be computed as an F. If no grade is submitted for a grade of X, the grade will automatically revert to F and will be shown as X F. If no grade is submitted for a grade of I, the automatic F will be shown as I F.

The following grade points per credit shall be assigned to grades: **A+, 4.0;** A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.

Senator Mannheim moved to amend the motion to designate A+ to reflect a value of 4.3. The motion to amend was seconded by Senator Stwalley.

The amendment was defeated.

The motion to add the grade of "A+" for undergraduate students was defeated.

f. <u>Motion on the Elimination of "X" Grades</u>

Background: Many people—both outside and inside the University of Connecticut—do not understand what "X" stands for and how it differs from an "I." Instructors often award a grade of "X," which is intended to refer to excused absences from final examination, incorrectly. Outside readers of student transcripts often misinterpret the "X" grade and this can lead to underestimation of a student's accomplishments.

The Scholastic Standards Committee therefore recommends the elimination of the "X" grade, and the use of the "I" grade for all forms of officially approved incomplete work.

Motion: The Scholastic Standards Committee moves that Section II.E.12.a. of the Senate's By-Laws be amended as follows:

Undergraduate marking shall be done according to a letter system in which A and A- shall represent excellent work; B+, B, and B-, very good to good; C+, C, and C-, average to fair; D+, D, and D-, poor to merely passing; F, failure; I for incomplete~~; X for absent from semester examination (see II.E.4 below)~~; AUD for course auditors (see II.B.4). With the approval of the Senate Curricula and Courses Committee, courses may be marked S to represent satisfactory work or U, unsatisfactory work. These courses may or may not award credit, but in neither case will grade points be awarded. With the approval of the Senate Curricula and Courses Committee, courses may be marked Y to identify non-semester related courses. When such a course is completed, a standard letter grade will replace the Y grade. If the course is not completed, the assignment of a semester grade shall be at the discretion of the instructor and the dean of the student's school or college. The letter N is used when an instructor does not submit a grade for a particular student. Temporary grades I, ~~X,~~ N, Y shall not suppress the calculation of either the semester or the cumulative grade point average; however in such cases, the grade point average will be bracketed on the academic record.

I, ~~N,~~ & Y temporary marks are replaced on the academic record by the actual mark when submitted by the instructor. Work to convert I, N~~, X~~ temporary marks to permanent marks must be completed by the end of the third week of the subsequent semester in which a student is enrolled. An N mark which remains unresolved will become N F and be computed as an F. ~~If no grade is submitted for a grade of X, the grade will automatically revert to F and will be shown as X F.~~

If no grade is submitted for a grade of I, the automatic F will be shown as I F.

The motion was defeated.

g. <u>Motion to Reduce Punishment for Unexcused Absences from Final Examinations</u>

Background: Presently, the University By-Laws require that any student who misses his or her final examination for reasons other than "sickness or other unavoidable causes" will lose <u>all</u> semester credit for the course. So, for example, a student who oversleeps or forgets the time of the examination will loose the entire semester's credit. On this matter, faculty have no discretion (according to the current Senate By-Laws).

This punishment strikes a large majority of the Scholastic Standards Committee as overly harsh. Yet the Committee also believes that some deterrent must be in place. So the Committee recommends changing the University's automatic punishment to a grade of "F" for the examination.

Motion: The Senate Scholastic Standards Committee recommends the following change in Section II.E.12.a. of the Senate's By-Laws, which deals with students' absence from final examinations:

All final undergraduate examinations shall be administered at the times scheduled by the University during exam week, and at no other times. A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam must apply to the office of the Dean of Students for an excuse that will authorize the student's instructor to give a makeup.

A student whose absence from a final examination is not excused in this way shall ~~lose semester credit in the course~~ **receive a failure for this examination**. A student whose absence is excused by the Dean of Students shall have an opportunity to take an examination without penalty**.**

Senator Gramling moved to amend the motion to change "failure" to "no credit." The motion to amend was seconded by Senator Mannheim.

The motion to amend carried.

Call to question by Senator McCarthy. **Approved.**

Motion to Reduce Punishment for Unexcused Absences from Final Examinations carried.

h. <u>Motion to Establish Guidelines in the Appointment of Instructors for Intensive Session Courses</u>

Background: A few year ago, the Senate charged the Scholastic Standards Committee with organizing a Task Force to assess the pedagogic limitations and strengths of the winter inter-session program, and to present to Senate with motions to reinforce the academic integrity of intensive-session courses. The Task Force report has been posted for a month on the Senates web-site and is in general positive about the effectiveness of the winter inter-session. The Task Force strongly recommends, however, close oversight over (1) the assignment of instructors and (2) the selection of courses. In the opinion of the Scholastic Standards Committee (which currently includes some members of the Inter-session Task Force, including one of the co-chairs), the following motion reflects the spirit and substance of the Task Force's position.

Motion: The Scholastic Standards Committee moves that the University Senate establish the following two guidelines for department heads when scheduling either three-credit or four-credit courses for intensive (less than four-week) sessions:

1. The assignment of instructors—regardless if adjunct or full-time—for courses during the intensive sessions who have not taught the course during a regular 14-week school term is inappropriate.

2. Department heads should approve courses for intensive sessions only after determining that the proposed course will be fully equivalent in coverage, depth, and rigor to a course taught during a regular 14-week session. Certain three-credit and

four-credit courses are not recommended for intensive sessions: courses that require hours in the laboratory or studio, or skill courses, such as writing “W” courses.

Senator Majumdar moved to amend the motion to insert the phrase “total class period time” before "...coverage, depth, and rigor..." The motion to amend was seconded by Senator Mannheim.

The motion to amend carried.

Call to question by Senator Thorson. **Approved.**

Senator Caira moved to refer Motion to Establish Guidelines in the Appointment of Instructors for Intensive-Session Courses back to the committee. The motion was seconded.

The motion to return to subcommittee carried.

10. Senator Holsinger presented the Annual Report of the University Budget Committee. (See Attachment #40)

11. Old Business - None.

12. New Business – None.

A motion to adjourn was approved by a standing vote of the Senate at 6:35 p.m.

Respectfully submitted,

Kim Chambers

The following members and alternates were absent from the April 12, 2004 meeting:

Anderson, Thomas
Aronson, Lorraine
Austin, Philip
Bramble, Pamela
Breen, Margaret
Brown, Scott
Carstensen, Fred
Chaffin, Roger
DePalma, Andrew
Dreyfuss, Dale
Facchinetti, Neil
Faustman, Cameron
Flanery, Trudy
Goldman, Jane
Greger, Janet
Halligan, Kyle
Hightower, Larry
Holzworth, R.J.
Humphreys, Nancy
Hussein, Mohamed
Jain, Faquir
Macgill, Hugh
Maresh, Carl
Maryanski, Fred
Miniutti, Peter
Muirhead, Deborah
O'Donnell, James
Pickering, Samuel
Reis Renzulli, Sally
Roe, Shirley
Roosen, Suzanne
Saternow, Timothy
Scalora, Salvatore
Schaefer, Carl
Taigen, Theodore
Wagner, David
Williams, Michelle
Wisensale, Steven
Yeagle, Philip