FACULTY SENATE MEETING MINUTES
Tuesday, September 23, 2014

PRESENT:
A&S: Larry Gould, Sundeep Muppidi, Anne Pidano, Bryan Sinche, Erin Striff, Michael Walsh, Bin Zhu
BARNEY: Deb Kidder, Malek Lashgari, Irina Naoumova, Don Warren
CETA: Christian Carloni, Theodore Sawruk, Hemchandra Shertukde, Ying Yu
ENHP: Karen Breda, Lucy Richard, Diana Veneri, Donn Weinholtz, Lisa Zawilinski
HARTT: Joshua Russell, Warren Haston, Rita Porfiris, Joshua Russell, Peter Woodard,
HAS: Power Boothe, Alexandra (Zee) Onuf, Jeremiah Patterson
Hillyer: Robert Churchill, Paula Alderette, Jonathan Daigle, Scott Scribner
P/T Fac: Ralph Braithwaite
Staff Association: Ben Ide

Absent: (Hartt) Steve Davis (newly elected)
Other: Walter Harrison, Jane Horvath, Jean McGivney, Mark Blackwell, Rick La Flamme, and
Maria Marques

Call to order: 12:15pm
Welcome by Chair Deb Kidder
Minutes from May 2014 unanimously approved.
The Senate welcomed President Walter Harrison who gave a report on the University activities and celebrations
of the 50th Anniversary of the Civil Rights. He shared photos from some of the events, and said “it was one of
the most powerful event that we’ve done.” The University of Hartford had a Sept. 14–22 weeklong series of
inspiring programs and engaging events, such as Civil Rights Photo Exhibit and 50th brothers and sisters united
group.

Following is actual published list:

- On Wednesday morning, Sept. 17, "Leveling the Playing Field: Education and Health Care," will be moderated by Diane Orson of Connecticut Public Radio, as educators, policymakers, and providers discuss inequities surrounding access to education and healthcare.
- That evening, “What Would You Do?” will include social activists talking about ways to address discrimination, and how our reactions can reinforce moral courage to empower change. September 17 is also Constitution Day. (7:30 p.m., Wilde Auditorium)
- On Thursday, Sept. 18, “Social Enterprise: Business as Leaders of Social Change,” will be moderated by Elizabeth Gagne, vice president and chief administrative officer at Travelers. (5 p.m., Regents Commons, Shaw Center)
- The concluding panel on Monday, Sept. 22, “Empowering Change: Yesterday, Today, and Tomorrow,” will be moderated by veteran journalist and former White House Press Secretary Bill Moyers. At the panel discussion featuring prominent civil rights leaders, an honorary Doctor of Humane Letters will be awarded to James H. Billington, Librarian of Congress. (7 p.m., Lincoln Theater)
The President said the University’s board of regents received a report from the Strategic Planning Committee, which involved all colleges and the Council of Deans. He added that open meetings were being held “as we speak.”

President Harrison shared some of the tangible evidence in the first two years:

- **Scholarships:** The University has awarded $10,000,000 (to date 4.5M) in scholarships in a campaign to help more and more students to come here.
- **Library Project:** Looking at starting Phase 1 of library ($5M at initial investment). Then proceed to raise the funds.
- **Budget:** 2013-2014 fiscal year ended with a surplus.
- **Health benefits:** expenses were significantly less than we had budgeted.
- **Balanced budget:** President Harrison said he is very proud that in the 16 years that he has been here, we have been able to balance the budget. He thanked the Senators for working cooperatively with administration.
- **Staff salaries:** he will be looking at staff pay structure; they have not been reviewed since 2004.
- **2014-2015 census:** awaiting census date of Oct. 5 for revised numbers; at present we have 1,350 new students and 150 transfer students; we do not know the number of returning students yet. At present we are 70 students short.
- **Financial Aid:** A gap between awarded financial aid and ability to pay led to a decision not to provide financial aid if students have more than a $15,000 gap. Discount rate was cut by 1%.
- **Asylum Avenue Campus:** President Harrison gave a brief review of the history of the attempts at selling the Asylum Hill Ave. campus. The last opportunity fell through when zoning change were not approved. We still need to find a buyer. Right now we have a private developer interested, to build a graduate residence for UConn Law School. It is hoped that this will appeal to the residents, as it most likely will not affect traffic negatively.

