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MINUTES OF THE UNIVERSITY SENATE
September 14, 2009

1. The regular meeting of the University Senate for September 14, 2009 was called to order by Provost Peter Nichols at 4:02 PM.

2. Provost Nichols opened the floor for nominations for Moderator for the 2009-2010 academic year. Senator Clausen nominated Susan Spiggle. The nomination was seconded by Senator Thorpe. Susan Spiggle was elected as Moderator of the University Senate for the 2009-2010 academic year.

3. Moderator Spiggle opened the floor for nominations for Secretary for the 2009-2010 academic year. Senator Fox nominated Robert Miller. The motion was seconded by Senator Bramble. Robert Miller was elected as Secretary of the University Senate for the 2009-2010 academic year.

4. Following custom for the first meeting of an academic term, Moderator Spiggle requested that Senators introduce themselves and state their department affiliation

5. Approval of the Minutes

   Moderator Spiggle presented the minutes from the regular meeting of May 4, 2009 for review.

   Senator Schultz requested the minutes be amended to clarify the actions taken by the Senate in response to the Report of the Faculty Standards Committee with regards to its Recommended Resolutions Concerning Potential Bias in Student Evaluations.

   The minutes of the regular meeting of the University Senate of May 4, 2009 will be amended to include the following passage at the end of the existing item #13:

   In summary, the University Senate has carried the following recommended resolutions:
   1. Establish a subcommittee of the Faculty Standards Committee devoted to the evaluation of teaching.
   2. Ask the new subcommittee to conduct a review to ensure that the Senate's intentions regarding evaluations using any Student Evaluation of Teaching system are being properly represented and administered.
   3. Ask the new subcommittee to consider the feasibility of adding other teaching evaluations, such as teaching portfolios, peer evaluations, expert (Institute of Teaching) evaluations. Feasibility includes determining the cost (in time and effort) of proposed new methods of evaluation and also determining whether those new methods are valid and reliable measures of a faculty member's performance.

   The minutes as amended were approved.

6. Report of the President

   Provost Nichols delivered the report in the absence of the President. Provost Nichols discussed the budget for the Storrs and Regional campuses. The State of Connecticut has passed its budget and the

outcome is not as bad as was feared, although it will require further economies to meet. There exists some "back of the budget" language that still needs to be worked out; this language appears to threaten the University's autonomy in hiring decisions and other important decision making processes. The Provost thanked the University community for its participation and cooperation in the wage freeze and furlough program over the past year. One of the challenges is that UConn's budget is flat funded for fiscal year 2010 and 2011, with some reserves being swept to the state. UConn's base budget is the same as it was in fiscal year 2009 and will remain at that level until fiscal year 2011 - even in light of already negotiated wage contracts that mandate salary increases. The CORE Task Force has already suggested significant savings for the University and will continue to work in that regard. The University finished fiscal year 2009 slightly in the black. The Provost thanked the community for the cooperation that has allowed the University to continue operating in the face of budget reductions and the early retirement plan. He stated one downside is that the University is again faced with the prospect of more students being served by fewer faculty.

The Academic Plan continues in effect and it is providing guidance for decision making through these difficult economic times. Some very limited hiring has been permitted in service of the goals of the plan. The Provost continues to work closely with other members of the administration to see when it will again be feasible to begin hiring in the tenure and tenure track arena.

In spite of the national economy and our budget difficulties, the University continues to make progress towards the goals of the Academic Plan. This year's entering class, for example, is the strongest and most diverse in the University's history. Our retention rate at 93% is one of the highest in the country. According to national rankings we remain the best public university in New England. We rank among the top 25 nationally and our research enterprise has shown great growth. At the Storrs campus, research funding is up by just about 25% over last year. The Provost noted that our Academic Plan is serving us well.

Provost Nichols outlined the University's efforts in the face of the swine flu (H1N1) virus pandemic. He noted the University's web site which describes these actions and provides recommendations for faculty and students. He noted UConn's first confirmed case of H1N1 has occurred. Parents will be informed that if a student becomes ill, they will be asked to take the student home for the duration of their recuperation. The Provost estimated 90% of our students live close enough for that type of care. The University has a limited number of isolation beds for those who cannot leave campus. The Provost asked that we cover for co-workers and exercise compassion when dealing with ill students. Every office should develop plans to take care of critical functions if key personnel become stricken.

Provost Nichols next commented on the Heath Center. Operations at UCHC constitute half of the University's budget, research enterprise, and employees. Increasingly, there is more research cooperation between the UCHC and Storrs. In many ways the University's future depends upon and is tied to the future of the Health Center. It is impossible for the Hospital to work in the black given its size and limitations. There are recommendations that we seek partnerships to help improve the fiscal health of the health center, particularly in regards to John Dempsey Hospital. We have been able to negotiate an agreement with Hartford Hospital but it is a unique agreement for this state. It involves a large amount of investment (560 million dollars) on the part of Hartford Hospital. There

are several things that the state needs to do to make this agreement work which is difficult to broach, chief among them the construction of a new hospital building.

Professor Fred Carstensen's economic analysis shows a huge economic potential for the investment required. This affiliation would be a great deal for both the University and for the State of Connecticut. It would improve our facilities, increase the number of medical professionals we can turn out to fill shortages in the state, and increase our research portfolio. The Provost asked for support in furthering this enterprise.

Senator Bramble asked in reference to the budget how the Retirement Incentive Program (RIP) affects student-to-faculty ratios and how does it affect students. Provost Nichols replied that the faculty student ratio has stayed the same about at 17 to 1. But within that figure the proportion of tenure track faculty has gone down reflecting an increased reliance on in-residence and adjunct faculty.

Senator Lowe inquired how much money has been recaptured from retirements and further, how much will stay at UConn and how much will be returned to the State. The Provost responded an approximate $14 million dollars in savings, but it has not yet been finalized what will happen with those funds. It is estimated 50-60% will return to the University with the remainder reverting to the State.

Senator Mannheim asked if the flat funding of $237 million includes the RIP initiative savings. The Provost said he believes it includes an approximate 70% return.

Senator Schultz inquired about graduate programs. The Provost replied there is a committee that is looking at identifying the PhD programs that are at the top nationally and those that are about to break into the top tier. The committee is also looking at those at the other end of the scale. The idea is to protect and encourage the top programs and either reduce or eliminate support for those at the bottom.

The Provost reported another committee is looking at the structure of the Graduate School. The question is should the graduate school be continued as an entity or should its functions be handed over to the various schools and colleges. The committee will also review what recommendations can be made to improve its operation if the Graduate School is to continue.

Senator Lowe congratulated Provost Nichols and Trudy Nichols on the birth of a new grand child yesterday. The Senate responded with warm applause.

7. Senator Clausen presented the Report of the Senate Executive Committee.

(Attachment #1)

Senator Clausen also provided an update concerning the upcoming Metanoia scheduled for October on topic of prevention of violence towards women.

(Attachment #2)

Metanoia events will be presented on all campuses of the University. Information concerning the events can be found at www.metanoia.uconn.edu.

Senator Mannheim inquired about the Senate Executive Committee's meetings with the administration that took place during the summer months concerning changes to the University's By-laws. Senator Clausen stated that the position of the SEC was that some of the changes being proposed were actually substantive and more than just slight word changes. He stated that members of the administration were open to the suggestions of the SEC. There were two rounds of changes that went before the Board of Trustees that were openly received. The one element that was passed that the SEC did not agree with concerned the adoption of a "Preamble" that says that it is our aspiration to become one of the top 20 research universities. The SEC did not believe that was an appropriate place for that aspiration to be documented within the bylaws.

8. Senator von Munkwitz-Smith presented the Report of the Nominating Committee.

(Attachment #3)

a. The committee moves the following faculty and staff deletions to the named standing committees:

- Ann Bucklin from the Scholastic Standards Committee
- Sandra Bushmich from the Enrollment Committee
- John Clausen from the Scholastic Standards Committee
- Anne Hiskes from the Diversity Committee
- R.J. Holzworth from the University Budget Committee
- Mayte Perez-Franco from the Diversity Committee

b. The committee moves to appoint the following faculty and staff members to the named committee effective immediately with the term ending June 30, 2010:

- Seanice Austin to the Diversity Committee as a representative from the Enrollment Committee
- John Ayers to the General Education Oversight Committee
- Keith Barker to the Curricula & Courses Committee as an ex-officio, non-voting representative of the Provost's Office
- James Boster to the Growth & Development Committee as a representative of the University Budget Committee
- Norma Bouchard to the Diversity Committee as a representative from the Curricula & Courses Committee
- Nancy Bull to the Faculty Standards Committee as an ex-officio, non-voting representative of the Provost's Office
- Sandra Bushmich to the Diversity Committee
- Lynne Goodstein to the Scholastic Standards Committee as an ex-officio, non-voting representative of the Provost's Office
- Katrina Higgins to the Growth & Development Committee as a representative of the Scholastic Standards Committee

- James Hintz to the Student Welfare Committee as an ex-officio, non-voting representative of the Provost's Office
- Kathleen Labadorf to the Growth & Development Committee as a representative from the Curricula & Courses Committee
- Carolyn Lyle to the Diversity Committee as an ex-officio, non-voting representative of the President's Office
- Lee Melvin to the Enrollment Committee as an ex-officio, non-voting representative of the Provost's Office
- Lysa Teal to the University Budget Committee as an ex-officio, non-voting member of the Chief Financial Officer's Office
- Dana Wilder to the Growth & Development Committee as an ex-officio, non-voting representative of the Provost's Office
- Mary Yakimowski to the Growth & Development Committee as a representative from the Enrollment Committee

c. The committee moves to appoint Katharine Capshaw Smith to the General Education Oversight Committee effective immediately with the term ending June 30, 2011.

d. The committee moves the following graduate student additions to the named committees:
   - Janna Mahfoud to the Diversity Committee

Motions a through d were presented together.

The motions carried.

e. For the information of the Senate, the Graduate Student Senate has named Shaznene Hussain and Adam Scianna to membership on the University Senate for a one-year term.

f. For the information of the Senate, the Undergraduate Student Government has named Kayla Armando, Krista D'Amelio, Thomas Haggerty, Neal Stewart, and YooMi Thompson to membership on the University Senate for a one-year term.

9. Senator Schultz presented the Report of the Curricula and Courses Committee.

(Attachment #4)

a. The committee recommends approval to ADD the following 1000 or 2000 level courses:

(1) HIST/LAMS/PRLS 1570 Migrant Workers in Connecticut
Three credits. Consent of instructor. Overmyer-Velázquez
Interdisciplinary honors course on the life and work experiences of contemporary Latin American and Caribbean migrant workers with focus on Connecticut. Integrated service learning component. Field trips required.

The motion carried.

b. The committee recommends approval to ADD the following to the General Education Content Area 1, Arts and Humanities:

(1) HIST/LAMS/PRLS 1570 Migrant Workers in Connecticut

The motion carried.

c. The committee recommends approval to ADD the following to the General Education Content Area 4, Diversity and Multiculturalism -NON International

(1) HIST/LAMS/PRLS 1570 Migrant Workers in Connecticut

The motion carried.

d. The committee recommends approval of the following W courses as General Education Writing Competency courses:

(1) MKTG 4997W Senior Thesis in Marketing
(296) Either semester. Three credits. Hours by arrangement. Prerequisite: Open only to Marketing Department Honor Students with consent of instructor and Department Head.

(2) ENGL 2408W Modern Drama
Either semester. Three credits. Prerequisite: : ENGL 1010 or 1011 or 3800. Modern British, American, and Continental drama, with the reading and discussion of some 15-20 representative plays.

(3) ENGL 2411W Popular Literature
Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.
Popular literature through the application of literary theory.

The motion carried.

e. For the information of the Senate, GEOC has PROVISIONALLY APPROVED the following courses for Intensive Session teaching:

(1) CA2 Social Sciences
- ECON 1000 Essentials of Economics
- POLS 1402 Introduction to International Relations

(2) CA4 Diversity and Multiculturalism, International
- POLS 1402 Introduction to International Relations

10. Senator Recchio presented the Report of the Scholastic Standards Committee.

(Attachment #5)

The Scholastic Standards Committee moves that the Senate rescind the "Statement on class activities during religious holidays," which was passed on the February 2, 2009 Senate meeting, because the Senate statement conflicts with Connecticut state statute Sec. 10a-50 on "Absence of students due to religious beliefs." In place of the Senate statement, we recommend that the Provost's office send out prior to the start of each semester a copy of the statute and a statement that encourages instructors to request students to inform them of upcoming religious activities as soon as possible before they occur.

Senator Darre moved to amend the Committee's motion in order to retain the language of the first part of the original (February 2, 2009) motion with the following change but to amend the last part as follows, amended language in **[brackets]**:

"Instructors are **[required by law]** to make reasonable accommodations in response to student requests to complete work missed by absence resulting from observation of religious holidays. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict **[are encouraged to]** inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence and must take the initiative to work out with the instructor a schedule for making up missed work."

The motion to amend was seconded.

Senator Fox moved that the matter should be returned to the Committee for further consideration and that discussion by the Senate be postponed until the November meeting.

Senator Darre withdrew his amendments in consideration of returning the matter to the committee. **The amendments were withdrawn.**

Senator Siena moved to amend the September 14, 2009 Scholastic Standards Committee motion to read:

"The Scholastic Standards Committee moves that the Senate rescind the 'Statement on class activities during religious holidays,' which was passed on the February 2, 2009 Senate meeting because the statement conflicts with Connecticut state statute Sec. 10a-50 on "Absence of students due to religious beliefs."

The motion carried.

11. Vice Provost Makowsky presented the Annual Report on Undergraduate Education & Instruction. (Attachment #6)

12. Senator von Hammerstein presented the Annual Report of the General Education Oversight Committee.

(Attachments #7 & 8)

13. There was a motion to adjourn.

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

The meeting was adjourned at 5:55 PM.

Respectively submitted

Robert Miller
Professor of Music
Secretary of the University Senate

The following members and alternates were absent from the September 14, 2009 meeting:

Accorsi, Michael
Bouchard, Norma
Brown, Scott
Caira, Janine
Callahan, Thomas
Choi, Mun
D'Alleva, Anne
Frank, Harry
Franklin, Brinley
Gray, Richard
Hogan, Michael
Holgerson, Kathleen
Hoskin, Robert
Hussain, Shaznene
Jordan, Eric
Kazerounian, Kazem
Kerstetter, Jane
Laurencin, Cato
Martel, David
McCoy, Patricia
Neumann, Michael
Peczuh, Mark
Rubio, Maria
Strausbaugh, Linda
Thorson, Robert
Trumbo, Stephen
Wagner, David
Ward, J. Evan

ATTACHMENT #1

Report of the Senate Executive Committee

to the University Senate

September 14, 2009

The Senate Executive Committee welcomes the Senators to the beginning of another academic year. We look forward to a year in which we will discuss and debate issues that are before the Senate and continue our efforts for the betterment of the University of Connecticut.

The Senate Executive Committee has met eight times since the last meeting of the University Senate on May 4th. Over the summer months the SEC met three times (May 13, June 17, and July 22) with Assoc. Vice President Donna Munroe and Vice President of Research Suman Singha to discuss University By-law updates that would be presented to the Board of Trustees.

On September 4th the Senate Executive Committee met in closed session with President Hogan and new Chairman of the Board of Trustees, Lawrence McHugh. Afterwards the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. There are a wide variety of issues that are now pending in committee. These include the academic calendar, W task force, by-law updates relative to the division of student affairs, consulting reporting, teaching evaluation methods, and interesting reports from GEOC.

On September 11th, the Senate Executive Committee met in closed session with President Hogan. Afterwards we met with President Hogan, Chief Operating Officer Barry Feldman, and Interim Vice President for Enrollment Planning, Management and Institutional Research Lee Melvin. The Senate Executive Committee heard a brief update on road and walkway changes and landscape planning. The downtown partnership was discussed as well. We anticipate a presentation of the downtown project at a future senate meeting. The SEC appreciates the continued open dialog between the Senate and the Administrators.

At the invitation of Barry Feldman, COO, and Debra Kendall, Chair of the CIO Search Committee, the Senate Executive Committee has also met with each of the three candidates for the open Chief Information Officer position and is providing input. (September 2, 8, and 10)

The Senate Executive Committee is grateful to Senator Susan Spiggle for serving as moderator of the Senate this academic year and to Robert Miller for serving as secretary.

With Madam Moderator's permission, I would now like to share some information forwarded to me by Senator Holgerson, co-chair of the Metanoia Planning Committee, to update the Senate on the Metanoia that will be held in October.

Respectfully submitted,
John C. Clausen
Chair, Senate Executive Committee
September 14, 2009

ATTACHMENT #2

Report of the Metanoia Planning Committee
to the University Senate
September 14, 2009

As you know from the communication from President Hogan and Provost Nicholls, the University is holding a Metanoia on Preventing Violence Against Women the week of October 4th through October 9th. Students asked and received approval for this Metanoia after the highly publicized sexual assaults on the Storrs campus last Fall. The date for the Metanoia is the 30 year anniversary of a Metanoia on violence in our community that took place in 1979. While we have made significant progress on the programs and services that are available in our community to address violence against women, this Metanoia is an opportunity for us to have a more critical, reflective, and engaging dialogue about the behaviors, attitudes, and sometimes more subtle biases that contribute to sexual assault, dating/domestic violence, stalking, and sexual harassment.

The Metanoia Planning Committee, made up of students, staff, faculty, and community members from across the various UConn campuses, has been working diligently to plan a number of events during this week. We will open the week on Sunday, October 4th at 4 p.m. with a panel discussion, which includes individuals who participated in the 1979 Metanoia and will look at progress past and present. On Monday evening, October 5th students who are affiliated with USG, the Residence Hall Association, and the Violence Against Women Prevention Program are planning another What Will You Do? Rally. We are in the process of securing a keynote speaker for Wednesday, and on Thursday, October 8th at 7 p.m. in Jorgensen Auditorium, Tony Porter, co-founder of A Call to Men and anti-violence against women activist will be provide the closing keynote.

In addition, events are being planned at all of the regional campuses, and collaborations are taking place with the Schools of Social Work, Law, and Medicine. The events on these campuses include speakers, films, and art displays. Finally, other co-curricular activities are being planned by a variety of departments and programs on campus. Information about all of the events will be available at the Metanoia website, www.metanoia.uconn.edu

We have identified Wednesday, October 7th and Thursday, October 8th as the days for faculty to incorporate discussions of this topic into their classes. Some faculty have already identified guest speakers, film series, and discussion questions which they will be integrating into their courses during this time. The role of faculty in engaging students in this dialogue is critical. To assist faculty who may be unfamiliar with this topic or unclear as to how these issues relate to their discipline, the committee is developing resource materials, which will also be available on the website. Again, the focus of this Metanoia is on prevention, which means a critical dialogue about sexism, gender bias, and climate issues is a key element and can be applied to a variety of courses.

As we have been talking with various student groups on campus, we have asked four things from them:

1) Check out the website often for information and updates.
2) Attend the activities that are planned during the Metanoia.
3) Plan activities and programs with their student groups as part of this week.
4) If you don't see these discussions on your syllabus for the week of October 4th, as your instructor about it.

We would ask the same of the members of the Senate. And for the faculty in the room, we hope you will take the opportunity to bring these discussions into your classrooms. So often people feel as if they are either unimpacted by these issues or unsure of what they can do to make a difference. These in-class discussions, as well as the other programs that are being planned, are ways for us all to make a difference here in our community. Any questions or requests for additional information can be forwarded to metanoia@uconn.edu.

Respectfully submitted by

Kathleen Holgerson, Director, Women's Center

Preston Britner, Associate Professor and Associate Department Head for Graduate Studies, Human Development & Family Studies

Co-Chairs, 2009 Metanoia Planning Committee

Nominating Committee Report
to the University Senate
September 14, 2009

1. We move the following faculty and staff deletions to the named standing committees:

   Ann Bucklin from the Scholastic Standards Committee
   Sandra Bushmich from the Enrollment Committee
   John Clausen from the Scholastic Standards Committee
   Anne Hiskes from the Diversity Committee
   R.J. Holzworth from the University Budget Committee
   Mayte Perez-Franco from the Diversity Committee

2. We move to appoint the following faculty and staff members to the named committee effective immediately with the term ending June 30, 2010.

   Seanice Austin to the Diversity Committee as a representative
   from the Enrollment Committee
   John Ayers to the General Education Oversight Committee
   Keith Barker to the Curricula & Courses Committee
   as an ex-officio, non-voting representative of the Provost's Office
   James Boster to the Growth & Development Committee as a
   representative of the University Budget Committee
   Norma Bouchard to the Diversity Committee as a representative from
   the Curricula & Courses Committee
   Nancy Bull to the Faculty Standards Committee
   as an ex-officio, non-voting representative of the Provost's Office
   Sandra Bushmich to the Diversity Committee
   Lynne Goodstein to the Scholastic Standards Committee
   as an ex-officio, non-voting representative of the Provost's Office
   Katrina Higgins to the Growth & Development Committee
   as a representative of the Scholastic Standards Committee
   James Hintz to the Student Welfare Committee
   as an ex-officio, non-voting representative of the Provost's Office
   Kathleen Labadorf to the Growth & Development Committee
   as a representative from the Curricula & Courses Committee
   Carolyn Lyle to the Diversity Committee as an ex-officio, non-voting
   representative of the President's Office
   Lee Melvin to the Enrollment Committee
   as an ex-officio, non-voting representative of the Provost's Office
   Lysa Teal to the University Budget Committee
   as an ex-officio, non-voting member of the Chief Financial Officer's Office
   Dana Wilder to the Growth & Development Committee
   as an ex-officio, non-voting representative of the Provost's Office
   Mary Yakimowski to the Growth & Development Committee
   as a representative from the Enrollment Committee

3. We move to appoint Katharine Capshaw Smith to the General Education Oversight Committee effective immediately with the term ending June 30, 2011.

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

   Janna Mahfoud to the Diversity Committee.

5. For the information of the Senate, the Graduate Student Senate has named Shaznene Hussain and Adam Scianna to membership on the University Senate for a one-year term.

6. For the information of the Senate, the Undergraduate Student Government has named Kayla Armando, Krista D'Amelio, Thomas Haggerty, Neal Stewart, and YooMi Thompson to membership on the University Senate for a one-year term.

Respectfully submitted,

Jeffrey von Munkwitz-Smith, Chair
Marie Cantino
Karla Fox
Debra Kendall
Andrew Moiseff
Susan Spiggle

University Senate Curricula and Courses Committee
Report to the Senate
September 14, 2009

I. The Curricula and Courses Committee recommends approval to ADD the following 1000 or 2000 level courses:

A. HIST/LAMS/PRLS 1570 Migrant Workers in Connecticut
Three credits. Consent of instructor. Overmyer-Velázquez
Interdisciplinary honors course on the life and work experiences of contemporary Latin American and Caribbean migrant workers with focus on Connecticut. Integrated service learning component. Field trips required.

II. The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 1, Arts and Humanities

A. HIST/LAMS/PRLS 1570 Migrant Workers in Connecticut

III. The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 4, Diversity and Multiculturalism -NON International

A. HIST/LAMS/PRLS 1570 Migrant Workers in Connecticut

IV. The Curricula and Courses Committee recommends approval of the following W courses as General Education Writing Competency courses:

A. MKTG 4997W Senior Thesis in Marketing
(296) Either semester. Three credits. Hours by arrangement. Prerequisite: Open only to Marketing Department Honor Students with consent of instructor and Department Head.

B. ENGL 2408W Modern Drama
Either semester. Three credits. Prerequisite: : ENGL 1010 or 1011 or 3800.
Modern British, American, and Continental drama, with the reading and discussion of some 15-20 representative plays.

C. ENGL 2411W Popular Literature
Either semester. Three credits. Prerequisite: : ENGL 1010 or 1011 or 3800.
Popular literature through the application of literary theory.

V. For the information of the Senate, GEOC has PROVISIONALLY APPROVED the following courses for Intensive Session teaching:

A. CA2 Social Sciences

1. ECON 1000 Essentials of Economics
2. POLS 1402 Introduction to International Relations

B. CA4 Diversity and Multiculturalism, International

1. POLS 1402 Introduction to International Relations

Respectfully Submitted by the 08-09 Senate Curricula and Courses Committee.
Michael J. Darre, Chair, Keith Barker, Marianne Buck, Janice Clark, Dipti Dedhia, Andrew DePalma, Dean Hanink, Kathleen Labadorf, Susan Lyons, Maria Ana O'Donoghue, Morty Ortega, Dante Paolino, Eric Schultz

9-14-09

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
September 14, 2009

1. **Proposal to rescind the February 2, 2009 Senate "Statement on Class Activities during Religious Holidays."**

Background

On February 2, 2009 the University Senate passed a motion that recommended that the Provost send a message to Deans, Directors, Department Heads, and Faculty and Staff that called their attention to the Senate statement identified above. Since then it has come to our attention that the statement is in conflict with a Connecticut General Statute.

The February 2, 2009 Senate Motion (as amended and approved)

The Senate recommends that the Provost send the following message to Deans, Directors, Department Heads, Faculty and Staff prior to the start of each semester. Statement on class activities during religious holidays:

Instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from observation of religious holidays. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict must inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and must take the initiative to work out with the instructor a schedule for making up missed work.

The Connecticut General Statute

Sec. 10a-50. (Formerly Sec. 10-334g). Absence of students due to religious beliefs. No person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of such reason an equivalent opportunity to make up any examination, study or work requirements which he has missed because of such absence on any particular day or days or at any particular time of

day. No special fees of any kind shall be charged to the student for making available to such student such equivalent opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section. For the purposes of this section, "institution of higher education" shall mean any of the schools comprising the state system of higher education, as defined in section 10a-1.
(P.A. 75-367, S. 1.)

Motion
To rescind the February 2, 2009 "Statement on Class Activities during Religious Holidays"

The Scholastic Standards Committee moves that the Senate rescind the "Statement on class activities during religious holidays," which was passed on the February 2, 2009 Senate meeting, because the Senate statement conflicts with Connecticut state statute Sec. 10a-50 on "Absence of students due to religious beliefs." In place of the Senate statement, we recommend that the Provost's office send out prior to the start of each semester a copy of the statute and a statement that encourages instructors to request students to inform them of upcoming religious activities as soon as possible before they occur.

Veronica Makowsky
Vice Provost for Undergraduate Education

September, 2009

Report to the Senate on Undergraduate Education and Instruction

Undergraduate Education and Instruction:

UConn's UEI is an exemplary unit that I believe is equaled by few, if any, similar units at our peer and aspirant institutions. The UEI units remain consistently excellent. In the past year they have benefited from a few more positions as well as conversions of some parts of their budgets from one-shot to permanent. In some ways, I believe that their consistent excellence and effectiveness works against their greater recognition at UConn since they are simply quietly effective, but UConn's continued emphasis on the statistics of incoming students also tends to diminish the perception of their achievements. The greatest barriers to further achievement remain: 1) space within the CUE building because of the expansion of honors, learning communities, and instructional design as part of the UConn Academic Plan and 2) the need for more faculty, particularly for honors students.

The greatest challenge in undergraduate education, not just in UEI, is the fact that we need more full-time faculty, especially tenured and tenure-track, to work with our increasingly outstanding students in and out of class.

Enrichment:

The Enrichment Programs are breaking down their departmental barriers to become a much more coherent and interlocking whole.

Honors: The Honors staff is meeting the challenge of expanding the honors program through a great deal of hard work and long hours in order to increase the staff, courses, and space needed for expansion. We have more honors students, a larger proportion of honors students in honors housing, more students receiving sophomore certificates, and more students graduating in honors than several years ago. The challenges due to the expansion are 1) enough courses, thesis advisors, and other kinds of faculty mentoring because enrollments at UConn have increased over the past decade while the number of faculty has not kept pace, and honors students require and expect more intensive faculty contact and 2) retention of honors students as related to need for faculty contact.

Undergraduate Research: As UConn keeps getting more and better students, particularly in the life sciences, funding needs have increased.

National Scholarships: This unit is progressing well as demonstrated by this year's success in the Marshall, Goldwater, and other competitions. As the UConn culture changes, as the UConn community becomes more aware of this office, and as UConn's presence is increasingly recognized by the organizations that award prestigious scholarships, we fully expect even more winners.

Individualized and Interdisciplinary: The Individualized Major Program has slightly fewer students but they are of higher quality and participate much more in various experiential opportunities. Because the program is so individualized, we do not plan to grow it in terms of numbers (about a hundred in any one year) but will continue to improve the quality of the students and their experience. The administration of INTD courses remains a challenge that the new committee, constituted according to the Senate's legislation will face. Basically, UConn's administrative structures make it difficult to do interdisciplinary work.

Study Abroad: Despite the challenges of the economic downturn, student participation in Study Abroad has remained essentially unchanged (down a quarter of a percentage point), while the range of new programs and opportunities continues to increase.

Institute for Student Success:

ACES: Remarkably, ACES has managed to retain a high level of student satisfaction (demonstrated by surveying each advisor's advisees) despite the increased caseload caused by fewer advisors and the surge of freshmen in the fall of 2009. I attribute this success to the dedication of the advisors and to the fact that many of them have a number of years of experience and can thus cope better with fewer resources.

First Year Programs and Learning Communities: In order to focus more on the Academic Plan's initiative for learning communities, this unit ended peer mentoring as a centralized program. Learning Communities continue to grow in numbers of programs and numbers of students; two large interdisciplinary learning communities, EcoHouse and Public Service/Public Health have opened in the Fall of 2009. Through re-organization, not additional resources, the Academic Achievement Center opened; it provides coaching and referral to other units for academic success; this has been well received not only by students, but by faculty and staff who now have a place to direct students in difficulty.

The First Year Seminars continue to enroll about 80% of freshmen, and also continue to be challenged in finding enough staff to teach them since UConn, unlike many institutions, does not provide additional compensation. In cooperation with the W Center, FYE also provided a greater emphasis on writing in First Year Seminars.

Center for Academic Programs: This unit continued to maintain high-quality support for first-generation and minority students at Storrs, the regional campuses, and at its pre-college programs (Trio) throughout the state. The greatest challenge is maintaining enough staff to serve the increasing numbers of students since the federal grants have not increased in dollars to meet the rate of inflation over time.

Institute for Teaching and Learning:

ITL is a model unit that astounds visitors and whose staff is in demand to give workshops and presentations throughout the country and the world. ITL has reorganized itself over the past few years into a coherent network of interlocking services for faculty and students that accomplishes a great deal without increased resources. I will just point out a few highlights rather than attempt to describe each unit in this intricately organized collective. I would also like to point out that ITL is one of our best units in terms of completely integrating the needs of the regional campuses into their operations.

This year ITL has emphasized assisting faculty who are teaching larger classes through instructional design, individual consultations, and workshops. The number of hi-tech and tech-ready classrooms continues to increase while their maintenance and support remains quite good. The demand for iTV keeps growing; ITL purchased an additional bridge for iTV, but there will be a need for more staff and equipment to meet the burgeoning demand for distance learning and meetings. The Instructional Design unit has waiting lists since the faculty has discovered the excellence and usefulness of ID to their courses. The Early College Program has increased from five to six thousand students while raising its standards every year. The W Center provided 30% more tutorials this year; they are fine in terms of budget and staffing, and managed the increase by greater efficiencies through different patterns of staffing. The demand in the Q Center is staggering with over 17,000 visits last year, as opposed to 2000 several years ago when it first opened. Q simply needs more funding for two reasons: 1) increased demand for tutoring; 2) the Director needs to reallocate much of his time so that he can work with faculty and departments more on courses.

Assessment:

Progress is slow because the faculty was so greatly distressed and distracted last year by the prospective budget cuts and issues about graduate stipends and programs. The Provost expects all undergraduate programs to have a complete assessment plan by the end of this academic year. Graduate and interdisciplinary programs will begin the process in the late spring of 2010.

GENERAL EDUCATION OVERSIGHT COMMITTEE (GEOC)
ANNUAL REPORT OF ACTIVITIES, JULY 2008- JUNE 2009

Presented to the University Senate at its September 14, 2009 Meeting

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INTRODUCTION

The Academic Year 2008-2009 is the fourth of operation since UConn implemented its "new" General Education program in 2005. One full generation of students "finishing in four" has now experienced this program. In order to find out how well this "new" Gen Ed program is working, UConn's General Education Oversight Committee (GEOC) has started program assessment focusing for the past two years on the areas of Writing, Information Literacy, Content Area 3 (Science and Technology), and Content Area 4 (Diversity and Multiculturalism/International).

The GEOC is a hard working group of faculty from across UConn campuses. It represents a variety of opinions which leads to lively discussions and productive work. The GEOC includes chairs and co-chairs of each of the ten GEOC Subcommittees—Content Areas 1 (Arts & Humanities), 2 (Social Sciences), 3 (Science & Technology), 4 (Diversity and Multiculturalism/Intl); Competencies: W, Q, Second Language, Information Literacy, Computer Technology; and Assessment)—and three ex-officio members (the directors of the W and Q Centers and a representative of the Senate C&CC). The GEOC is functioning well and represents faculty governance of this critical part of undergraduate education.

This year's budget cuts and those requested for next year have been significant. While GEOC managed to cut the operating budget for this and next year in ways that will cause the least damage, the budget for the Provost's General Education Course Enhancement Competition was cut overproportionately by half; and next year's budget for program assessment will also be significantly smaller than this year's. Under these circumstances, the GEOC needs to make sure that the high quality of UConn's Gen Ed program will be maintained as much as possible.

This report summarizes both operation of the program and activities of the GEOC.

GENERAL EDUCATION COURSE APPROVALS

The GEOC has continued to review proposals to add new courses to, and revise existing courses in the General Education curriculum. In the AY 2008-2009, 46 proposals were reviewed, resulting in the addition of 19 new courses to the curriculum; 7 existing courses were revised; 4 courses were dropped from the curriculum. Some of the 46 proposals are still in the review process and some GEOC-approved courses have not yet reached review by the Senate. The overall program, as approved by the Senate, now contains 284 Content Area courses and 479 Competency (skill code) courses. The breakdown of these total figures is given in Table 1. Since many courses are included in more than one category, the totals are significantly less than the sum of the individual categories. This year's totals represent a relatively small increase from last year and thus indicate that, currently, the overall demand pertaining to the size of the Gen Ed program has more or less been met. However, UConn's Gen Ed program needs to remain vibrant, incorporate changing pedagogy and use of technology, and continue to adjust to the constantly changing needs of students and society. Therefore, new or revised Gen Ed courses will be proposed for years to come while some of the current Gen Ed courses may rarely be offered or will be dropped from the Gen Ed program altogether. Furthermore, compared to UConn's former Gen Ed program, the "new" program's course criteria encourage faculty to bring more of their disciplinary expertise into their Gen Ed courses. As a result, current Gen Ed courses often overlap with major courses and are therefore more numerous. This variety and depth creates an overall benefit to our students.

*Table 1. Numbers of **courses now approved** for the General Education curriculum*

Content Area/Competency	1000-level courses	2000-level courses	Total number of courses
CA1 Arts and Humanities	75	51	126
CA2 Social Sciences	37	9	46
CA3 Science and Technology	52	4	56

CA4 Diversity & Multiculturalism	57	74	131
Total content area courses *	**171**	**113**	**284**
Quantitative	46	33	79
Writing	26	376	402
Total skill courses **	**72**	**407**	**479**

* totals are less than the sum of content area courses as 75 CA4 courses are also CA1, 2 or 3. 56 are ONLY CA4.
** totals are less than the sum of competency courses as 2 courses are Q and W.
Overall totals are less than the sum of courses as many Content Area courses are also competency courses.

In addition, the GEOC reviewed six proposals to offer existing General Education courses in intensive sessions (4 weeks or less). The breakdown of these reviews since 2005 is given in Table 2. Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the Gen Ed objectives of a given course can be maintained in the shortened course format. GEOC has collected faculty reports on provisionally approved intersession courses but proper assessment of the effectiveness of these courses must await the development of measures of course effectiveness as a whole. Future assessment of intersession courses will have to include intensive study abroad courses of four weeks or less.

Table 2. Total General Education courses reviewed ***for intensive session teaching 2005-09****.*

Course disposition	
Approved	31
Provisionally approved	17
Rejected	5

GENERAL EDUCATION PROGRAM OPERATION

The overall offerings of General Education courses on all campuses have increased by 85 courses (4%) from 2002 courses (1020+982) in Fall and Spring 2007-08 to a total of 2087 courses (1034+1053) in Fall and Spring 2008-09 (see numbers at the bottom right in Tables 6a and 6b). Tables 3 (F 2008) and 4 (S 2009) show the breakdown of courses sections and enrollments by General Education category and campus. Tables 3 / 4 and 6a / b result from numbers provided by different sources on our campus and reflect different counting systems. While Tables 6a and 6b count **courses**, Tables 3 and 4 count individual **sections** of Gen Ed courses which explains the higher numbers of 2416 + 2283 (=4699) course sections for Fall and Spring 2008-09. Furthermore, since some Gen Ed courses are included in more than one Content Area, the total of Content Area offerings is actually lower than the number shown in Tables 3 and 4. The same goes for the total of the overall Gen Ed offerings since some Content Area courses are also listed as W or Q courses.