The President’s responses to questions from senators:

- A senator asked about the faculty salary increase. President Harrison said that within the next five weeks that phase should be complete. Senator reminded the President that there is “cynicism” from faculty when the subject is raised.
- A senator inquired about gearing recruiting toward Community colleges. Why have we not done that? What is the hold up? The president praised Senator for being a persistent advocate. He did not have a tangible answer.
- A senator inquired about specific healthcare costs. The President said he could get the answer.
- Senator inquired if some of the fundraising campaign will go for graduate scholarships. The President said he would check.
- A senator asked “How come we do not see the University’s ads on billboards?” The President replied that he too feels the frustration. But as our budget is limited, it is geared toward undergraduate recruiting, and not the general public.

The Senate welcomed University Interim CIO, Rick La Flamme, and Ellucian Interim CIO, Cindy Green (Cygreen@hartford.edu X4474) who presented to the Senators the up-coming change in the management and organization of our Information Technology Services (ITS) department. Ellucian has been retained by the University to manage ITS/MTS resources. Ellucian has been a business partner since 1983 in providing all our Banner administrative systems. “We are here to provide a service,” said CIO Cindy Green, she continued, “we are looking at new communications projects. Gradual changes as we get new processes.”

- Retention of current staff. “Management positions are already posted. Hartford employees will always be granted an interview. In an equal scenario, University people will have priority.”
- IT people employed by the colleges will remain.
- There will be open forums for gathering feedback on projects, such as internal vs. external
communication.
- Data and hardware will continue on-site. They will evaluate when the cloud will be the right decision for the University.
- Both see IT governance one that includes involvement of users.
- There will be a 24/7 HELP DESK., operating on self-submission, escalation style.

A senator asked about having a Fax server…CIO Greene said “it is something that we can look at.”

The Senate welcomed senator Hemchandra Shertukde, who made a presentation about the resurrected American Association of University Professors (AAUP) chapter on campus. He gave the website for the chapter [http://www.hartford.edu/academics/faculty/aaup/default.aspx](http://www.hartford.edu/academics/faculty/aaup/default.aspx). **The dues for local chapter membership are $10/year. Information about National Chapter of AAUP membership can be obtained on: www.aaup.org**. Peter Norwood is the interim Treasurer for Fall 2014;

A senator pointed out that not getting a cost of living raise, is a constant demotion.

The senate welcomed Mark Blackwell and Jean McGivney, faculty and co-chairs of the Strategic Planning GOAL 1 Implementation Team. They wanted to remind senators of the white paper laying out their team's initiatives to create a vibrant educational environment for undergraduates across the schools and colleges, to explain some of the implementation activities that will take place over the next 12-24 months, and to seek the senate's assistance with reaching faculty and engaging them in these important upcoming components of the strategic planning implementation process.

A senator commented that the strategic plan is not daunting if it builds on what we have done and encouraged the teams to include the positive things we are currently doing when presenting these ideas to the faculty.

**WHITE PAPER FOLLOWS** at end of document.

Meeting adjourned for Senate committees to meet and strategize.

**FACULTY SENATE MEETING MINUTES**

**Thursday, September 25, 2014**

**PRESENT:**
A&S: Larry Gould, Sundeep Muppidi, Anne Pidano, Bin Zhu
BARNEY: Deb Kidder, Malek Lashgari, Irina Naoumova, Don Warren
CETA: Christian Carloni, Theodore Sawruk, Hemchandra Shertukde, Ying Yu
ENHP: Karen Breda, Lucy Richard, Diana Veneri, Donn Weinholz, Lisa Zawilinski
HARTT: Joshua Russell, Warren Haston, Joshua Russell, Peter Woodard,
HAS: Power Boothe, Alexandra (Zee) Onuf, Jeremiah Patterson
Hillyer: Robert Churchill, Paula Alderette, and Jonathan Daigle
P/T Fac: Ralph Braithwaite
Staff Association: Ben Ide

**Absent:**
A&S: Bryan Sinche, Erin Striff, Michael Walsh
Hatt Steve Davis (newly elected); Rita Porfiris
Hillyer: Scott Scribner

**Other:** Jane Horvath, Maria Marques

**Report from Staff Association:** Ben Ide announced that Staff Association membership is at 154. September 10 was Evelyne Haldimann's last meeting, she is stepping down as Chair and can no longer be a member of SA due to ITS outsourcing to Ellucian, though for now she is still on the Benefits Taskforce (with Chris DuPuis). Cheryl MacMath is now Chair. Two new Budget Advisory Team members are Randi Ashton-Pritting and
Valerie Gilleran. Ben also reported that the Staff Association had a presentation by Shane Ciccarelli on the Tuition Exchange Program at the Sept. 10 meeting.

**Report from Associate for the Academic V.P. SGA Ross Hart.** Ross explained that V.P. Samawa will be at each college’s faculty to talk about grant proposals, and that he will be substituting for her at Senate Meetings.

**Voting for Faculty Representation for University Committees.** The following votes were held. Senate Chair pulled up nominee’s web sites for reference before votes were taken. There were no written proxies.

**Number of Senators present 26 of 31**

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<th>COMMITTEE</th>
<th>Votes</th>
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<td>BAT (needed two nominations, one with most votes serves 3 year term, second vote getter serves 1 year term)</td>
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<td>Jerry Katrichis</td>
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<td>SABBATICAL (needed one nomination)</td>
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<td>Karen Breda</td>
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<td>Narender Sumukadas</td>
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<td>P&amp;T Committee (needed two nominations, one will be chosen)</td>
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<td>Don Ellis</td>
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<td>Kathy McCloskey</td>
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<td>Faculty Compensation (needed 4 nominations, two will be chosen)</td>
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<td>Stewart Frankel</td>
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<td>J. Fuller</td>
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<td>Greenberg Junior Fac Grant Rev Comm. (needed 3 nominations, 2 will be chosen)</td>
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<td>Bryan Sinche</td>
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<td>Anne Pidano</td>
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<td>Deb Kidder</td>
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**New business**

**Curriculum Committee report** presented by Chair of the Committee, Lucy Richard. She brought to the attention of the Senators the program going online for approval. VOTE: Approved 25, opposed 1.

**Secretary Carloni’s announcement:** He will be here until the first week of December. He will be Program director of int’l programs in his alma mater in Italy. We will need to vote in October for a replacement. Nominations being accepted by Maria Marques.

Senate Chair made a plea for volunteers for the **Grievance Committee.** There is one meeting at the beginning of the semester to choose a chair, and the committee only meets if there is a grievance. Senator Weinholtz volunteered to run.

Senate Chair reminded senators to present the Hillyer FPM proposal about the composition of the Provost’s P&T committee and the MAPP change about repeating a course to their faculty for discussion and advisory votes, so that the senate could vote on them at the October meeting.

**Senate Meeting Adjourned, 1:40pm**

**STRATEGIC PLANNING GOAL 1 WHITE PAPER from Mark Blackwell**

*Tradition, Engaging our Future*

**Goal 1:** Challenge and support students in a vibrant educational environment that integrates disciplinary focus, broad knowledge of the wider world, and exposure to experiences that prepare students for career success and personal development.
A. Identify essential learning outcomes distinctive to a University of Hartford education (such as breadth of knowledge, intellectual and practical skills, and personal and social responsibility) and infuse these outcomes throughout general education, disciplinary majors or programs of study, and the co-curriculum to prepare students to meet twenty-first century challenges.