Like last year, the offerings and enrollments in CA 1 and 2 exceed those in CA 3 and 4. Overall, the capacity of offerings in all categories seems adequate to meet the needs of our undergraduate population (annual admissions of approximately 3200 and 3500 students at the freshman level).

This year, the overall enrollment in writing-intensive (W) sections (11,171) has decreased by 11.75 % compared to last year (AY 2007-08: 12,659) when it had increased dramatically compared to the previous year (AY 2006-07: 10,460). However, enrollment in W sections in the current AY 2008-09 is still up by 6.69 % compared to AY 2006-07. A meeting of the GEOC Chair and the director of the Writing Center with all department heads about the W question took place on February 25, 2009. Complaints about students not finding seats in the two required writing-intensive courses have become fewer and departments' compliance with the cap of 19 in W sections is very good. However, some department heads voiced concerns about this strict cap of 19 students per W section at the regional campuses where occasionally the total enrollment of a W course is around 25 and opening a second W section represents a hardship for the department. One department head also expressed concerns about recent tensions between departmental authority and the GEOC Writing Subcommittee's authority over determining the appropriate design of writing courses. Meanwhile, the GEOC's

Writing Subcommittee met with representatives of this department and they have come to a mutually acceptable solution.

Please see comments on this year's Senate discussion about UConn's Writing program under the respective heading (p. 24).

Table 3. General Education ***courses (sections) offered (C) and enrollment (E)*** *by campus and category. Fall 2008 (Individual sections of courses are counted as separate courses. Courses with ZERO enrollment have not been counted.)*

Campus	Avery Point		Hartford		Stamford		Storrs		Torrington		Waterbury		All campuses	
GenEd category	C	E	C	E	C	E	C	E	C	E	C	E	C	E
Arts and Hum	14	450	31	913	23	650	251	8403	8	136	26	678	353	11230
Social Sciences	17	519	28	930	23	724	231	8491	7	147	18	634	324	11445
Sci and Tech	5	168	6	39	7	250	105	2958	1	52	4	189	128	3656
Sci and Tech Lab	17	281	42	420	12	243	275	4717	5	81	12	265	363	6007
Div and Multi	6	92	13	242	8	171	79	2077	6	44	7	151	119	2777
Div and Multi Int	8	254	11	386	10	349	122	4797	3	67	12	336	166	6189
Total Cont Area	**67**	**1764**	**131**	**2930**	**83**	**2387**	**1063**	**31443**	**30**	**527**	**79**	**2253**	**1453**	**41304**
Quantitative	**26**	**475**	**56**	**937**	**27**	**655**	**433**	**9629**	**10**	**160**	**24**	**603**	**576**	**12459**
Writing 1000 level	4	69	7	120	3	57	34	629	0	0	3	53	51	928
Writing 2000+ level	8	97	15	170	20	298	277	3653	6	61	10	116	336	4395
Total Writing	**12**	**166**	**22**	**290**	**23**	**355**	**311**	**4282**	**6**	**61**	**13**	**169**	**387**	**5323**
Total GenEd	**105**	**2405**	**209**	**4157**	**133**	**3397**	**1807**	**45354**	**46**	**748**	**116**	**3025**	**2416**	**59086**

Table 4. General Education ***courses (sections) offered (C) and enrollment (E)*** *by campus and category. Spring 2009 (Individual sections of courses are counted as separate courses. Courses with ZERO enrollment have not been counted)*

Campus	Avery Point		Hartford		Stamford		Storrs		Torrington		Waterbury		All campuses	
GenEd category	C	E	C	E	C	E	C	E	C	E	C	E	C	E
Arts and Hum	18	498	28	733	20	573	244	8848	9	122	21	556	340	11330
Social Sciences	18	562	29	965	23	712	231	7937	6	130	18	565	325	10871
Sci and Tech	4	95	6	213	2	82	56	2176	1	25	4	121	73	2712
Sci and Tech Lab	16	232	36	411	13	243	229	3957	5	93	13	243	312	5179
Div and Multi	5	127	13	215	11	191	70	1944	6	75	10	238	115	2790
Div and Multi Int	9	263	12	433	9	270	139	5227	2	35	9	255	180	6483
Total Cont Area	**70**	**1777**	**124**	**2970**	**78**	**2071**	**969**	**30089**	**29**	**480**	**75**	**1978**	**1345**	**39365**
Quantitative	**27**	**464**	**52**	**858**	**23**	**548**	**362**	**8166**	**7**	**112**	**21**	**454**	**492**	**10602**
Writing 1000 level	6	101	8	138	4	75	23	439	2	33	6	94	49	880
Writing 2000+ level	8	84	15	197	18	257	343	4259	4	25	9	146	397	4968
Total Writing	**14**	**185**	**23**	**335**	**22**	**332**	**366**	**4698**	**6**	**58**	**15**	**240**	**446**	**5848**
Total GenEd	**111**	**2426**	**199**	**4163**	**123**	**2951**	**1697**	**42953**	**42**	**650**	**111**	**2672**	**2283**	**55815**

The enrollment data also allow the calculation of average enrollment in General Education courses in each category. In Table 5, individual sections of a course are counted as separate classes. Courses that were

listed in the Schedule of Classes but then had zero enrollment are not counted. The average of 2000+ level W courses is distorted by the fact that independent study and senior thesis W courses (often having an enrollment of only 1-3 students as opposed to the usual enrollment of 19 per W section) are included in the course count. Thus, the actual enrollment numbers for Gen Ed courses are higher than the ones listed in Table 5. Traditionally, larger lectures are more likely to be found in Storrs than at the regional campuses. CA 4 (Diversity and Multiculturalism) courses in the international category are usually the largest. Enrollment statistics for each semester further indicate that W-sections tend to fill up to but rarely exceed the cap of 19 students.

Table 5. ***Average class size*** *for General Education classes, 2008-2009*
(Note: Individual sections of courses are counted as separate classes. Courses with zero enrollment have not been counted. The average of 2000+ level W courses is distorted by the fact that independent study and senior thesis W courses are included in the course count.)

Campus	Storrs	All Regionals	All Campuses
GenEd category			
Arts and Hum	35	27	33
Social Sciences	36	31	34
Sci and Tech	32	31	32
Sci and Tech Lab	17	15	17
Div and Multi	27	18	24
Div and Multi Intl	39	31	37
Total Cont Area	**30**	**25**	**29**
Quantitative	**22**	**19**	**22**
Writing 1000 level	19	17	18
Writing 2000+ level	13	13	13
Total Writing	**13**	**14**	**13**
Total GenEd	**25**	**22**	**24**

The Senate *General Education Guidelines* recommend that most General Education courses be taught by full-time faculty. In AY 2008-2009, this was true for approximately 46-52 % (depending on the semester) of all Gen Ed courses (see Tables 6a and 6b). This is an improvement compared to last year when only 41-46 % of Gen Ed courses where taught by full-time faculty. Still, at the regional campuses less than one third and at the Storrs campus only 54-64 % of the Gen Ed courses were taught by full-time faculty. Approximately half of all Gen Ed courses at all campuses were offered by adjuncts, Teaching Assistants, and other part-time professionals. Courses taught by adjuncts could be found significantly more often at the regional campuses (nearly 60%) than at Storrs. In turn, at Storrs significantly more Gen Ed courses were taught by Teaching Assistants (between 23 and 30 % depending on the semester) than at the regional campuses (less than 10 %). To be sure, adjuncts, TAs, and other professionals are often excellent and involved teachers. Yet, they are likely to be less integrated into the overall teaching mission of the university and less familiar with the *General Education Guidelines*; they require and deserve support and supervision to ensure the maintenance of teaching standards and fulfillment of General Education course objectives.

The maintenance of the Gen Ed objectives creates a particular challenge whenever a course is passed on from the original proposer of a course to other instructors, independent of their rank. Supported by the Registrar's office, GEOC has therefore set up a system that automatically contacts by email all instructors scheduled to teach a General Education course in the following semester and reminds them of the criteria for courses in the individual Gen Ed Content Areas and/or Competencies.

*Table 6a. General Education **classes by instructor rank** at each campus Fall 2008 (% of total)*
(Note: Individual sections are not counted as separate classes)

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. faculty	Total Courses
Avery Point	9.0	7.5	7.5	0	24	53.7	14.9	7.5	76.1	67
Hartford	9.6	15.8	7.9	0.9	34.2	55.3	9.6	0.9	65.8	114
Stamford	5.1	22.4	9.2	1.0	37.7	58.2	3.1	1.0	62.3	98
Torrington	3.1	3.1	0	15.6	21.8	71.9	6.3	0	78.2	32
Waterbury	13.8	21.3	3.8	3.8	42.7	47.5	10	0	57.5	80
All Regionals (avg)	**8.1**	**14.0**	**5.7**	**4.3**	**32.1**	**57.3**	**8.8**	**1.9**	**68.0**	**78.2**
Storrs	**19.2**	**13.9**	**17.8**	**3.4**	**54.3**	**11.7**	**30.2**	**3.9**	**45.8**	**642**
All campuses	**15.2**	**14.7**	**13.5**	**3.1**	**46.5**	**28.2**	**22.1**	**3.1**	**53.4**	**1034**

*Table 6b. General Education **classes by instructor rank** at each campus Spring 2009 (% of total)*
(Note: Individual sections are not counted as separate classes)

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. faculty	Total Courses
Avery Point	4.1	8.1	10.8	0	23.0	56.8	13.5	6.8	77.1	74
Hartford	9.9	8.1	6.3	1.8	26.1	55.9	17.1	0.9	73.9	111
Stamf ord	6.7	30.0	7.8	1.1	45.6	44.4	7.8	2.2	54.4	90
Torrington	7.1	3.6	0	10.7	21.4	78.6	0	0	78.6	28
Waterbury	13.2	17.1	2.6	5.3	38.2	48.7	13.2	0	61.9	76
All Regionals (avg)	**8.2**	**13.4**	**5.5**	**3.8**	**30.9**	**56.9**	**10.3**	**2.0**	**69.2**	**75.8**
Storrs	**18.2**	**19.1**	**23.3**	**3.7**	**64.3**	**9.2**	**23.4**	**3.0**	**35.6**	**674**
All campuses	**14.7**	**17.6**	**17.2**	**3.3**	**52.8**	**25.2**	**19.4**	**2.7**	**47.3**	**1053**

Class size and credit load vary and full-time faculty tend to teach larger courses. Therefore, the overall picture of instructors teaching Gen Ed courses slightly changes when looking at the credit/contact hour production by different ranks of instructors. As Tables 7a and 7b indicate, full-time faculty produce approximately one third of Gen Ed credit hours at the regional campuses and approximately two thirds at the Storrs campus. Overall, full-time faculty teach nearly 60 % of student contact hours in UConn's General Education program. This represents a slight improvement compared to last year. However, this improvement is limited to the Storrs campus.

*Table 7a. General Education **credit hour production by instructor rank** at each campus Fall 2008 (% of total)*

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. fac.	Total Credit Hours
Avery Point	12.8	5.2	8.5	0	26.5	50.2	15.9	7.3	73.4	5984
Hartford	10.2	13.9	8.6	0.2	32.9	57.4	9.0	0.6	67.0	10938
Stamford	7.7	19.7	8.1	0.7	36.2	59.2	3.3	1.3	63.8	8515
Torrington	0.5	3.9	0	22.3	26.7	66.0	7.3	0	73.3	1934
Waterbury	16.1	22.9	5.5	5.6	50.1	42.5	7.4	0	49.9	7656
All Regionals (avg)	**9.5**	**13.1**	**6.1**	**5.8**	**34.5**	**55.1**	**8.6**	**1.9**	**65.5**	**7005.4**
Storrs	**22.2**	**14.3**	**24.0**	**5.3**	**65.8**	**14.2**	**17.7**	**2.3**	**34.2**	**115607**
All campuses	**19.6**	**14.5**	**20.1**	**4.6**	**58.8**	**23.4**	**15.6**	**2.2**	**41.2**	**150746**

Table 7b. General Education ***credit hour production by instructor rank*** *at each campus Spring 2009 (% of total)*

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. faculty	Total Credit Hours
Avery Point	3.3	6.7	11.8	0	21.8	56.3	16.0	5.9	78.2	5917
Hartford	13.5	6.5	7.8	0.7	28.5	52.0	18.9	0.8	71.7	10097
Stamford	6.4	26.9	7.4	0.8	41.5	47.4	9.1	2.0	58.5	7552
Torrington	4.0	3.4	0	13.2	20.6	79.5	0	0	79.5	15887
Waterbury	12.9	17.7	4.6	6.6	41.8	45.5	12.7	0	58.2	6536
All Regionals (avg)	**8.0**	**12.2**	**6.3**	**4.3**	**30.8**	**56.1**	**11.3**	**1.7**	**69.2**	**6337.8**
Storrs	**21.6**	**19.6**	**22.7**	**5.1**	**69.0**	**13.0**	**15.7**	**2.1**	**30.8**	**108483**
All campuses	**18.8**	**18.2**	**19.2**	**4.5**	**60.9**	**21.8**	**15.3**	**2.1**	**39.1**	**140172**

SUBSITUTIONS

According to the *General Education Guidelines*, schools and colleges have the explicit authority to make substitutions to the requirements for individual students admitted to the respective school or college. The Registrar's office kindly supplies GEOC with a list of all substitutions made in a given AY. A total of 330 substitutions were made in AY 2008-09 (Table 8); this number is significantly lower than last year's (418) and drastically lower than the one in 2006-07 (778).

Like in previous years, CLAS being the largest college shows the bulk of substitutions. However, this reflects only a very small percentage of CLAS graduates. As anticipated in previous years' annual GEOC reports, the substitutions made by the former College of Continuing Education, now Center for Continuing Education (CTED), for BGS students have dropped to a more acceptable level. The CTED numbers include courses recommended for substitution by the GEOC. Moderately high percentages of substitutions in the College of Agriculture and Natural Resources (CANR) reflect the needs of the transfer students served by this unit. Overall, the need for substitutions has significantly decreased with the increasing establishment of the "new" General Education program.

Table 8. ***Substitutions*** *to the General Education Requirements* ***by School or College*** *(official graduate information available in August/September 2009)*

	# subs	# grads	subs/grad
ACES	2		
CANR	60		
BUSN	23		
CLAS	109		
CTED	73		
EDUC	18		
EGBU	1		
ENGR	10		
FAMS	1		
FNAR	21		
NURS	9		
PHAR	3		
Total	**330**		

Close to one third of all substitutions were made to the CA4 (Diversity and Multiculturalism/International) requirement (Table 9), this represents a decrease from approximately 40 % in

previous years. This high number of substitutions partially reflects the relative newness of this category and the fact that, unlike other Content Areas, no automatic substitutions are given to transfer students for Diversity and Multiculturalism courses taken at other institutions unless they transfer in as the equivalent to a specific UConn CA4 course.

As in previous years, the fewest substitutions were made for the Q and Second Language requirements. Based on the relatively new and Senate-approved policy to govern substitutions in these areas, the Academic Adjustments Committee, of which the Chair of GEOC is a member, is meeting regularly to consider petitions from students requesting alternate ways of meeting the Second Language or Q requirements, on the basis of learning disabilities.

Table 9. ***Substitutions*** *to the* ***General Education Requirements by Category***

Category	Substitutions granted
CA1	32
CA2	33
CA3	84
CA4	108
Q	6
W	56
Second Language	11
Total	**330**

This past year, GEOC had several discussions about the need of substitutions at regional campuses where 2000+-level Gen Ed courses are not easily available in all Content Areas, especially not in Content Area 2 (Social Sciences). Particularly BGS students enter the university with many 1000-level course credits and then need to find 2000+-level courses including 2000-level Gen Ed courses in order to complete their degree in a timely manner. While a number of 2000+-level courses that would lend themselves to be offered as Gen Ed courses are taught at the regional campuses, the respective departments choose not to propose them as Gen Ed courses because they want to reserve them–mostly at the Storrs campus–for their majors. In order to make sure that appropriate rather than inappropriate courses are selected as Gen Ed course substitutions, GEOC is happy to recommend a number of substitutions but declines to endorse a list of "shadow Gen Ed courses" which would mean a GEOC pre-approved list of courses that are, however, not officially approved as meeting the Senate-approved Gen Ed criteria. Taking Senate- and GEOC–approved Gen Ed courses should remain the rule and substituting them by non-Gen Ed courses should be the exception. In collaboration with Ernie Zirakzadeh, the Associate Dean of CLAS who is in charge of CLAS matters at the regional campuses, the following has been agreed upon: Over the course of the next two years, CLAS will develop a number of CA2 courses to be offered at the regional campuses; GEOC assembled a short-list of non-Gen Ed courses that GEOC considers appropriate for CA2 substitution.

Currently the *General Education Guidelines* read: "Bearing in mind the principles outlined in this document, the Dean of the admitting School or College may make substitutions to the requirements for students who enter …." Since this document's original approval, some degree programs, such as BGS which is now part of the Center of Continuing Studies, are no longer supervised by a Dean's office. Therefore, GEOC has proposed the following addition to the *General Education Guidelines*: "For undergraduate programs that have no dean the cognizant office to make substitutions is the Vice Provost's office." This proposal has been forwarded to the Senate Courses & Curriculum Committee.

PROVOST'S GENERAL EDUCATION COURSE ENHANCEMENT GRANT COMPETITION

The General Education Course Enhancement Grant Competition is designed to promote the ongoing enhancement, innovation, improvement, and academic rigor of the content and teaching of UConn's General Education curriculum. Since 2004, this program has tremendously enriched UConn's General Education

program and simultaneously the overall undergraduate program. It has proven to provide an additional incentive for faculty to develop innovative General Education courses that, in many cases, connect faculty's scholarly expertise in a given field with the goals of UConn's Gen Ed program.