B. Create an orientation and first-year experience designed to introduce University values, improve retention, and lay the foundation for engaged participation in the intellectual, social, and cultural life of the university.

C. Adopt a set of nationally recognized, data-driven teaching and learning practices to enhance student engagement and increase success for all students.

D. Invest in existing and new programs that clarify pathways for careers or are responsive to student and market demand including distinctive options for interdisciplinary study at the undergraduate level and cross-disciplinary collaboration at the graduate level.*

Narrive

During the spring of 2014, a committee of faculty and staff (membership list, Appendix A) was formed to determine how to implement the component of the strategic plan aimed most directly at the academic mission of the university—namely, Goal 1, listed above.

A central focus of this committee was identifying “the essential learning outcomes distinctive to a University of Hartford education” and developing a plan for infusing them throughout our students’ undergraduate years so as to create a “vibrant educational environment” that exposes all students to “experiences that prepare [them] for career success and personal development” [Goal 1A]. Equally important to Goal 1 was the reconceptualization of the first year experience (FYE) so as to “introduce University values, improve retention, and lay the foundation for engaged participation in the intellectual, social, and cultural life of the university” [Goal 1B].

The third sub-goal [Goal 1C] was addressed by focusing on the research-based recommendations of the LEAP initiative (Liberal Education and America’s Promise) sponsored by the AACU (American Association of Colleges and Universities). Two documents in particular that form part of the LEAP report—a recommended set of Essential Learning Outcomes (ELO) and a recommended list of High Impact Learning Practices (HIP)—provided the committee with an array of “nationally recognized, data-driven teaching and learning practices” that served as a useful starting point for its work (ELO document, Appendix B; HIP document, Appendix C).

To inform our work we conducted a preliminary survey of existing practices at the University of Hartford—in particular, a college-by-college inventory of HIP deployed in various programs across campus, and a survey of first-year practices in each. In addition, best practices of successful first-year programs at other institutions around the country were reviewed and discussed.

The committee took seriously the challenge couched in the Goal 1A—that is, the task of making curricular recommendations that would be in some way “distinctive to a University of Hartford education,” and of doing so in a way that would respect the diverse array of programs offered by our seven schools and colleges.

The committee quickly decided that no set of learning outcomes could be absolutely unique or distinctive, but that we could guarantee a distinctive kind of academic experience to all students, regardless of college or program, by committing to a framework of high-impact learning practices (HIP) that have been shown to improve student retention and student engagement. These HIP are in most cases less about the content areas and skills captured in the essential learning outcomes (ELO) we have recommended than they are about how those ELO are delivered to—and experienced by—our students.
We have designed a framework that is sufficiently flexible to allow different programs in different schools to adopt slightly different blends of our proposed HIP. At the same time, the framework ensures that there is some university-wide uniformity of practice even as it also respects some program-level distinctiveness of focus.

Finally, to ensure that we are speaking a common language when talking about particular high-impact practices (HIP), the committee has drafted guidelines for individual HIP, guidelines that will help individual colleges and programs decide “what counts” as a HIP and what does not (HIP Guidelines, Appendix D).

**HIGH IMPACT PRACTICE FRAMEWORK FOR ALL UNDERGRADUATE STUDENTS**

**Principle 1** Every University of Hartford student should experience at least 6 HIP: 2 in the first year, 2 in the intermediate years, and 2 in the last year of his or her undergraduate program.

**Principle 2** In addition to those 6 HIP, every University of Hartford student should complete at least one writing-intensive course in each year of study.

**Principle 3** Particular kinds or categories of HIP are best suited to particular moments in the undergraduate career. Thus, students should encounter HIP in a particular sequence, as follows:

**FIRST YEAR: CONSTRUCT THE FOUNDATION: BUILDING COMMUNITY ON CAMPUS**

1. Students must participate in one of the following HIP:
   - First-Year Seminar or Experience
   - Learning Community
   - Common Intellectual Experience
2. Students must participate in one other HIP of any kind.
3. Students must complete a writing-intensive course.