In Spring 2009, the Provost's General Education Course Enhancement Grant Competition was held for the sixth time. Due to the impact of the budget crisis on our university**,** the Office of the Provost dramatically reduced the overall amount of this year's competition and the amounts for individual awards. In collaboration with the CLAS Dean's Office, the Provost's office and GEOC set up this year's competition in a way that is geared toward helping academic departments and faculty meet some of the current and future challenges**.** Therefore, applications that focus on the following pedagogical challenges (responding to the budget crisis and the availability of new technology) and thematic areas (reflecting the new Academic Plan) have been favored: online courses; large lectures; courses that enhance global learning; and courses that enhance learning about environmental issues. Furthermore, proposals seeking to improve existing courses were generally favored over those proposing new Gen Ed courses. In order to avoid possible misunderstandings, the announcement of this year's competition emphasized that all proposals require department head or program director approval; that the offering of all substantially revised or new Gen Ed courses is pending upon approval by the respective departments, college C&CCs, GEOC, Senate C&CC, and Senate; that receiving a Provost's General Education Course Enhancement Grant does not in itself constitute approval of the proposed course for the respective content area(s) and/or competency but that successful grant proposals still have to submit a Curricular Action Request form to the GEOC for approval and must altogether follow the official approval sequence.

A pre-competition workshop run by the Chair of GEOC, the Director of the Institute of Teaching and Learning (ITL), and the Director of Instructional Design and Development (IDD) familiarized interested faculty with the goals of UConn's Gen Ed program and the procedures of this competition. The review panel consisted of past competition winners, members of the ITL and IDD, GEOC members, and the Chair of GEOC. Eight proposals were selected to be funded, all of them in part this year and in part next year. In most cases, the full amount (up to a total of $8,000 including fringe benefits) of the proposed budget has been approved for items such as course-related supplies, summer salaries, and summer stipends. This year's winners represent course proposals in seven programs (Biology; Comparative Literary and Cultural Studies; Economics; Environmental Engineering; Mathematics (two proposals); Music; Natural Resources, Management and Engineering) from three colleges/schools (CLAS, Engineering, Fine Arts). The winning proposals cover all of UConn's Gen Ed Content Areas and Competencies except for Writing. The announcement of this year's winners was followed by a festive ceremony hosted by Provost Peter Nicholls and Vice Provost for Undergraduate Education Veronica Makowsky. At this event, the winners' brief presentation of their projects inspired a lively discussion about shared challenges and innovative and solid solutions.

Final Reports of the winners of the 2007 Competition are due in June 2009 and will then be evaluated. All winners of the 2008 competition submitted their Year One Report and participated in a two-hour workshop moderated by the Chair of GEOC and the Director of IDD. Brief presentations by the winners were followed by a rich exchange about the thrills and challenges of preparing the proposed Gen Ed courses which will be taught in AY 2009-10. While all winners clearly showed excitement about their projects and several praised the ITL and IDD for their insightful support, some also expressed dismay with complications in the courses approval process and found that some colleges' Courses & Curriculum Committees seemed to hinder rather than support curricular innovation.

UConn's General Education program and thus the overall undergraduate offerings have benefited tremendously from this competition. It has helped Gen Ed to move away from a "check list" of at times only moderately interesting courses to a stimulating set of offerings that makes use of faculty's scholarly expertise and passion. It encourages faculty to enrich the Gen Ed curriculum by topics and research that excite them as disciplinary experts and to solicit the immensely valuable and forthcoming input of the ITL and IDD that help them enhance the overall quality of their General Education courses. Faculty's enthusiasm enriches UConn's multifaceted Gen Ed program that preserves academic rigor while being open to change as ever new topics and methodologies become relevant in today's society and research.

*Table 10. Courses developed through the **support of the Provost's Competition** by Gen Ed category*

Category	Courses approved 2004-2008	2009 Proposal Winners
CA1	17	3
CA2	8	2
CA3	7	1
CA4	25	1
Q	3	2
W	18	0
Total	**49***	**8****

* the total is less than the sum of each category as may courses cover several Content Areas and Competencies.

** one winner will propose to two CAs.

OVERSIGHT, INNOVATIONS, and REVISIONS

Assessment

The University of Connecticut's current set of General Education Requirements was implemented in 2005. By now, one full generation of students finishing in four years has experienced this program. Over the course of the past two Academic Years, the GEOC, guided by its Assessment Subcommittee, has started an evaluation process to determine the extent to which the General Education program is meeting its goals. In consultation with faculty teaching the respective Gen Ed courses, GEOC Subcommittees have started to translate the original criteria for inclusion of courses in each Content Area into sets of student learning outcomes. Assessment documents including the student learning outcomes for the Content Areas 2, 3, and 4 have been approved by GEOC and are available on the GEOC website. More subcommittees are currently working on such documents.

With respect to the actual assessment of Gen Ed Content Areas and Competencies, GEOC's Assessment Subcommittee, with GEOC's approval, has elected a focused approach that concentrates on limited numbers of students in restricted areas of the curriculum. Data gathering has focused and will continue to focus on approaches sufficient in depth and complexity and on samples of students sufficient in number to allow for valid conclusions and meaningful recommendations for the improvement and strengthening of the program. Given the size and complexity of UConn's General Education program, the assessment efforts – perceived as a cycle including developing student learning goals and outcomes, data gathering, data analysis, recommendations for improvements, dissemination of the recommendations, implementation of improvements, and eventually new data gathering – will take several years.

Based on the abovementioned student learning outcomes, the GEOC Assessment Subcommittee has developed an assessment plan for 2008-09 which was put into place by faculty coordinators (see GEOC Assessment Proposal for 2008-09 submitted to Vice Provost Veronica Makowsky in May 2008):

- *Writing in the major*: NURS (Tom Deans, ENGL, CLAS, and director of the Writing Center, Storrs)
- *Writing in Freshman English*, ENGL 1010 and 1011 (Scott Campbell, ENGL, CLAS, Hartford)
- *Content Area 3 (Science and Technology), Phase II* (Annelie Skoog, Marine Science, CLAS, Avery Point)
- *Content Area 4 (Diversity and Multiculturalism), Phase I* (David Moss, Curriculum and Instruction, School of Education, Storrs)

➢ *Assessment of Writing (W)*

In order to understand this year's assessment of parts of UConn's Writing program, one needs to first look at the assessment Tom Deans conducted in Spring 2008 of writing in writing-in-the-major courses (final versions of last papers) in the departments of Art History, Human Development Family Studies, and Political Science. The

project was completed and documented in a final report in Fall 2008 (http://geoc.uconn.edu/Assessment%20Documents/W-Assessment-Report_AY0708.pdf) after last year's GEOC Annual Report for 2007-08 had been completed. What follows is a shortened version of Tom Dean's Interim Report from summer 2008 that summarizes the major results of this study (for details, please see the Final Report at the URL listed above):

- The 12 W courses from which we solicited student papers all met the letter and spirit of University expectations for W courses. All required at least 15 pages of writing across the span of the semester and all featured structured opportunities for revision.
- In their W courses, UConn students are writing long academic papers on relevant and challenging topics. The length of the end-of-semester assignments we collected ranged from 4 to 27 pages, with an average of 13 pages; the average number of sources incorporated was 9.
- Based on a direct assessment of 127 final papers, 94% of UConn students meet at least *minimal proficiency* for writing in advanced college courses. Few papers (8 of 127) received an overall "unsatisfactory" score; few (14) received an overall "excellent" score. That means that there was significant clustering in the middle: 80% of students submitted final papers judged as minimally or moderately proficient academic writing in the major.
- Instructor grades for papers across the sample, as well as within each department sample, averaged much higher than rubric scores for paper quality. The mean instructor grade for the full sample was 3.61/4.0; the mean rater holistic score was 2.51/4.0. In plain terms, many students are getting A and B grades for work we judged as less than moderately proficient. The correlation between overall rubric scores and instructor grades was .134 and was not statistically significant. In other words, across our full sample, instructor grades and rubric scores on the same papers showed no statistically significant relationship to one another. This problem was more acute in Art History and Political Science, likely because in those departments we collected papers across sections that required several different *genres* of papers—and only some of those genres mapped neatly to the departmental rubric used to score them. The correlation between grades and scores in HDFS was tighter and statistically significant, perhaps because there all HDFS papers were from sections taught by the same instructor, using a common final assignment, and requiring a common genre (the literature review); moreover, the HDFS rubric was created specifically for the literature review genre.
- We did not find evidence that student academic writing ability, as measured by discipline-specific rubric scores, improves as students advance in their years at UConn. Our analysis revealed that those who took Freshman English at UConn did not do better on rubric scores or instructor grades than those who took Freshman English elsewhere; the scores for those taking a second W course were not higher than those of students those taking a first W course (although their grades were); and scores by seniors were not higher than those of underclassmen (although their instructor grades were). Several qualifications concerning these results are discussed in the Final Report.
- The frequency and seriousness of grammar and syntax errors did not, in general, obscure meaning in the student papers. The average score for sentence-level mechanics across the full sample was 2.6, which falls midway between "minimally proficient" and "moderately proficient".
- We conducted a "deep audit" of 23 student papers. This involved faculty and graduate assistants doing sustained qualitative reviews of papers in their home disciplines. As part of that process, they retrieved and read every source cited in all 23 papers. Several observations about how students are using sources are discussed in the report. As for academic integrity, we discovered only 4 papers that included examples of gross plagiarism—that is, cases where we presumed the student was being purposefully fraudulent; we noted 14 cases where source use was questionable or where there was plagiarism but it seemed unintentional.
- The rubrics created by the Art History, HDFS and Political Science each featured the 6 criteria that they deemed most vital for writing *in their majors*, 3 criteria that were consistent across all three departments (grammar, style, and source documentation), and 1 holistic score that signaled overall quality for writing in a given major. Those rubric scores provide the participating departments with customized data on the

relative strengths and weaknesses of their majors. Moreover, should faculty opt to use the departmental rubrics in their own courses, the rubrics themselves may prove a durable outcome of this assessment project.

- The interdisciplinary faculty and graduate team that conducted this assessment strongly endorsed replicating it, or a streamlined version of it, with other UConn departments (but only those that wish to opt in). Participating faculty and graduate students valued the experience not only for results it delivered but also for the opportunities it opened for cross-disciplinary, data-driven dialogue about teaching, learning, writing, and pedagogy in both general education at UConn and in three specific majors. Most projected that the project would enrich their own teaching as well as ongoing conversations in their departments about curriculum design. In short, the project served as both program assessment and faculty development.

Findings from this study have been disseminated to audiences both within and beyond the UConn community. Faculty coordinators from each of the three participating departments lead meetings in their home departments to discuss the results and their implications for teaching and curriculum design. The University Writing Center hosted a seminar open the whole University community and entitled "Looking Ahead: Designing Your Next W Course" on December 17, 2008. Profs. Tom Deans, Lisa Kraimer-Rickaby, and Louisa Kimball presented a paper on this assessment project at the Quinnipiac Biennial Conference on Writing and Critical Thinking on November 22, 2008; and Tom Deans is in the process of publishing scholarship that draws on the data collected.

This current year's assessment of writing-in-the-major courses in Nursing had initially also been scheduled for the AY 2007-08, but had to be postponed to AY 2008-09. The following paragraph is based on Tom Deans' Interim Report dated May 15, 2009: Forty-one student literature reviews were collected from four NURS W sections in Fall 2008 and scoring of that student writing was done May 11-22, 2009. One faculty member and two advanced graduate students were using a rubric created by the School of Nursing in Spring 2009. Thomas Long, the Nursing faculty coordinator of this assessment effort, and Tom Deans will complete quantitative and qualitative analysis by the end of June 2009 and report those findings to both GEOC and the School of Nursing. In July 2009 the data from Nursing will be combined with the Spring/Summer 2008 results from Political Science, Human Development and Family Studies, and Art History and the overall W Assessment Report currently posted on the GEOC website will be updated.

Also in Spring and Summer 2009, the second writing assessment effort focusing on student writing (first and last papers) in Freshman English (FE) courses was conducted under the leadership of Scott Campbell English Department, CLAS, Hartford campus (see GEOC Assessment Budget Proposal for 2008-09 submitted to Vice Provost Makowsky). The following is based on Scott Campbell's Interim Report dated May 4, 2009:

- Scott Campbell has been working closely with graduate assistant Becky Caouette to plan and execute the two major phases of the assessment project, first, the collection of student writing samples and, second, the reading and rating of these samples by a trained team of Freshman English instructors. The intensive work of assessing the student work took place from May 18 until June 5, 2009. The assessment team leaders were all along on schedule with the mechanics of the process (including the collection of the papers and the hiring of the readers) and in working out the specifics of the assessment process itself, including the important work of grounding this study in the research into writing assessment within the field of rhetoric and composition as well as linking this work to the other UConn assessment programs, most notably Tom Deans' assessment of writing in the majors.
- *Collection*: One primary goal of this study is to represent the full range of the FE program, and the assessment team was therefore drawing student writing samples from every section of FE across all six UConn campuses (a first and final paper from two students in each section). This means that the team was collecting work from 129 sections and over 100 instructors, which is, of course, a tremendous logistical task but which also has several benefits. The assessment process has been inclusive and quite public (without becoming intrusive), and the assessment team leaders have already seen a very real increase in discussions of the course, its goals, and its practices. Within the field of composition, these seemingly secondary aspects of an assessment process are increasingly seen as important, even primary

components. After all, if a chief goal of assessment is to effect real change in the way a program functions, these very direct engagements with the work of the instructors set the stage for the implementation of recommendations that will follow in this assessment project's Final Report.

Knowing that such a large collection process would pose challenges, the assessment team leaders opened a dedicated email account (feassessment@gmail.com) that they used to field questions and more fully explain procedures and rationale. All instructors but three communicated with the assessment team leaders about their intention to comply with the request for student samples, and, in the first of two collection cycles, the team received student work from over 110 sections. They expected to complete the second collection cycle (the collection of final papers) by Friday, May 8.

- *Reading/Rating*: As something of an indication that the assessment project has already gotten the attention of the instructors, the assessment team leaders received forty applications for the five summer reader positions. They were therefore able to hire very strong candidates, all of whom will be teaching the course again in the Fall and acting as de facto ambassadors of the assessment findings. The assessment coordinator, along with GEOC, hired graduate students Jared Demick, Rebecca Nisetich, Mandy Suhr-Sytsma, and Emily Wojcik as well as one adjunct instructor, Wendy Pfrenger. Because composition has such a large and active body of research on writing assessment, each of these readers has been given a set of reading materials from this research. They have also received materials related to UConn's own assessment practices, and the assessment coordinator Scott Campbell explained the expected reading processes to them.
- *Rubric and Rationale*: This project's central research questions concern the goals and efficacy of writing in the FE course, and assessment coordinator Scott Campbell drafted a rubric that the readers used in the reading and rating process. This rubric comes out of the conversations UConn instructors of Freshman English have had about assessment within the FE program this year but also draws on the rubrics from W course assessment and from recent published examples of similar projects. The assessment team expects to measure the growth (or lack of growth) between students' first and last essays and to see, too, the relative strengths and weaknesses of various components of the course. In addition to the rating of student work with rubric scoring, the team will be looking at the assignments pertaining to each student essay. Lastly, the team of readers will pursue a number of smaller, deeper examinations into several aspects of the FE program. For example, one key question that keeps coming up is the distinction between the two main FE courses, ENGL 1010 and ENGL 1011, which fulfill the same requirements but have a slightly different course content. It remains to be seen, if assessment in these courses will show different results.

The overall Final Report of this year's Writing assessment will compare the outcomes of the two Writing assessment efforts, one focusing on writing in the major and one focusing on writing in Freshmen English courses, and make recommendations for improving the overall Writing program at UConn.

➢ *Assessment of Information Literacy (IL)*

The results of UConn's participation in the Standardized Assessment of Information Literacy Skills (SAILS), which is administered out of Kent State University and based on the standards developed by the Association of College and Research Libraries (ACRL), were received in summer 2008: http://geoc.uconn.edu/Assessment%20Documents/UConn_SAILS_Fall_2007_Administration.pdf . This standardized assessment had been administered at UConn online to students of Freshman English (ENGL 110/111) in Fall 2007 (see GEOC Annual Report 2007-08). In Fall 2008, the GEOC Information Literacy Subcommittee (IL), then chaired by Letitia Naigles, Psychology, wrote an Executive Summary http://geoc.uconn.edu/Assessment%20Documents/InfoLit-ExecSumary_12-08.pdf including recommendations which were then discussed in GEOC. What follows is largely excerpted from the IL Subcommittee's Executive Summary from December 2008 (please see full Executive Summary at the URL listed above):

A. Information Literacy standards and the Information Literacy Subcommittee's plan in brief:

The Association of College and Research Libraries (ACRL) promotes 5 standards of Information Literacy (IL), which are briefly stated as follows:

I: The information literate student determines the nature and extent of the information needed.

II: The information literate student accesses needed information effectively and efficiently.

III: The information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base and value system.

IV: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

V: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. Each standard involves several subparts at the Basic Level and additional subparts at the Advanced Level.

The IL Subcommittee's plan to promote and assess IL at UConn involves 4 parts:

1. IL at the Basic Level is taught in the Freshman English courses.
2. IL at the Basic Level will be assessed via the SAILS at least once and hopefully twice during a student's undergraduate career.
3. IL at the Advanced Level is taught in the major, via 1 or more courses. IL plans have been submitted to the IL Subcommittee; some are approved, some are under consideration, and some are in the process of revision.
4. IL at the Advanced Level will be assessed via activities such as checklists tailored to each major's IL plan.

B. The SAILS Administration 1: Method

SAILS presents 134 multiple-choice questions that are based on the ACRL standards I, II, III, and V (not IV). These standards are further subdivided into the following areas: Research Strategies, Selecting Sources, Understanding and Using Finding Tools, Developing and Revising Search Strategies, Evaluating Results, Retrieving Materials, Documenting Sources, and Legal and Social Issues Related to Ethical and Effective Use of Information; between 9 and 25 questions address each area.

SAILS was administered to 823 students in English 110/111 (now ENGL 1010/1011), during Fall 2007. 700 of the students self-identified as freshman, 100 as sophomores, 20 as juniors and 2 as other. Students reported their current major and the findings are reported by major; however, many of these groups-by-major are very small. Thus, standard errors are quite large and most of the comparisons by major were not statistically reliable. 655 students took the test early in the semester (so-called 'pretest') while 168 took the test later in the semester ('post-test'). No significant differences emerged between the 'pretest' and 'posttest' students on any of the measures (possibly because of the small number of 'posttest' participants) so this variable will not be considered further.

SAILS was administered in a proctored setting in the electronics lab at the library by GEOC Administrator Anabel Perez and student workers. In order to handle the complex logistics, future administrations should be planned well in advance.

SAILS is graded using item response theory, specifically the one-parameter Rasch model. This calculates scores based on a combination of item difficulty and student performance. The process begins with merging data from all institutions into a benchmark file. Student responses to the items on the test are then used to determine the difficulty level of each item. Once that determination is made, student responses are analyzed to determine an average score for each group (or cohort). Scores in the report are placed on a scale that ranges from 0 to 1000.