**INTERMEDIATE YEARS: CHALLENGE YOURSELF: EXPLORING THE UNFAMILIAR, ON CAMPUS AND OFF**

1. Students must participate in one of the following HIP:
   - Collaborative Assignment and Project
   - Service Learning or Community-Based Learning
   - Study Abroad
   - Internship
2. Students must participate in one other HIP of any kind.
3. Students must complete a writing-intensive course in each intermediate year.

**FINAL YEAR: FIND SUCCESS: PUTTING ACHIEVEMENT ON DISPLAY**

1. Students must participate in one of the following HIP:
   - Senior Project
   - Capstone course
   - Internship
2. Students must participate in one other HIP of any kind.
3. Students must complete a writing-intensive course.

**PROPOSED ESSENTIAL LEARNING OUTCOMES FOR ALL UNDERGRADUATE STUDENTS**
All University of Hartford undergraduates will develop *intellectual and practical skills* including

- written communication
- oral communication
- quantitative literacy
- critical thinking
- information literacy
- creative problem solving

and will apply those skills to cultivate and deepen their *knowledge of the world*

- the sciences and technology
- the humanities
- the visual, literary, and performing arts
- human social interaction

with the ultimate goal of bringing their knowledge and skills to bear in order to improve the communities in which they participate, acting in a manner consonant with *social responsibility* including

- ethical reasoning and action
- civic engagement (at the local and/or global level)

THE FIRST YEAR EXPERIENCE

The reconceptualization of the FYE [Goal 1B] included a review of the literature on successful first-year programs and participation in blogs and listserv discussions on FYE best practices. Furthermore, exemplary FYE programs (e.g., University of Wisconsin and Stanford University) were extensively reviewed.

What became evident from this research on best practices is that it is the collective responsibility of faculty and student affairs staff to foster the first-year goals. The University of Wisconsin characterizes this responsibility by stating, as slightly amended:

As faculty and staff, it is our responsibility to guide students toward meeting certain goals during their first year. No one person, class, or organization can help a student meet all of these goals, but if all [Hartford] community members use the goals as a basis for interactions with first-year students, each student will be able to create a meaningful, productive first-year experience for themselves.

So, the responsibility of redesigning the FYE involves a commitment of the *entire* university. We must commit to breaching the silos that divide us to accomplish first-year goals for our students.

Through committee discussions we identified four goals to guide our efforts in revitalizing our FYE

FYE GOALS

1. Students will become members of the campus community, establishing an emotional/positive connection with the University of Hartford;
2. Students will become self-directed in their education, experiencing academic success;
3. Students will form relationships with peers, staff and faculty; and
4. Students will find their voice, becoming self-advocates, and developing self-confidence, independence, and self-empowerment.
These goals are ambitious but we believe they are critical in helping us realize the full potential of the FYE. Moreover, though all of these goals will not be accomplished in the first year of implementation, we should be on the way to achieving them in the first year.

To achieve the goals of our revised FYE we focusing on three distinct components of the FYE and our recommendations for each:

**FIRST YEAR EXPERIENCE FRAMEWORK FOR ALL UNDERGRADUATE STUDENTS**

- **Fall Orientation**
  - Characteized by high impact activities that engage students in a range of personal growth experiences with peers and connect faculty and students prior to the start of classes.

- **First Semester**
  - Requiring a high impact course for every first-year student in his/her first semester—a high impact course is a relatively small class experience that is challenging, supportive, and fosters interaction with faculty and peers. This not only is the essence of our brand but also is true to the long tradition of the University.

- **First and Second Semesters**
  - Providing one or more opportunities for first year students to engage in high impact practices during one or more of their first year courses:
    - Learning Communities
    - First Year Seminars
    - Honors Courses
    - Residential Learning Communities
    - Collaborative Learning

A more detailed discussion of each component follows in Appendix E.

**Appendix A: Strategic Planning Goal 1 Implementation Committee**

**Co-chairs**
Mark Blackwell
Jean McGivney-Burelle Chuck
Colarulli

**Members**
Robert Black Hartt
Stephan Bullard Hillyer
Karen Case ENHP
Caryn Christensen A&S/AUC
Irene Conley Hartt
Jake Harney A&S Abby Ilumoka-
Nwabuzor CETA Bill Major Hillyer
Jim McDonald A&S
Appendix B

The Essential Learning Outcomes

* Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

**Knowledge of Human Cultures and the Physical and Natural World**
- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- Focused by engagement with big questions, both contemporary and enduring

**Intellectual and Practical Skills, including**
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
- Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

**Personal and Social Responsibility, including**
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Anchored through active involvement with diverse communities and real-world challenges

**Integrative and Applied Learning, including**
- Synthesis and advanced accomplishment across general and specialized studies
- Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning: analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: Greater Expectations: A New Vision for Learning at a Nation Gone to College (2005), Taking Responsibility for the Quality of the Baccalaureate Degree (2004), and College Learning for the New Global Century (2007). For further information, see www.aacc葺c.org/LEAP.
High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

Common Intellectual Experiences
The old idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
Appendix D: Guidelines for HIP

Guidelines for Writing Intensive Courses to Count as HIP

1. Students must compose a minimum of 15 pages of graded writing. A variety of different kinds of writing assignments might count toward that total. Examples include short reading or performance responses, lab reports, reviews (of books, articles, events, or performances), job or business letters, grant proposals, analytical papers, blogs, discussion board posts, in-class essays, and research essays. Substantial rewrites of writing assignments might be included in the total.
2. Writing assignments must count for at least 20% of the final grade in the course.
3. Specific course objectives related to writing must be included on the syllabus.
4. Students must receive some individual feedback on their writing.

These responses might come in the form of required conferences, tutoring, peer-group editing, or written comments.

5. Some instructional time must be devoted to writing itself. For example, professors might discuss the complexity of the writing process (planning, drafting, revising, and editing), or explain certain discipline-specific conventions (for instance, conventions for writing a professional email, for formatting a business letter, or for using a particular citation style).

6. Students should be given the opportunity to revise and/or edit some writing. These revisions, or “rewrites,” may or may not be re-graded, as the instructor sees fit.

7. Students should write frequently, ideally on a weekly basis and in class occasionally.
8. Writing should be used as a method of learning and as a means of exploring ideas, not just as a means of recording knowledge.

Brainstorming and quick-writing (in which students are given a very short period of time in class to reply to a question or prompt) are two common strategies for writing to learn.

9. Though a variety of informal writing assignments may count toward the expected page minimum, at least one formal writing assignment should be included among the course requirements. Ideally, longer assignments should be divided into smaller tasks so student progress can be monitored.

10. Writing intensive courses should whenever possible focus on the forms of writing appropriate to the program or discipline in which the course is situated.

Guidelines for Learning Communities to Count as HIP

1. The learning community must be a curricular learning community, with the same group of students enrolled in two or three courses at the same time.
2. There must be some integration of academic content across the linked courses so that both social and academic integration form part of the experience. Thus, a minimum of 20% of the course content in each course will relate to the content in the companion course(s).
3. In order to ensure the integration of academic content across courses, there should be some collaboration among participating faculty in the design and implementation of the learning community courses.

Guidelines for Internships to Count as HIP

1. The internship must be an academic internship for which students receive academic credit.
2. The student, the supervising faculty member, and the site supervisor must agree upon and sign a learning contract detailing the expectations of all parties.
3. Students must meet regularly with the supervising faculty member.
4. The supervising faculty member must visit the internship site at least once during the course of the internship.
5. Students must maintain a journal or some like record of their reflection on the internship experience, and they must receive regular feedback on that written record from their supervising faculty member.
6. Whenever possible, the student should meet regularly with other students enrolled in the same internship course, and those meetings should be conducted by the supervising faculty member. The meetings might be face-to-face or virtual.