For the Analysis 1, then, we can only make relative judgments of our students compared with the students at other universities. Another way to think about this is that we do not have a control group (say, college professors) that could show how well students *could* perform on this test.

Our 823 UConn students are compared with students at other doctorate (D) institutions who have administered the test (these include both upper-tier universities (e.g., Michigan and Rutgers) and lower-tier universities (e.g., Jackson State University and Marshall University)).

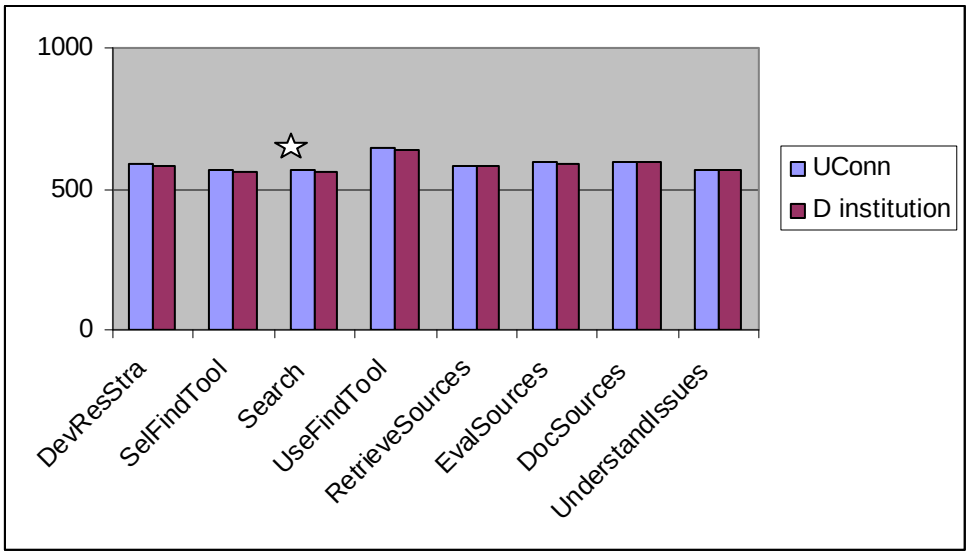
C. The SAILS Administration Analysis 1: Findings

For each skill set, SAILS produced a UConn score. The mean scores and standard error are presented for each skill set and ACRL standard. Only statistically reliable differences (between UConn and other D institutions, within the UConn sample) are reported.

Skill Set	**UConn score**	**D institution score**
Developing a Research Strategy	M = 587 SE = 6	M = 585 SE = 1
Selecting Finding Tools	M = 566 SE = 9	M = 561 SE = 2
Searching	*M = 568* *SE = 6*	*M = 558* *SE = 1*
Using Finding Tool Features	M = 645 SE = 10	M = 640 SE = 2
Retrieving Sources	M = 580 SE = 11	M = 581 SE = 2
Evaluating Sources	M = 595 SE = 6	M = 592 SE = 1
Documenting Sources	M = 599 SE = 8	M = 592 SE = 1
Understanding Economic, Legal and Social Issues	M = 565 SE = 7	M = 564 SE = 1

For all of these, UConn students scored well within the range of (and so not significantly different from) the D institutions; for Searching, UConn scored significantly above the mean of the D institutions (see Figure 1)

Figure 1:



The UConn freshman who took the SAILS scored above the mean for D institutions for the following skill sets:

- Selecting Finding Tools (better than students at other D institutions, but not significantly better than sophomores or juniors at UConn)
- Searching (better than students at other D institutions and better than sophomores and juniors at UConn)
- Evaluating Sources (better than students at other D institutions and better than sophomores and juniors at UConn)

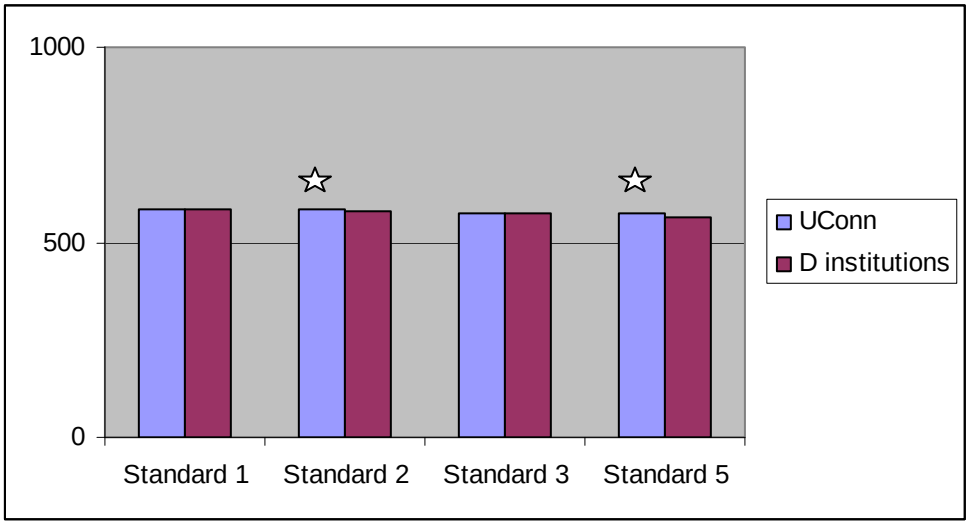
They performed at mean for the other skill sets. UConn students who self-identified as Engineering/Computer Science and Social Sciences/Psychology majors scored significantly higher than UConn students of other majors on the Searching skill.

ACRL Standard	**UConn score**	**D institution score**
Determines the Nature and Extent of Information Needed	M = 586 SE = 6	M = 584 SE = 1
Accesses Needed Information Effectively and Efficiently	*M = 584* *SE = 5*	*M = 577* *SE = 1*
Evaluates Information and its Sources Critically and Incorporates Selected Information into His/Her Knowledge Base and Value System	M = 573 SE = 6	M = 576 SE = 1
Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally	*M = 573* *SE = 6*	*M = 566* *SE = 1*

UConn students performed significantly better than D institutions on Standard 2 (Accesses Needed Information Effectively and Efficiently) and Standard 5 (Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally).

UConn students performed within the range of D institutions on Standard 1 (Determines the Nature and Extent of Information Needed) and Standard 3 (Evaluates Information and its Sources Critically and Incorporates Selected Information into His/Her Knowledge Base and Value System) (see Figure 2)

Figure 2:



D. Analysis 2: Scores by Item

We have also been provided with the percent of UConn students who answered correctly for each item in the SAILS. For pedagogical purposes, those Objectives which elicited scores lower than 50% correct were deemed to be most in need of perusal. A list is made available in the full Executive Summary.

E. Summary

These findings indicate that SAILS evaluation outcomes of UConn students who enrolled in English 110/111 are generally comparable to—and in some cases ahead of—their peers at other institutions. Some items elicited very low scores (few UConn students answered correctly) whereas others elicited very high scores; we suggest that those items eliciting low scores be used as a basis for future instruction at the basic IL level. We hope to

administer the SAILS test again in Fall 2010, when the freshman who took the test in Fall 2007 will be seniors to do some Time1-Time2 comparisons (between subjects only, as SAILS does not provide ways to identify individuals when they take the test). These comparisons may be the most revealing on the item/Objective level rather than on the composite level (because composite scores from the next administration will be adjusted to account for the relative difficulty of items experienced by those students—which may be different from that experienced by the current students). We also suggest that future administrations of the SAILS be threefold in nature: Time 1 upon entry to UConn, Time 2 after taking Freshman English (i.e., at the end of freshman year), and then Time 3 during senior year.

After in-depth discussions about the IL Subcommittee's Executive Summary of the SAILS Report and their recommendations, GEOC decided nevertheless not to purchase and administer SAILS again, because this assessment does not provide a sense of a perfect score nor a control group nor does it provide actual data for comparison with relevant peer institutions. The GEOC IL Subcommittee will continue to contemplate the merits of the SAILS instrument to UConn and will give the SAILS report to the library liaisons to inform the library 's teaching of information literacy.

➢ *Assessment in the Content Areas*

Using the model developed for the CA3 assessment by Hedley Freake (see below), the GEOC Assessment Subcommittee has recommended that assessment in the other Content Areas follow a similarly staggered approach which in each case needs to be adjusted to the given Content Area (see GEOC Assessment Proposal for AY 2009-10 submitted to Vice Provost Makowsky):

- *Phase I*: Inquiry into the extent to which courses *address* and *assess* student learning outcomes as specified for the given Content Area; identification of key courses; interviews with instructors; analysis of course materials; evaluation of resulting data and sharing of results with participating faculty.
- *Phase II:* Development, application, and evaluation of an appropriate student self-efficacy instrument, student surveys, and/or student focus groups pertaining to the given Content Area; dissemination of results of Phase I and II in panels or workshops; preparation of the assessment of actual student learning in the given Content Area.
- *Phase III*: If needed, refining of the student self-efficacy instrument and new application; development, application, and evaluation of direct assessment tools that measure student learning based on student artifacts; further dissemination (e.g., written or in workshops or panels) of the results of Phase I, II, and III; recommendations to instructors and GEOC how to improve student learning based on the results of the data collection and their evaluation in Phase I and II.

➢ *Assessment of Content Area 3 (Science and Technology) (Phase II)*

The Science and Technology Content Area (CA3) was the first Gen Ed Content Area to be evaluated (see GEOC Assessment Proposal for 2007-08 submitted to Vice Provost Veronica Makowsky, GEOC Annual Report 2007-08, and the Final Report of the CA3 Assessment from Summer 2008: http://geoc.uconn.edu/Assessment%20Documents/Final_CA3_Assessment_Report_7-21-08.pdf).

As with the Writing assessment, the current year's CA3 assessment builds on the previous year's CA3 assessment coordinated by Hedley Freake, Nutritional Sciences, College of Agriculture and Natural Resources, Storrs, in collaboration with graduate assistant Elizabeth Kloeblen. Therefore, the Executive Summary of their Final Report dated July 2008 is quoted here:

> "A graduate student from the University of Connecticut's Neag School of Education was hired to interview instructors of General Education Science and Technology Content Area 3 (CA3) courses to determine how and where they addressed the CA3 learning goals, listed in UConn's General Education Guidelines, in their courses and the extent to which they assessed whether students achieved these objectives.

Professors from Biology, Cognitive Science, Ecology and Evolutionary Biology, Marine Sciences, Nutrition, Psychology and Physics, who taught courses taken largely by non-science majors, agreed to participate in the evaluation. Individual meetings were set up between the GA and the professors. The first meeting focused on whether and how the professors met the CA3 learning goals through their instruction. Available instructional materials and course websites were shared. At the second meeting, the discussion centered on how professors assessed whether students met the CA3 learning objectives in their courses. Assessment materials were collected and evaluated. At these meetings, each professor was asked to rate how well they addressed each CA3 objective in their instruction and how well they assessed student competencies. The GA independently rated assessment in each course, based on her reading of the materials supplied by the instructors. A 4 point rating scale was used and courses were judged to be meeting an objective if they scored a 3 or 4.

Half of the courses covered all of the learning goals and the other half omitted only 1 or 2 of them. Learning Goals 1(content and vocabulary), 4 (science vs. pseudoscience) and 7 (scientific impact on the world) were well covered in all courses. Learning Goal 8 (scientific inquiry skills) was instructed in all courses that had a lab component. Other goals were covered in 9/10 courses, with the exception of Learning Goal 3 (scientific method), which was instructed in 5/10. Since the GA did not directly observe instruction, these data represent the professors' own ratings, but overall coverage of the learning goals appears good.

Assessment within courses of whether students achieved these learning objectives was less complete. Two courses assessed learning in all goal areas and 4 assessed all but 1. Three assessed learning in 5/7 goal areas and one included only 4/7. All courses evaluated Learning Goal 1(content and vocabulary) and all lab courses Learning Goal 8 (scientific inquiry skills). Learning Goal 2 (methods and technologies), 4 (science vs. pseudoscience), and 6 (unresolved scientific questions) were assessed in most courses. Learning Goal 7 (scientific impact on the world) was assessed in 7/10 courses and 5 (scientific experiment description) in 6/10 courses. Learning Goal 3 (scientific method), was assessed in 4/10 courses. Some differences were noted between the professors' self-ratings and those of the GA, though these appeared minor.

Overall, CA3 courses are addressing almost all of the Learning Goals established for this content area. Assessment of student achievement of the learning objectives is less complete. A number of exemplary practices, both with respect to instruction and assessment were identified. A meeting was held with the participating instructors where the preliminary findings of the assessment were shared and they were asked to talk about the exemplary practices that had been identified. A rich and powerful conversation resulted that could usefully be sustained. In addition, direct assessment data need to be collected on student learning in CA3 learning goal areas, using assessment items already located within these courses as well as those newly developed."

The results of UConn's assessment of General Education non-gateway science courses was presented by Hedley Freake, the Faculty Coordinator of this assessment project, and Katharina von Hammerstein, the Chair of GEOC, at the annual General Education conference of the American Association of Colleges and Universities in Baltimore in February 2009. The presentation was very well attended, generated a lively discussion, and altogether enhanced UConn's visibility as a forward looking institution in the area of General Education and its assessment.

Building on last year's CA3 assessment project, Annelie Skoog, Marine Science, CLAS, Avery Point, coordinated this year's CA3 assessment effort (see GEOC Assessment Proposal for 2008-09 submitted to Vice Provost Makowsky). What follows is based on Annelie Skoog's Preliminary Report dated May 26, 2009:

In the 2008-09 CA assessment effort, three main tasks were addressed: a pre- and post-course assessment of student science self-efficacy; a workshop on the assessment and teaching of Gen Ed CA3 courses; and preliminary work on the evaluation of actual student learning in CA3 courses. The pre- and post-course questionnaire was the largest single task:

- *Pre- and post-course student science self-efficacy*: The self-efficacy questionnaire was put together by graduate assistant Liz Kloeblen during the CA3 assessment work last year. The questionnaire was subsequently modified by Hedley Freake and Scott Brown, Professor of Educational Psychology, also

during last year's CA3 assessment effort. This year, Scott Brown modified the original questionnaire to be applicable to a pre- and post-course assessment. The questionnaire was then translated to a HuskyCT quiz by Annelie Skoog. This work was carried out before the start of the Spring 2009 semester.

Annelie Skoog then used the HuskyCT course list to identify CA3 courses that had web sites for Spring semester 2009 and contacted each faculty member individually. 30 faculty teaching a CA3 course with a HuskyCT site committed to participating in administering the questionnaire. In order to increase student participation it was suggested that students answering the questionnaire would receive extra credit. Kim Chambers, Director of Educational Technologies, imported the quiz onto the participating course web sites and faculty were asked to have their students take the pre-course assessment during the first or second week of classes. The quiz was then made unavailable to the students. Faculty were sent instructions on how to retrieve the data from their websites and send them to Annelie Skoog.

The post-course assessment was loaded onto the course web sites by Kim Chambers three weeks before the end of the semester. The post-course assessment data were retrieved and sent to Annelie Skoog by the faculty. At the time of writing the Preliminary CA3 Assessment Report (May 26, 2009), some faculty had not sent the data. However, Kim Chambers could and was asked to retrieve the data from the individual websites.

In addition to the HuskyCT version of the self-efficacy instrument, four courses participated with paper versions. These data needed to be entered into an Excel spreadsheet by hand.

The questionnaire contained 13 questions. The students were asked to rate their abilities and interest in science on a 5-level scale from "strongly agree" to "strongly disagree." In order to use the data, the word replies had to be translated to a numerical response. Annelie Skoog wrote an Excel formula that did this. However, the data does not translate cleanly into Excel, so each data sheet had to be proof read and modified (corrected) before the data could be used. Thousands of students participated pre- and post-course, so this was a time-consuming task.

Unfortunately, there was not enough time to allow for a thorough evaluation of the data set. However, the data set contains a wealth of information and a large number of questions can be answered using it. Since the questionnaire was delivered through HuskyCT, the data set includes student ID numbers, which means that the data can be sorted based on GPA, major, male versus female, final grade in the course etc. Pre- and post-course responses from individual students can also be coupled, which may be a better way of evaluating the data than to simply calculate a mean for pre- and post-course responses. All in all, this data set could be a very powerful tool.

However, Annelie Skoog also discovered that some questions were worded in a way that made the question, and therefore the responses, unclear. This has to be addressed before the questionnaire can be used again.

- *Workshop on assessment and teaching of CA3 courses*: Annelie Skoog arranged a well attended half-day workshop with the help from Catherine Ross from the Institute of Teaching and Learning. The main focus of the workshop was to present and discuss innovative and successful teaching methods and approaches used by our faculty teaching Gen Ed CA3 courses. During the workshop, Annelie Skoog presented preliminary data and data analysis from this year's student self-efficacy survey, and Hedley Freake moderated a session in which faculty who participated in last year's CA3 assessment effort shared their best practices. In a break-out session, workshop participants discussed additional approaches they use. The workshop concluded with a wrap-up session facilitated by Catherine Ross.

  Approximately 25 science faculty, teaching assistants, and graduate students participated in the workshop, and the general consensus was that the workshop was very informative, inspiring, and interesting. This high number of participants indicates the need for this type of workshops at UConn to be offered by future Faculty Assessment Coordinators in collaboration with ITL.
- *Assessment of student learning*: Annelie Skoog contacted all faculty that had participated in the 2009 CA3 pre- and post-course student self-efficacy study and requested them to provide results from their final exams on questions that directly pertained to the CA3 student learning outcomes as they were

addressed in the given course. This was done late in the semester, but some faculty still responded positively to the request. Assessing student learning based on actual student artifacts is obviously a crucial aspect of assessment and needs to be central in the upcoming CA3 assessment work.

The Final Report on this year's CA3 assessment effort will follow by July 1, 2009.

➢ *Assessment of Content Area 4 (Diversity and Multiculturalism/International) (Phase I)*

Assessment of the Diversity and Multiculturalism Content Area (CA4) is complex. The nature of this area, which involves not just knowledge and skills but also attitudes and behaviors, makes it very difficult to assess. Courses within the area are required to meet one out of five possible criteria, allowing for a wide range of subject matter and approaches. It is also the Gen Ed Content Area with the greatest number of courses. At the same time the assessment in CA4 is of paramount importance. Diversity and global learning are two key components of the new Academic Plan for the university and CA4 is the one curricular area where all students will be exposed to these concepts. The addition of this Content Area was one of the principal changes associated with the revision of the "new" Gen Ed requirements implemented in 2005.

Following the model of CA3 assessment in Spring 2008 (Phase I), the CA4 assessment effort in Spring 2009, coordinated by David Moss, Curriculum and Instruction, Neag School of Education, Storrs, who was assisted by Helen Marx identified key CA4 courses that address a range of CA4 learning objectives. They interviewed faculty to determine to which extent their courses addressed these objectives and what assessment measures were in place to ensure that the objectives were met (see GEOC Assessment Proposal for 2008-09 submitted to Vice Provost Makowsky).

What follows is based on the Preliminary Progress Report authored by David Moss and Helen Marx and dated May 8, 2009:

Making use of a qualitative research design to explore the Diversity and Multiculturalism Content Area, instructors for 11 purposefully sampled, representative courses out of approximately 140 Gen Ed Diversity and Multiculturalism courses were selected and interviewed in depth. Sampling criteria included class size, course level, and affiliation in the social sciences, arts, and/or humanities (the final sample covered 13 disciplines). The following courses participated in this CA4 assessment effort:

AASI/ENGL 3212	Asian American Literature
MUSI 1002	The History of American Song
HIST 3609	Latin America in the National Period
PHIL 1106	Non-western and Comparative Philosophy
CDIS 1150	Introduction to Communication Disorders
ANTH 1000	Other People's Worlds
HRTS 1007	Introduction to Human Rights
AFAM/ARTS 3505	White Racism
POLS 3642	African American Politics
SOCI/WS 3621	Sociology of Sexualities
ENGL 3318	Literature and Culture in the Third World

Table 11 summarizes pertinent details for courses examined. Data includes class size, Content Area classification(s), and additional information designed to underscore the variability seen within an approved CA4 course.

*TABLE 11: **CA4 ASSESSMENT**: COURSE DETAILS – SPRING 2009*

	ANTH 1000	MUSI 1002	SOCI/ WS 3621	CDIS 1150	AFAM/ SOC 3505	PHIL 1106	HRTS/ POLS 1007	ENGL/ AASI 3212	HIST 3609	ENGL 3318	POL S 3642
CA classification(s)	CA4-int CA2	CA4 CA1	CA4	CA4 CA2	CA4	CA4-int CA1	CA4-int CA2	CA4	CA4-int CA1	CA4-int	CA4
Class Size	147	59	69	150	52	231	87	37	44	40	47

# Discussion groups/ class size per group	6/25	3/20	-	-	-	8/30	-	-	-	-	-
Campus	Storrs	Storrs	Storrs	Storrs	Storrs	Storrs	Storrs	Storrs	Storrs	Storrs	Storrs
Other sections campus Class size per section Storrs Hartford – Htfd Waterbury – Wtby Avery Point - AP	Storrs-2 154/148 Htfd-3 44/44/39 AP-1 36 Wtby-2 34/35	-	-	-	Htfd-1 15 AP-1 12	AP-1 31 Wtby-2 29/29	-	-	-	Storrs-2 39/39	-

In Spring 2009, individual meetings were established between the researchers and instructors for each course to determine, if the course was aligned with the CA4 learning goals and to uncover the extent to which those objectives were assessed over the course of the semester. A common protocol was utilized to guide each interview. Following the formal interview protocol, each instructor was asked to rate the extent to which they *addressed* and *assessed* each learning outcome using an instrument designed for this purpose. All interviews were audio recorded for iterative analysis, and inter-rater reliability was established via a subsample of the data. In addition, a self report survey was given to each instructor. Results of these evaluations for each course are summarized in the accompanying tables (see Tables 12, 13, and 14). The research team also independently evaluated the alignment and assessment by examining each course's syllabus and exams.

Table 12 below illustrates that each course is aligned with the CA4 learning objectives as identified by both the researchers and instructors. Objective 4.2 (Students explain the causes and consequences of human migration) exhibited the least alignment. Table 13 demonstrates that the assessment of CA4 objectives was not as consistent as the alignment of those objectives with each course. Additionally, the instructors indicated a higher level of assessment than was determined by the researchers. Finally, Table 14 shows the alignment of the intercultural competencies with each course as indicated by each instructor on the self-report survey.

Overall, findings suggest that numerous Gen Ed objectives were aligned by all courses analyzed. However, assessment of students' learning of these objectives was less comprehensive. The following are overarching findings regarding the Diversity and Multiculturalism Gen Ed requirements:

- Even though courses needed to focus only on one of seven required Diversity and Multiculturalism learning objectives, most covered several. However, the objectives were rarely utilized in the *current* course design. Many instructors were assigned these courses after the initial Gen Edu approval process and were not aware of the objectives.
- Instructors expressed more confidence in the alignment of the objectives and their course content (intended or by chance) than with the assessment of these objectives.
- Extensive "informal" and undocumented assessments were reported.
- Individual instructors were passionate about their subject area and felt challenged to assess the complex and normative topics in their courses.
- There was an extensive variability in course content between different sections of the same courses.
- Instructors described inconsistencies in both scope and depth of the CA4 learning objectives and competencies.
- Class size was a limiting factor in implementing preferred pedagogical approaches given the complexity of the issues underpinning the learning objectives of the Diversity and Multiculturalism content area.

A Final Report of the methodology, findings, and recommendations, including individual course narratives, will be submitted by July 1, 2009.

David Moss, Katharina von Hammerstein, and Helen Marx have submitted an abstract about the findings of this assessment effort to the annual, national *General Education and Assessment* conference of the American Association of Colleges and Universities to be held in Seattle in February 2010.

*TABLE 12: **Alignment** of Course and CA4 Objectives*

CA 4 Objective	ANTH 1000		MUSI 1002		SOCI/ WS 3621		CDIS 1150		AFAM/ SOC/HR TS 3505		PHIL 1106		HRTS/ POLS 1007		ENGL/ AASI 3212		HIST 3609		ENGL 3318		POLS/ AFAM 3642		Mean Total	
	SRS	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*
1.1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2.1	4	4	2	2	4	4	4	4	4	4	3	4	4	3	3	3	4	4	4	4	4	4	3.63	3.63
2.2	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	3	4	4	4	4	3.81	3.9
3.1	3	3	3	3	3	3	3	3	4	4	2	2	4	4	4	4	4	4	4	4	3	3	3.36	3.36
4.1	2	2	3	2	3	3	4	3	3	3	2	2	4	4	3	2	2	2	4	4	3	2	3	2.63
4.2	1	1	2	2	1	1	1	1	3	2	1	1	4	4	4	4	3	3	4	3	2	2	2.36	2.18
5.1	4	4	3	3	3	4	3	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4	3.63	3.72

SRS = Self-Report Survey RR=Research Rating

*TABLE 13: **Assessment** of CA4 Objectives*

CA 4 Objective	ANTH 1000		MUSI 1002		SOCI/ WS 3621		CDIS 1150		AFAM/ SOC/HR TS 3505		PHIL 1106		HRTS/ POLS 1007		ENGL/ AASI 3212		HIST 3609		ENGL 3318		POLS/ AFAM 3642		Mean Total	
	SRS	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*	*SRS*	*RR*
1.1	4	4	4	4	3	4	4	4	4	4	3	4	3	2	4	4	4	2	3	3	4	2	3.63	3.36
2.1	4	3	2	2	4	4	4	3	4	4	3	4	4	2	2	1	3	2	4	4	4	4	3.45	3
2.2	4	4	4	4	4	4	4	3	4	4	3	3	4	3	2	2	3	2	4	4	4	4	3.63	3.36
3.1	3	3	3	3	3	2	3	2	4	4	1	1	4	3	4	3	4	3	4	3	3	2	3.27	2.63
4.1	2	1	3	2	2	2	4	4	3	3	1	1	4	4	1	1	2	1	3	1	3	2	2.54	2
4.2	1	1	2	2	1	1	1	1	3	2	1	1	4	4	4	4	3	2	4	3	2	1	2.36	2
5.1	3	3	3	3	3	4	3	3	4	4	3	3	4	3	3	3	4	4	4	3	4	3	3.45	3.27

SRS = Self-Report Survey RR=Research Rating

*TABLE 14: Applicable **Intercultural Competences** (as reported on the SRS)*

	ANTH 1000	MUSI 1002	SOCI/WS 3621	CDIS 1150	AFAM/SOC 3505	PHIL 1106	HRTS/ POLS 1007	ENGL/AASI 3212	HIST 3609	ENGL 3318	POLS/AFAM 3642
Tolerance of Ambiguity	X		X	X	X	X		X	X	X	
Awareness of Dissent	X	X	X	X	X	X	X	X	X	X	X
Empathy	X	X	X	X	X	X		X		X	X
Polycentrism	X		X			X			X	X	X
Ability to engage with synergies and processes	X	X	X		X			X	X		X
Flexibility to challenge own perspectives	X	X	X	X	X	X	X	X	X	X	X

Key to Tables 12, 13, 14**:** The GEOC approved CA4 Diversity and Multiculturalism Learning Objectives that guided this research are as follows: *Students should be able to carry out, in a reflective manner that is theoretically informed and illustrated with specific examples, with respect to "race," ethnicity, gender, sexual identity, political systems, religious traditions, or of disability, at least one of the following:*

1.1. differentiate varieties of human experiences, thoughts, values, and/or modes of creativity;
2.1 analyze interpretive systems, political systems, or social structures as cultural/social constructions;
2.2. explain perspectives on effects of various cultural, social, or political systems on groups of individuals.
3.1. describe the interrelatedness of various cultures and peoples;
4.1 contrast definitions of human rights that are derived from at least two different legal, cultural, or values systems;
4.2. explain the causes and consequences of human migration;
5.1 discuss social, political, and/or economic power.
(see http://geoc.uconn.edu/Assessment%20Documents/CA4Assessment_11-08.pdf)

➢ *Plans for Further Assessment, Evaluations, and Recommendations for Improvements*

As mentioned above, the GEOC Assessment Subcommittee recommends that assessment in all Content Areas follow the staggered approach modeled by CA3 assessment effort. This needs to be adjusted in each case to the given Content Area. Furthermore, the Subcommittee recommends that the successful assessment of writing in the major be continued to benefit more departments and thus more students. A science department should be among the next units participating in this process. Proposed is therefore for the AY 2009-2010 (see GEOC Assessment Proposal for AY 2009-2010 submitted to Vice Provost Makowsky in June 2009):

- Continued assessment, evaluation, and dissemination of the data gathered in
  - Writing in the major (two more departments)
  - Content Area 3 (Science and Technology), Phase III
  - Content Area 4 (Diversity and Multiculturalism/International), Phase II
- Beginning of the assessment in Content Area 2 (Social Sciences), Phase I

➢ *Recertification of General Education Courses*

Part of GEOC's mandate from the Senate is "monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate" (*General Education Guidelines*). In AY 2008-09, GEOC continued its discussion started in AY 2007-08 about the purpose and possible process for course recertification. Initially GEOC had contemplated a two-tiered system of recertification involving for most courses a brief and for selected courses an in-depth recertification form; this was to be filed for all courses after a certain number of years since their initial approval. The intent was, to ensure that current delivery still meets the criteria of the respective Gen Ed Content Areas and/or Competencies, to remind instructors of the original course design which was approved to meet the respective Gen Ed criteria, and to overall ensure and improve the high quality of teaching and learning in UConn's General Education program (see GEOC Annual Report for 2007-08).

However, in light of the current budget crisis and the fact that departments and faculty are overburdened as is GEOC hesitates to add work to department heads' and faculty's workloads and has therefore abandoned, for now, the idea of an elaborate and time-consuming recertification of General Education courses. Furthermore, since the *General Education Guidelines* contain no provision of sunset laws for courses that would not be submitted for recertification, there is no incentive for departments to respond to any request for information necessary to recertify courses. Therefore, GEOC is currently considering a small-scale pilot recertification project: departments would be asked, if there are Gen Ed courses they no longer offer, if they wish to remove any courses from the Gen Ed curriculum, and which Gen Ed courses have undergone substantial changes. This would reduce the overall number of courses that could be up for recertification. Departments would then be asked to select one or few course(s) from their current slate of Gen Ed courses that were approved five or more years ago (the number of years in the rotation cycle is yet to be determined) or seek recertification of the department's Gen Ed course(s) with the highest enrollment (also approved five or more years ago). The purpose of recertifying even small numbers of courses is still for GEOC to find out, if those

responsible for offering a given Gen Ed course still think it appropriate for the Gen Ed curriculum and if the documentation (syllabi, exams, lab reports, etc.) provides evidence that the course still meets the appropriate Gen Ed criteria. Simultaneously this process ought to be designed in a way that reminds instructors of the respective Gen Ed course criteria and familiarizes them with the student learning outcomes that have been developed by GEOC since most Gen Ed courses were first proposed.

At this point, GEOC is still debating the recertification process and the structure of the recertification form. One of the challenges for GEOC will be to find technical support in developing an appropriate recertification form. This form has to be as short and concise as possible, should present a minimal burden on departments and faculty, should easily be processed by GEOC Subcommittees. Yet, it should provide valuable insights into the quality of individual courses and the overall General Education program. GEOC intends to continue this discussion and develop the process and form in Fall 2009 in order to test it in Spring 2010 and implement it in AY 2010-11. Over the summer of 2009, the GEOC office will develop a database that will allow us to identify courses by year of first approval, department, Content Area, and Competency.

Senate Discussion about UConn's Writing Program

At the December 2008 Senate meeting, Senator Robert Thorson brought forth a motion to discuss the abolishment of UConn's Writing program in light of the budget crisis and because it's quality had not been proven. This motion was much discussed on campus in the subsequent months and also among GEOC members. It was to be voted on at the March 2009 Senate meeting. Collecting opinions around campus, it seems that the dissatisfaction is not so much with discipline-specific writing courses as with the "second" writing course that students take wherever they find an open seat and that often does not directly complement their interest or career preparation. The overall challenge seems to be to provide students with writing opportunities that are educationally meaningful, successful, and affordable.

In collaboration with the GEOC W Subcommittee Co-Chairs, Tom Deans (Director of the W Center) and Jane Goldman (HDFS), and former GEOC W Subcommittee Co-Chair and current Co-Director of Freshman English, Tom Recchio, GEOC Chair Katharina von Hammerstein assembled material that would help facilitate an informed Senate discussion before the motion would come up for a vote. The Office of Institutional Research (OIR) and Assistant Vice Provost Eric Soulsby provided numbers on W courses and sections, their enrollment by campuses, and their instructors by rank and campuses. Tom Deans put together information about writing requirements at the top 25 public institutions of higher education. At the Senate meeting of March 2, 2009, the GEOC Chair presented material about UConn's Writing program (requirements, course formats, numbers), some pros and cons of the writing requirement, data derived from ongoing assessment of UConn's writing program, and data on writing requirements at the top 25 peer institutions (see Katharina von Hammerstein's power point presentation among the material distributed before that Senate meeting). The presentation was followed by a friendly Senate discussion. The Senate eventually voted in favor of charging the Senate Courses and Curriculum Committee with investigating UConn's Writing program and providing a report at the February 2010 Senate meeting. Since the vote, the Senate C&CC has called for a task force on UConn's Writing program that will begin its work in Fall 2009.

Proposed Cross-Content Area General Education Courses

In April 2008, GEOC approved and forwarded to the Senate C&CC a proposal to introduce *optional* (!) Cross-Content Area General Education courses. Departments would be allowed to propose and students would have the option to take courses that would satisfy the criteria and requirements of two out of Content Areas 1, 2, and 3, in addition to Content Area 4. Students would have to decide for which Content Area a given course would count for them. Double-dipping would not be allowed (see GEOC Annual Report 2007-08).
Background:

- Currently, the *General Education Guidelines* approved by the Senate permit the approval of courses that fulfill the criteria for any of the four Content Areas in combination with a Competency such as Q or W.

A course may also fulfill the criteria for Content Area 1, 2, or 3 in combination with Content Area 4. But combinations across the Content Areas 1, 2, or 3 are currently prohibited.

- In recent years, GEOC has received more and more interdisciplinary course proposals that could not easily be placed in one single CA 1, 2, or 3. Lacking a clear policy that would allow for bridges across two of the CAs 1, 2, or 3 (combinations with CA4 have been permitted all along), such course proposals would occasionally fall "in between the cracks" and be rejected. Furthermore, at colloquia about the 2008 Academic Plan, faculty repeatedly complained about the hurdles UConn's curricular approval system provides for interdisciplinary courses in general and proposals to the Gen Ed program in particular. Most importantly, today's and tomorrow's global challenges, e.g., in healthcare, the environment, trade, and politics, will have to be solved in interdisciplinary teams. Many of our students will work in such interdisciplinary teams. Therefore, they need training in problem-based multidisciplinary thinking. Some Gen Ed courses could provide models for connecting the knowledge traditionally taught in disciplinary "silos." While no student should be required to take cross-content area Gen Ed courses, it makes sense for the Gen Ed program to provide them with this option. Experiencing one or several cross-content area Gen Ed courses may inspire students to seek out further connections between their majors and other areas of knowledge and may facilitate an altogether enriched educational experience at UConn.
- GEOC had intense discussions about the advantages and disadvantages of courses connecting any two of the three Content Areas 1, 2, and 3. Such connections would affect both course approval by GEOC and the Senate and students' choice of courses that fulfill the Gen Ed requirements. Under discussion were not INTD courses which may not automatically bridge Content Areas, nor merely interdisciplinary courses which in many cases may stay within a single Content Area. Under discussion were courses that would bridge two of the Content Areas 1, 2, and 3, e.g., Social Sciences and Arts/Humanities, or Sciences and Social Sciences, or Sciences and Art/Humanities. GEOC's explicit goal is to *preserve the integrity of each Content Area* (as opposed to dilution) and yet allow for connections across Content Areas. In this approach, GEOC follows the idea that the whole (of a course connecting Content Areas) is bigger than the sum of its parts (elements of two separate Content Areas). After thorough deliberation, GEOC approved a motion to add the option of Cross-Content Area Gen Ed courses to the *General Education Guidelines*. This would mark a change in the University By-Laws and would thus have to be approved by the Senate C&CC and Senate:

In Fall 2008, the Senate C&CC invited the GEOC Chair to explain the proposed curricular change. In Spring 2009, the Senate C&CC approved the proposal with minor changes and will bring it to the Senate floor in Fall 2009.

Second Language Competency

- In the interest of clarity, style, and updating, minor revisions (not affecting the actual requirements) in the Second Language Competency section of the *General Education Guidelines* had been approved by GEOC in AY 2007-08 and were approved by the Senate in AY 2008-09.