Guidelines for **Capstone Courses or Projects** to Count as HIP

1. The capstone course or project must reflect the learning outcomes of the program in question.
2. The capstone course or project must result in the completion of a significant product appropriate to the program. That product might be a work of art or a show, a music recital, a portfolio of writing, a research essay, the results of an experiment, a business plan, etc.
3. The capstone course or project must have a cumulative and integrative component that requires students to synthesize the knowledge and skills they have developed during their course of study. This cumulative component could be a portfolio of work, or an unstructured problem or assignment demanding that students bring to bear the knowledge and skills they have acquired during their studies.
4. The capstone course or project must have a reflective component that requires students to comment on their experience in the course of study. This reflective component could be an essay accompanying the capstone project, or an essay focusing more broadly on the student’s academic experience.
5. Students must receive regular feedback about their work from an instructor or supervising faculty member while the project or course is being completed.
6. The product of the capstone experience should be presented publicly. This presentation might be made to peers in the course, or to a select group of program faculty, or in some appropriate public forum.

Guidelines for **Service or Community-Based Learning** to Count as HIP

1. The service learning project or community-based learning project must be embedded in a credit-bearing course.
2. The service project must be related to the subject matter and learning goals of the course.
3. The service project must address a genuine community need and should be formulated with the assistance or input of that community.
4. Some of the course assignments and teaching strategies must be tailored to integrate the service work into the fabric of the course by demanding that students reflect on the relationship between that community-based work and the course content. Thus, students might be asked to keep a journal in which they reflect on the relationship between what they are learning in class and the community work they are doing, or write a case study or an observation paper based on their service work, or conduct research on a historical topic or a public policy issues related to their community work, or develop a class presentation relating their service experience to key concepts explored in the course.

Guidelines for **Collaborative Assignments or Projects** to Count as HIP

1. The collaborative assignment or project must be embedded in a credit-bearing course.
2. The collaborative assignment or project must count for at least 20% of the final grade in the course.
3. Student teams should be presented with a real-world problem to solve, whether that problem is the interpretation of a string quartet, or a business plan, or the design of a museum exhibit, or an advertising campaign, or a software need, or an engineering design problem.
4. Students on a team must be required to evaluate each other’s performance as team members.
   5. The project must be presented in some way, either within the course or in some public forum.

Guidelines for **Learning Communities** to Count as HIP

1. The learning community must be a curricular learning community, with the same group of students enrolled in two or three courses at the same time.
2. There must be some integration of academic content across the linked courses so that both social and
academic integration form part of the experience. Thus, a minimum of ??% of the course content in each course will relate to the content in the companion course(s).

3. In order to ensure the integration of academic content across courses, there should be some collaboration among participating faculty in the design and implementation of the learning community courses.

Appendix E: First-Year Experience

Fall Orientation: High Impact Activities
University Convocation and Photo (Matriculation ceremony - Saturday Evening of Lift-off). Changes made last year to this event, a common tee shirt for all first-year students and participation in the giant H photo, is a first step toward Goal 1, “establishing an emotional/positive connection with the University.” The result was a larger than usual turnout for convocation and the photo, and noticeable positive, happy atmosphere in both events.

Workshops, Community Service, and Community Building:
Developing a series of high impact activities as part of Fall Orientation (presently called Lift-off) that support students experiencing aspects of all four first-year goals. These one or two day activities will be designed to engage students in a range of personal growth experiences with peers. (Examples only)

- Off-Campus “Adventure” Experience
- On Campus Leadership Conference
- Day of Service
- Social Justice Institute
- Hawk Sports Competition
- Health and Balance
- Civic Learning and Student Engagement
- How to Get an A in College Workshop

Department/Program Welcomes: Each undergraduate major/program holds welcome-open houses for new majors and their faculty members to meet each other just before classes begin in a relaxed, social setting as hoped for in First Year Goal 3, “form relationships with peers, staff and faculty.”