- In Fall 2008, GEOC was informed that, after a two-year second language high school graduation requirement had been proposed in the CT *Five-year Comprehensive Plan for Education* (January 2007), this second language high school graduation requirement had been removed in the 2008 draft of the *Secondary School Reform – The Connecticut Plan*. This Plan was going to be discussed by the Connecticut Education Committee in February 2009. Supported by GEOC's Second Language Subcommittee, chaired by Alicia Xae Reyes, Curriculum and Instruction/Neag School of Education, and supported by Brian Boecherer, Associate Director of UConn's Early College Experience, and Barbara Lindsey, Director of the Modern and Classical Languages' Multimedia Language Lab, GEOC drafted a letter to the Connecticut Education Committee. The letter argued in favor of implementing the second language high school graduation requirement because the lack thereof would, first, limit CT high school students' ability to apply competitively to colleges, second, it would create disparities within the state

because high schools in more affluent communities may offer second language programs whereas others may not, if this was not a requirement, and, third, it would diminish Connecticut students' competitiveness in the global market. As Connecticut's flag ship university and as an institution that has a rigorous admissions requirement of two years of a second language in high school (see *General Education Guidelines*), GEOC recommended that the second language high school requirement be implemented as originally proposed.

GEOC contacted Vice Provost Makowsky who passed on the draft letter to President Hogan's office. On February 19, President Hogan sent a milder version of this letter to the Connecticut Education Committee – milder at the request of Dean Schwab, Neag School of Education, who emphasized UConn's interest in good relations with CT High School Principals. GEOC commends President Hogan for sending this letter advocating "for a greater emphasis on second language in the 2008 draft of the *Secondary School Reform—The Connecticut Plan*" and strongly recommending "that all Connecticut high school students have the opportunity for two years of second language study. Access to opportunity for individuals, as well as the future of Connecticut in an increasingly globalized world economy, comes with the opportunity to study a second language."

- The Second Language Subcommittee researched Second Language requirements at the top 25 public institutions of higher education. Most of these institutions have a graduation requirement of at least two to four semesters; that means some have the same Second Language requirement as UConn, some have a more rigorous one than UConn.

Further Revisions in the *General Education Guidelines*

- GEOC discussed the inequity among GEOC members which was created by the fact that, according to the *General Education Guidelines*, "the Directors of the University W and Q Centers will also be given non-voting appointments to GEOC." Even though these directors serve as co-chairs of the Q and W Subcommittees, they were not given the same right to vote as other Subcommittee co-chairs. GEOC also discussed that while GEOC needs input from representatives of the Q and W Centers, this input need not be provided by the Directors of these centers, but the centers could also be represented by the Associate Directors. Therefore, GEOC moved to substitute the text quoted above by the following: "Representatives, either the Director or the Associate Director, of each of the W and Q Centers, will also be given non-voting appointment to GEOC. When Q or W Center Directors or Associate Directors are GEOC subcommittee chairs, they shall retain voting rights in the GEOC." The proposal was approved by the Senate C&CC and by the Senate in the AY 2008-09.

- As outlined on p. 8 of this report, GEOC proposed the following addition to the *General Education Guidelines* to clarify which offices have the authority to make substitutions: "For undergraduate programs that have no dean the cognizant office to make substitutions is the Vice Provost's office." This proposal has been forwarded to the Senate C&CC.

Support for Faculty Teaching Large Lectures

Due to the current budget cuts at UConn, many departments are forced to offer formerly small courses in a significantly larger format but are unable to fund GAs to support large lecture courses, existing ones as well as new ones. This posits challenges to instructors, many of which may revert to a strict lecture format (without TA-lead discussion sections) and multiple choice tests rather than use more in-depth ways of engaging and examining student learning. This would represent an impoverishment of teaching and learning at the University of Connecticut. In a letter sent to Vice Provost Makowsky, GEOC outlined some of the challenges created by larger Gen Ed lectures and fewer Teaching Assistants.

One of the ways, the Provost's Office and GEOC have tried to help out faculty faced with teaching larger courses was to make this one of the four favored areas of this year's Provost's General Education Course Enhancement Grant Competition. Several proposals responded to this particular focus and were funded.

The Institute of Teaching and Learning also offered workshops to help faculty cope with teaching large lectures. In particular, Catherine Ross offered several one-week tutorials on "Public Speaking in Large Lectures" during the summer and they generated much interest among faculty. The GEOC Chair participated in one of these excellent tutorials and arranged with Catherine Ross that, time permitting and given sufficient faculty interest, Catherine Ross would offer

- another such tutorial in August shortly before the start of the Fall 2009 semester;
- a Faculty Learning Community around the topic of Large Gen Ed Lectures in which aspects of communication, management, grading, content, technology, and more would be discussed over the course of the Fall 2009 semester;
- another intensive tutorial over the Winter Break in January 2010.

Thematic General Education Pathways

GEOC's discussions about General Education pathways to be created around specific themes was divided into two camps: One camp supported the idea of further integrating Gen Ed with students' interests and welcomed the guidance such pathways may provide for students who are looking for Gen Ed courses around themes like, for example: ecology and sustainability; ethnic relations; sea and humanity; health; gender; global connections; importance of place; food; modernity; or alike. The other camp was opposed to narrowing down what is supposed to be *general* education which challenges students to familiarize themselves with areas of learning that may be unconnected to their usual interests and majors but may help them become well-rounded and educated adults. The latter group was also concerned that the announcement of thematic Gen Ed pathways may trigger negative responses from departments who may or may not be included in such listed pathways.

By a very small margin, GEOC voted in favor of developing *optional* thematic Gen Ed pathways at some point. GEOC intends to take into consideration the concerns about undermining the "general" in General Education and the impacts thematic pathways may have on departmental enrollments in Gen Ed courses.

An alternative to actually providing lists of Gen Ed courses around declared themes may be to install search functions (searching through course titles and catalog copies).

IMPLEMENTING THE NEW CURRICULAR ACTION REQUEST (CAR) FORM

In Fall 2008, the new Curricular Action Request (CAR) form that had been developed by UITS for the past year became available to be used by GEOC and the Senate C&CC. After a transition period of a couple of months, it is now the only form that can be used to propose courses to GEOC and/or the Senate C&CC. The idea behind introducing this CAR form is to help streamline the currently multilayered course approval process. It has been cumbersome for faculty and departments to use one form to get their courses approved by their schools' or colleges' C&CCs and another to obtain the approval of GEOC, the Senate S&CC, and the Senate. This occasionally results in the failure of a course to move expeditiously through the system. Since all levels of course approval require *some* of the same information, it makes sense to use one single form for approval of new or revision of existing courses at the university. Ideally, faculty would fill out a single form that would then be routed automatically through the levels of approval required for the requested action. The relevant copy would then be available to the Registrar's office staff for inclusion in the catalog and course schedule.

Currently, neither funding nor sufficient UITS manpower is available for all eight schools and colleges (CANR, CLAS, BUS, PHAR, NURS, ENGR, SFA, Neag) to inspect the new CAR form, list the alterations necessary for it to work for their school's or college's C&CC, and discuss the cost involved in UITS implementing these adjustments. Therefore, the College of Agriculture and Natural Resources' C&CC volunteered to act as "Guinea pig": so far, they have identified the (relatively few) changes needed to adjust the

CAR form to CANR and met with UITS to discuss the technical and financial implications of the needed alterations. This pilot project will present a sense of the technical challenges and costs involved in adjusting the CAR form to each of the participating schools and colleges. It is likely that some or all of the other schools' and colleges' C&CCs will follow the path taken by the CANR C&CC in order to make the course approval process as easy as possible for their faculty and departments. However, adopting a version of the "one" CAR form is, of courses, voluntary.

GENERAL EDUCATION RELATED CROSS-CAMPUS INITIATIVES

Global Learning

The work of the Global Citizenship Curriculum Committee (GCCC) that was implemented by the Provost in October 2008 has not per se been linked to the GEOC, even if the current GEOC Chair happens to also chair the GCCC. However, in some areas GEOC's responsibility and the university's, and thus the GCCC's, agenda to enhance student preparation for global citizenship and offer an expanded and better organized global curriculum clearly overlap, specifically when it comes to providing students with second language competency, cross-cultural proficiency, and the areas of knowledge covered by courses in the international category of Content Area 4 (Diversity and Multiculturalism).

This overlap was very helpful when the GCCC, aided by substantial man hours of GEOC and the Office of International Affairs (OIA), created an inventory of 366 undergraduate "global" courses across all schools and colleges. This inventory includes many Gen Ed courses from a variety of Content Areas and Competencies, all CA4 (Diversity and Multiculturalism) courses of the international category, and all elementary language courses. A search function on the global course page on the central global website (to be developed in summer 2009) will eventually allow searching the global courses by Gen Ed category.

General Education and the Honors Core Program

The present and future expansion of the Honors Program creates a significant need for additional Honors Core courses that simultaneously satisfy General Education requirements. The Director of the Honors Program, Associate Vice Provost Lynne Goodstein, therefore turned to winners of previous Provost's Gen Ed Course Development Competitions to recruit them to offer their award-winning Gen Ed courses as small courses in the Honors Core program. Both GEOC and Douglas Hamilton, Associate Dean responsible for undergraduate Education in CLAS, the college that provides the most Gen Ed courses and seats, voiced concerns about recruiting excellent Gen Ed courses the development of which had been funded by the Provost Office to serve a very limited number of honors students. To be sure, the Honors Program is a feather in the university's cap. Yet, the award-winning Gen Ed courses also need to serve the larger portion of UConn's student population.

The Director of the Honors Program and the Chair of GEOC came to an understanding that the current (few) recruits would offer their award-winning Gen Ed courses as Honors courses only every other year and that the Honors program will develop its own Honors Course Enhancement Grant Competition to develop a pool of excellent Honors Cores courses. If the selected courses were to be General Education courses, they would have to go trough the usual GEOC approval process.

Second Languages and Cultures Center at the Homer Babbidge Library

Since the beginning of the AY 2007-08 and in alignment with the Provost Office's initiative to internationalize the campus, the Homer Babbidge Library's Learning Commons Development Team, the Chair of GEOC, and representatives of the Department of Modern and Classical Languages including the Department Head and Director of the Multimedia Language Lab have discussed plans for the development of a Second Languages and Cultures Learning Center. After being dormant for a while, the plan was revived by the Library Team in Spring 2009. Currently, UConn's library provides services supporting four of the five General

Education Competencies: the Q (Quantitative) Center, the W (Writing) Center, the Learning Resources Center and Information Technology support (Information Literacy, Computer Technology) as part of the library's Commons. What's missing is support for second language and culture learning in a Second Languages and Cultures Center.

The space for the Second Languages and Cultures Center has already been determined. It would be centrally located on the same floor as the other four centers. The purpose of this center would be to support student learning in the fifth Gen Ed Competency, namely to stimulate and support second language learning and cross-cultural proficiency. In the long run, this center may develop into a "happening" Languages/Cultures (LC) Center providing easy access to digital and non-digital reference materials, computer programs on the server to be accessed through many ports for laptops, and TV channels in many languages from around the world; tutoring in many languages; and a stimulating "hangout" decorated with international flags where students would meet, converse in second (or third and fourth) languages, communicate with students from other countries and domestic speakers of other languages, prepare for or report on their study abroad experience, and alike. Depending on decisions made in the Department of Modern and Classical Languages, part of the Multimedia Lab could be moved to the future Second Languages and Cultures Center.

The Head of the Modern and Classical Languages, Norma Bouchard, has taken on the task of developing a proposal for both the short and long term implementation of the Second Languages and Cultures Center and submitting it to Vice Provost Makowsky. Further development of the Second Languages and Cultures Center will depend on funding.

General Education and Learning Communities

In April 2009, Vice Provost Veronica Makowsky, David Ouimette, Director of First Year Programs and Learning Communities, Melissa Foreman, Program Coordinator of Learning Communities, and Katharina von Hammerstein, Chair of GEOC, met to discuss possible overlaps between GEOC and Learning Communities including Living Learning Communities such as Global House, Eco House, Eurotech, WiMSE, etc. At the center of the meeting was the question, if GEOC would be willing and able to develop thematic Gen Ed pathways that would be custom-tailored to the interests of specific Learning Communities. GEOC's concerns about such pathways are outlined above (see Thematic Gen Ed Pathways, p. 27). However, it was agreed that each Learning Community the directors of which would know best their students' thematic interests may want to develop search functions to provide their students with the option to select Gen Ed courses around specific sets of topics.

General Education Courses Online

In April 2009, GEOC invited the Co-chairs of UConn's Online Education Initiative Desmond McCaffrey, Director of Institutional Design and Development, and Douglas Cooper, Professor of Engineering, to discuss possible connections between the General Education curriculum and the Online Education Initiative. GEOC had discussed in 2007, if online Gen Ed course offerings that by definition constitute a change in course delivery should be scrutinized in a similar way as Gen Ed courses that are proposed for delivery in intensive sessions of four weeks or less. The discussions in 2007 and in 2009 did not arrive at a conclusion because GEOC lacks expertise in online methodologies and no clear criteria to evaluate online course offerings have been developed at UConn. At this point, GEOC is waiting for the Online Education Initiative to provide such criteria. In line with its mandate to oversee the Gen Ed curriculum, it is GEOC's main concern that the approved criteria for course inclusion in specific Gen Ed Content Areas and/or Competencies will be met regardless of the format of course delivery. Other concerns revolve around potential abuse, e.g., cheating in exams or writing assignments. GEOC recommends that ITL and IDD will be involved in the Online Education Initiative and in online course development and approval.

GENERAL EDUCATION WORKSHOPS ON CAMPUS

It is one of GEOC's tasks to facilitate understanding of the General Education requirements among students and faculty, help faculty cope with the challenges of teaching Gen Ed courses, and disseminate the results of GEOC-sponsored assessment efforts. Therefore, GEOC, ITL, and the Writing Center organized and/or sponsored several workshops on campus revolving around the purpose, teaching, learning, and assessment of General Education at UConn:

- GEOC: "General Education Workshop for Freshman Orientation Leaders," Kim Chambers and Katharina von Hammerstein, March 2009.
- GEOC: "Workshop in Preparation of the Provost's General Education Course Enhancement Grant Competition," Katharina von Hammerstein, Keith Barker, Desmond McCaffrey, February 2009.
- GEOC: "Year One Workshop for the Provost's Gen Ed Course Grant Competition Winners of 2008," Katharina von Hammerstein and Desmond McCaffrey, May 2009.
- W Center / GEOC: Writing seminar (Dissemination on W Assessment in three departments in summer 2008), Tom Deans (W Center) and representatives of HDFS, POLS, ARTH, Oct. 9, 2008.
- W Center: Fall lunchtime seminar, "Looking Ahead: Designing Your Next W Course," Tom Deans, Dec. 17, 2008.
- W Center: W Teaching Orientation (required of TAs teaching or assisting with a W course for the first time),Tom Deans, Jan. 16, 2009.
- GEOC / ITL: Teaching General Education Courses in Science and Technology (Dissemination of CA3 Assessment in Spring 2008 and Spring 2009), Annelie Skoog, Faculty Coordinator of 2008-09 CA3 Assessment; Hedley Freake, Faculty Coordinator of 2008-08 CA3 Assessment; Catherine Ross, Institute of Teaching and Learning, May 14, 2009.
- ITL: The Institute of Teaching and Learning offered several workshops to help faculty design large lectures and face the pedagogical challenges of transitioning from small courses to large lectures. This included faculty teaching and preparing to teach large Gen Ed lectures.

NATIONAL CONFERENCES

- Tom Deans (Director of the Writing Center) and Lisa Kraimer-Rickaby and Louisa Kimball (both HDFS) presented the results of the 2008 assessment of discipline-specific writing in the department of Human Development and Family Studies at the Quinnipiac Biannual Conference on Writing and Critical Thinking, November 2008.
- Hedley Freake (Faculty Coordinator of the 2007-08 CA3 [Science and Technology] Assessment) and Katharina von Hammerstein (Chair fo GEOC) presented under the title "Evaluating Teaching and Assessment of Learning Objectives Across General Education Science Courses" results of UConn's assessment of Gen Ed Science and Technology courses at the annual, national AAC&U *General Education and Assessment* conference in Baltimore, MA, in February 2009. The audience's response was very positive. Thus, this presentation may have contributed to enhancing UConn's national visibility and reputation as an institution at the forefront of curricular innovation.
- David Moss (Faculty Coordinator of the 2009 CA4 [Gen Ed Diversity and Multiculturalism] Assessment), Helen Marx (Assistant to David Moss in this assessment project), and Katharina von Hammerstein (Chair of GEOC) submitted an abstract entitled "Investigating Alignment and Assessment of the Diversity and Multicultural Learning Objectives of a General Education Curriculum" to the February 2010 AAC&U *General Education and Assessment* conference.

STAFFING

Anabel Perez is the Administrator of and permanent staff person for GEOC. She splits her time 50:50 between GEOC and the Individualized Major/Interdisciplinary Studies Program. Her constant presence, while GEOC Chairs come and go, ensures continuity and is essential to the successful operation of GEOC. Anabel Perez represents GEOC's memory. She is a very well organized, independently thinking, and hard working administrator who ensured the smooth running of all GEOC operations, collecting of relevant data, updating of the GEOC website, and meeting of all deadlines. Her performance this past year has been excellent. She provides very important support for GEOC's Chair, GEOC's Subcommittees, and all inquiries by faculty, students, advisors, and administrators.

GEOC COMMITTEE MEMBERS, ACADEMIC YEAR 2008-2009

von Hammerstein, Katharina (‘10), GEOC Chair	MCL
Chinchilla, Rosa Helena (‘11) (on leave)	MCL
Cromley, Robert (‘10)	GEOG
Deibler, Cora Lynn (‘10)	ART
Darre, Michael (Senate Curricula & Courses Committee)	ANSC
Deans, Thomas (W Center Director)	ENGL
Dutta, Niloy (‘10)	PHYS
Finger, Anke (‘11)	MCL
Gogarten, Peter (‘10)	MCB
Goldman, Jane (‘11)	HDFS
Jockusch, Elizabeth (‘10)	EEB
Lott, William (‘09)	ECON
Naigles, Letitia (only Fall 2008)	PSYC
Ortega, Morty (‘10)	NRME
Pratto, Felicia (‘09)	PSYC
Roby, Thomas (Q Center Director)	MATH
Reyes, Xae Alicia (‘11)	EDCI
Sewall, Murphy (‘11)	MKTG
Troyer, Troyer (‘09)	PHIL
Young, Michael (‘10)	EDPSYC
Kayla Armando (Undergraduate Student Representative)	
Kristina Paul (Graduate Student Representative)	

Perez, Anabel, GEOC Administrator

Many thanks to Bill Lott, Letitia Naigles, Felicia Pratto, and John Troyer who provided immensely valuable input to GEOC and are now rotating off of this committee.

GEOC SUBCOMMITTEE MEMBERS, ACADEMIC YEAR 2008-2009

Arts and Humanities
*Cora Lynn Deibler
*John Troyer
Katherine Capshaw Smith
Gustavo Nanclares
Francisco Torres (student)

Social Sciences
*Felicia Pratto
*Robert Cromley
David Atkin
Linda Lee
Jeremy Pressman
Ronald Sabatelli
Susi Wurmbrand
Jonathan Sakakini (student)

Science and Technology
*Elizabeth Jockusch
*Niloy Dutta
John Ayers
Adam Fry
Tom Meyer
Brian Ingmanson (student)

Diversity and Multiculturalism
*Anke Finger
*Morty Ortega
Alexinia Baldwin
Mary Ellen Junda
Robert Stephens
Tsa Shelton (student)

Computer Technology
*William Lott
*Murphy Sewall
Kim Chambers
Andrew DePalma
Stephen Park
Katherine Sorrentino

Information Literacy
* Daniel Civco (sabb. F'08)
* Letitia Naigles (Fall 08)
* Michael Young (Spring 09)
Francine DeFranco
Andrea Hubbard
David Lavoie
Carolyn Lin
Kayla Armando (student)

Second Language
*Xae Alicia Reyes
*Rosa Helena Chinchilla (on leave)
Brian Boecherer
Rajeev Bansal
Kenneth Fuchsman
Catherine Jarvis-Ross
Barbara Lindsey
Yoo Min Thompson (student)

Quantitative
*Peter Gogarten
*Thomas Roby
Bernard Grela
James Cole
David Gross
Lauren Schlesselman
Dipti Dehia (student)

Writing
*Thomas Deans
*Jane Goldman
Kathleen Tonry
Janice Clark
Douglas Kaufman
Mark Brand
Sarah Shepherd (student)

Assessment
*Katharina von Hammerstein
Hedley Freake
Scott Brown
Tom Deans
Desmond McCaffrey
Felicia Pratto
Eric Soulsby

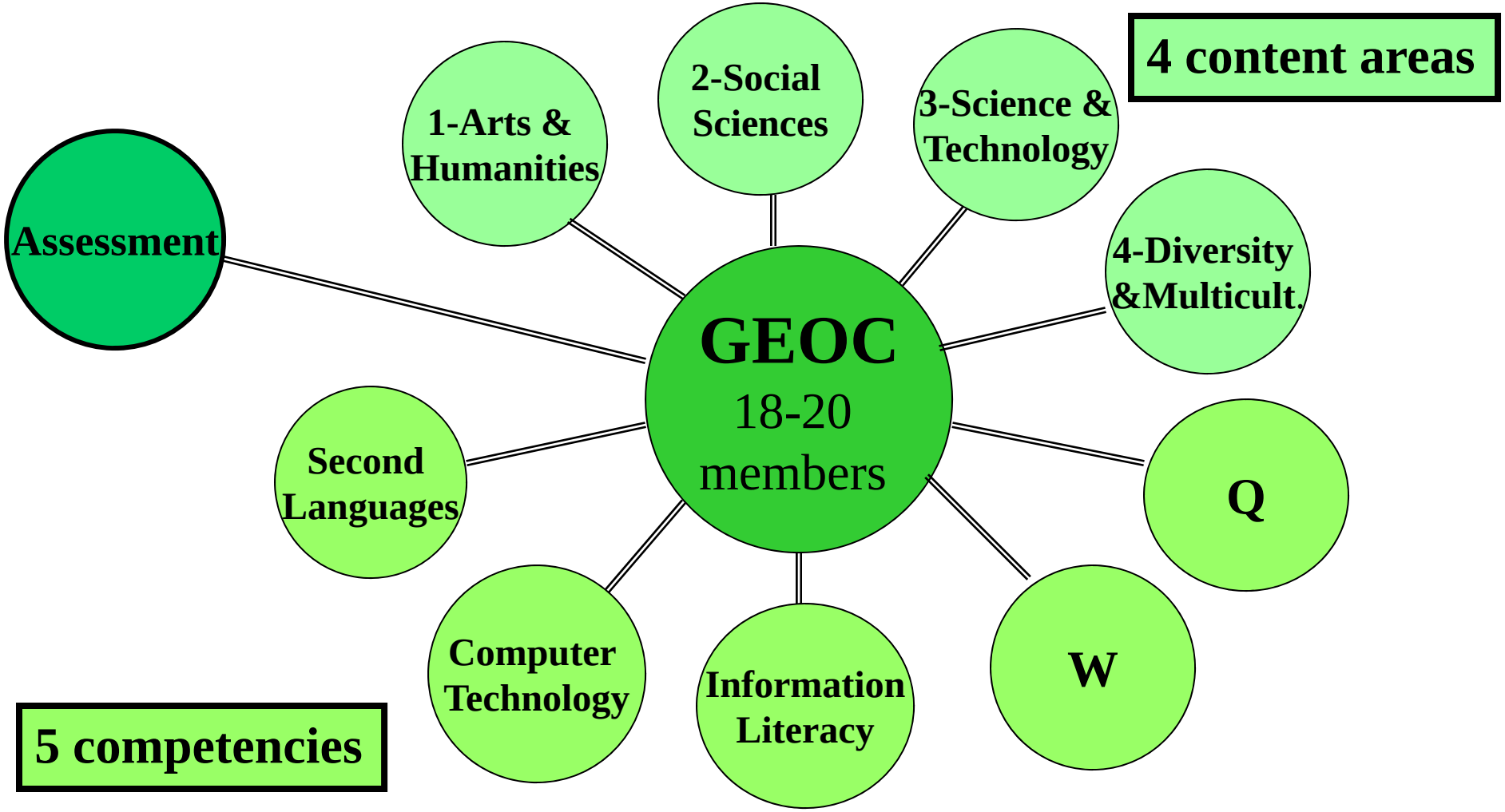
* co-chairs

General Education Oversight Committee
Annual Report 2008-09

Highlights only:

- Some **numbers**
- **Assessment** of Gen Ed program:
  - **Science &Technology**;
  - **Diversity & Multiculturalism**;
  - **Writing**
- Implementation of **courses application request** (CAR) form

General Education Oversight Committee



Some Numbers on General Education: **Total Gen Ed Courses**

	Gen Ed Courses approved by the Senate
Content Areas 1, 2, 3, 4	284 (up by 9)
Skill Codes Q, W	479 (up by 4)

In 2009, eight proposals (BIOL, CLCS, ECON, 2x ENGR, 2x MATH, MUSI) were awarded grants in the Provost's Gen Ed Course Enhancement Grant Competition

General Education
Courses & Enrollment in 2008-09

All campuses	**Courses/Sections**	**Enrollment**
Fall 2008	2,416	59,086
Spring 2009	2,283	55,815
Total	**4,699** down by 328	**114,901** up by 3,487

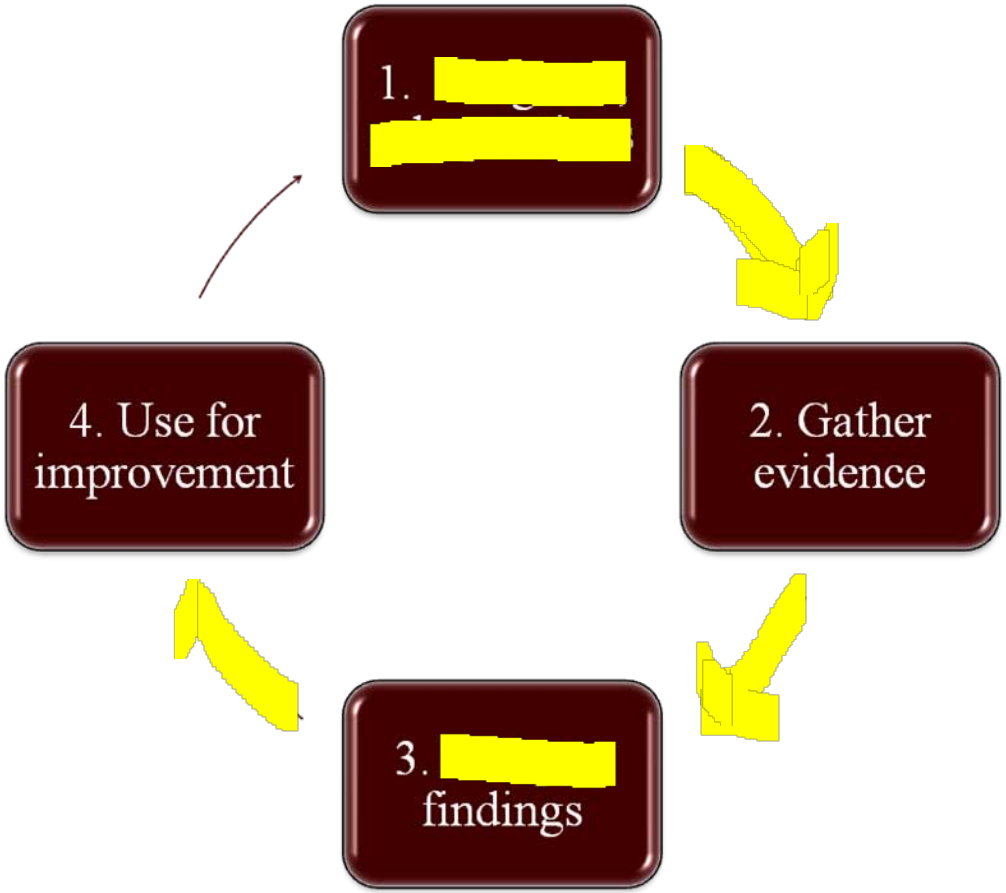
General Education
Courses/Instructor Rank in 2008-09

	Courses taught by full-time faculty	**Courses taught by part-time faculty**
All **regional** campuses	less than 1/3 down from 1/3	more than 2/3
Storrs campus	55-64 % up from 1/2	approx. 40%
All campuses	**46-52%** up from 41-46%	**Approx. 1/2**

General Education
Credit Hours/Instructor Rank in 2008-09

	Credit hours taught by full-time faculty	**Credit hours taught by part-time faculty**
All **regional** campuses	approx. 1/3	approx. 2/3
Storrs campus	approx. 2/3	approx. 1/3
All campuses	**nearly 60%** up from 55-60%	**40+%** down from 40-45%

Assessment Loop



UConn's Gen Ed assessment is in stage 1-4 depending on content area or competency

General Education
Assessment in AY 08-09

Focused and staggered approach:

Data gathering & evaluation
of **samples** in **selected areas** of **Gen Ed:**

- **Content Area 3: Science and Technology**
- **Content Area 4: Diversity & Multiculturalism/Intl.**
- **Writing** (Freshman English; discipline: NURS)

Content Area 2: Social Sciences will follow in AY 09-10

General Education Assessment: **Science & Technology** (Annelie Skoog)

Assessment plan (indirect): **Student self-efficacy** instrument; **dissemination**

Data collection via HuskyCT: - **32** faculty/Gen Ed science courses;
- **1375** students **pre**-course, **1014 post**-course

Results: pre: **high student confidence**; **men more confident than women**

- post: overall **little sense of improvement**; higher in women than men
- post: **no** sense of **improvement** after **lab** (data skewed or ineffective labs?)
- post: increase in understanding difference of science and pseudoscience
- post: increase of understanding sciences in the news higher among women
- post: **no increase in interest** in or liking of science

Dissemination: lively **exchange** among **CA3 (science) faculty** from several campuses on student learning and best practices across disciplinary boundaries

Continuation in AY 09-10:

- **Direct** assessment: data collection on **actual student learning**,
- improvement of **self-efficacy instrument;** harvesting data
- **dissemination: workshops w/ CA3 faculty**,
- overall suggestions for **improvement** of CA3 teaching/student learning.

General Education Assessment: **Diversity & Multiculturalism/Intl.** (David Moss, Helen Marx)

Assessment plan (indirect): **7** student learning objectives

Data collection: interviews w/**11** faculty/**science courses** (out of 140 CA4 courses); rated the extent to which they teach and assess the seven CA4 learning goals in their courses.

Results: - **Instruction** aligns w/all CA4 learning obj. (only 1 needed)

- **Assessment** is less comprehensive
- Instructors' **unawareness** of learning goals
- **Deep conviction** in notions underpinning Diversity/Multicult/Intl

Recommendations:

- **Revisit CA4 learning objectives** w/faculty input
- **faculty orientation** re. learning objectives and assessment
- **Qualitative data collection** on students' attitudes, beliefs, behaviors as result of taking CA4 courses
- suggestions for **improvement** of teaching/student learning in CA4

General Education Assessment
Writing in NURS (Tom Deans, Thomas Long)

Assessment plan (direct):

- Focus on **NURS** (in addition to **HDFS, POLS, ARTH** in 2007-08)
- Development of **discipline-specific rubrics**

Data collection & evaluation: **41** writing samples, **5** NURS W courses

Results in NURS follow results in discipline-specific W courses:

- **85% at least minimal W proficiency**
- **Struggling w/analysis:** distinguishing & eval. theoretical differences
- **Instructors grade higher** than **students' rubric scores** suggest
- Students evinced **ethics of care** in their writing
- → **conversation among faculty** about writing in NURS

Continuation in AY 09/10:

- **Dissemination/dialog** across disciplines about writing; writing assessment in **more departments**; suggestions for **improvement**

General Education Assessment
Writing in Freshman ENGL (Scott Campbell)

Assessment plan (direct):

- Final draft of first and last paper in **FE**
- Development of **7 course-specific rubrics**

Data collection & evaluation:

- **365** writing samples of ENGL 1010 & 1011, ~129 secs, 100 instr., 6 campuses

Results:

- **84%** at least **minimally proficient in writing**; 28% moderate; 4.1% excellent
- Proficient in **grammar**
- Papers of significant **length**; best papers 5-10 pp.
- **Improvement** from **first to last** paper, **but not much**
- **Better assignments** (context; guidance; goals; tasks; models) → better writing
- Similar W scores in **ENGL 1010 & 1011**
- **Uncertainty** among **instructors** re. course goals
- → increased **discussion** about writing in FE among instructors

Recommendations: **practice**; **portfolios** (ownership); **good assignments**; feedback; support for instr. and **oversight** of TAs/adjuncts; mentor system; **dissemination**

Comparing **Writing in FE and discipline-specific W courses** (Tom Deans)

Assessment plan:

- Comparing findings re. **W in FE** and **discipline-specif. W courses**

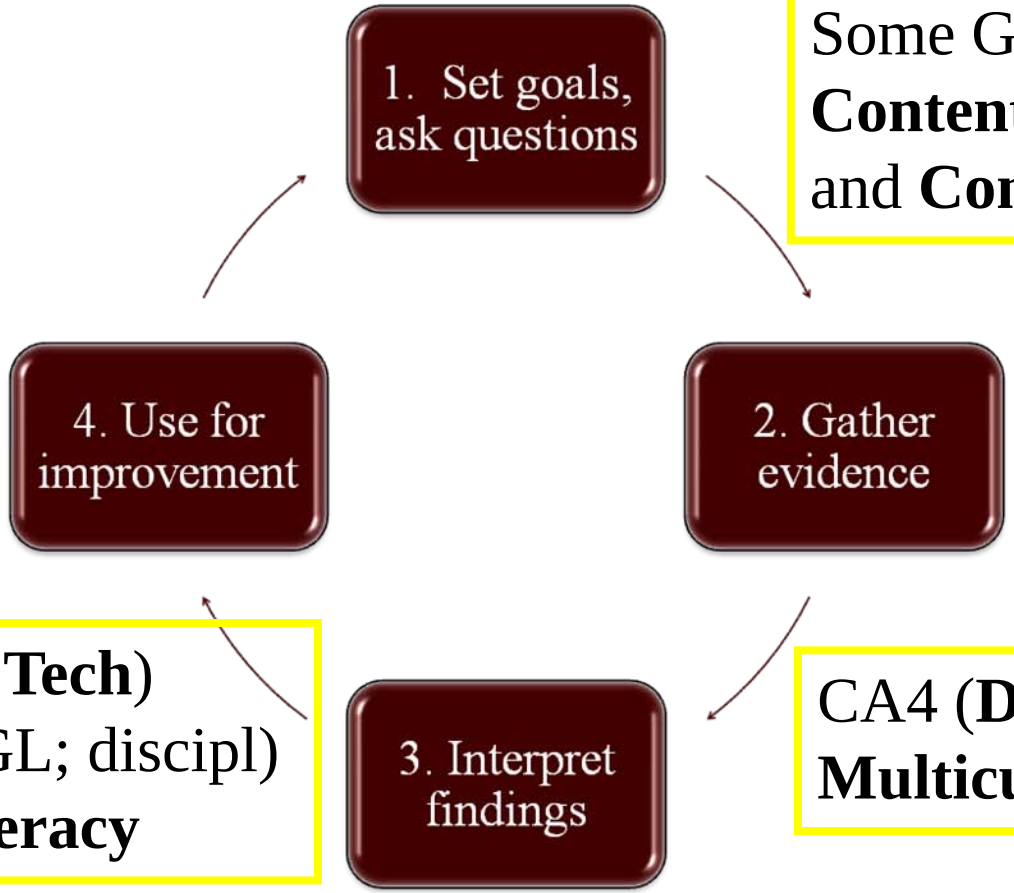
Results:

- long, **ambitious papers**
- **84%** (FE) and **93%** (W) at least **minimally proficient** in writing;
- **Few stretch beyond** basic college-level writing proficiency
- **Grammar** satisfactory; academic **style**/register problematic
- Struggles with defining project, sustaining an **argument**, genuine **inquiry** (FE) and using evidence and **evaluating sources** (W)
- ******Academic writing is **discipline-specific****

Recommendations:

- **Discipline-specific rubrics**; **discussion *within* depts/programs** about improvements in the teaching/learning of disc.-spec. writing
- Exchanges between **FE ←→ W course** instruction

General Education Oversight Committee
Assessment Loop



Some Gen Ed **Content Areas** and **Competencies**

CA4 (**Diversity** & **Multiculturalism**)

- CA3 (**Science & Tech**)
- **Writing** (Fr ENGL; discipl)
- **Information Literacy**

General Education Oversight Committee **Course Action Request (CAR)** form

- Purpose: Smoother courses approval process
- **CAR** form has been **implemented** for course proposals to GEOC and the Senate C&CC
- Discussions with some **colleges' and schools' C&CCs** has begun (not mandatory)
- Hurdle: **Funding**