Fall Semester: High Impact Course
Providing every first-year student in their first semester a relatively small class experience that is challenging, supportive and interactive with faculty and peers is not only the essence of our brand but in the long tradition of the University. Designating courses that meet the criteria for these courses not only establishes a standard but also creates a cross-disciplinary community of instructors who can share best practices.

*Turning a Freshman Course into a High-Impact Experience*
First Semester freshman courses that meet most of the following criteria can be designated as high-impact for new students:
- Courses designed specifically for first-year undergraduate students to support their transition to the University
- Courses that enroll fewer than 25 students or portions of the course meets in groups of fewer than 25 students;
- Students are put in circumstances that require them to interact with faculty and peers about substantive matters;
- Students will experience diversity through contact with people who are different from themselves;
• Students obtain frequent feedback on their performance in a course that will be graded;
• Students have opportunities to integrate, synthesize and apply knowledge while exploring big questions and big ideas;
• Students experience an integration of in- and out-of-classroom learning.
• The learning objectives for the course are aligned with the University’s Essential Learning Outcomes and First-Year Goals.
FACULTY SENATE MEETING MINUTES
Tuesday, October 28, 2014

PRESENT:
A&S: Larry Gould, Sundeep Muppidi, Anne Pidano, Bryan Sinche, Erin Striff, Michael Walsh, Bin Zhu
BARNEY: Deb Kidder, Irina Naoumova, Don Warren
CETA: Hemchandra Shertukde
ENHP: Karen Breda, Lucy Richard, Donn Weinholtz, Lisa Zawilinski
HARTT: Steve Davis, Warren Haston, Joshua Rusell, Peter Woodard,
HAS: Power Boothe, Alexandra (Zee) Onuf, Jeremiah Patterson
Hillyer: Robert Churchill, Paula Alderette, Jonathan Daigle, Scott Scribner
P/T Fac: Ralph Braithwaite
Staff Association: Ben Ide

Absent:
Barney: Malek Lashgari
CETA: Christian Carloni, Theodore Sawruk, Yu Ying
Hartt: Rita Porfiris

Other: Walter Harrison, Sharon Vasquez, Anton Goff, Jane Horvath and Maria Marques

Call to order: 12:15pm
Welcome by Chair Kidder

Minutes from September 2014 unanimously approved.

**President Harrison:**
Over the next month, the administration will be seeking advice / reactions to specific actions tied to the strategic plan. Ways to differentiate ourselves, increase revenues by adding students, increase profile to help recruit students and invest in new ideas. President Harrison will be asking the Board for $½ million for investment seed funding tied to strategic planning.


He added that advice will be gathered through the website and e-mail. At this time 60-80 people have had input.

**Branding** - This is the first full year of the branding roll out. We are waiting to see the impact.
President Harrison shared that he is troubled by the recent shootings elsewhere (Ottawa and Washington state.)
- Concerned about our level of preparedness
- SGA doesn’t know what to do.
- How do we feel? Serious concerns were expressed. The current text alert system is flawed. There is no real lock-down plan. The President intends to do something, and wants to be held accountable.
Senators added some particular concerns:
  - Classes in remote areas, not being prepared overall.
  - Question about public safety officers; The President replied that 2 officers per shift now carry guns.

**Provost Vasquez:**
Census snapshot – Provost stated that she did not have time to cover this information. Chuck will visit to cover at later date. Overall, the census is down, with a downward trend continuing.

**a) Task force on Annual Fulltime faculty evaluation**

- Process and instruments to provide more consistency across campus
- To inform merit plus give people developmental feedback
- Document faculty excellence
- Feed into merit and P&T processes
  - Evidence-based evaluation and feedback
  - Attention to faculty service
  - Effective and reliable approach to evaluating teaching/learning
  - Annual goal setting, review etc.
  - Fairness, Transparency, respect for disciplinary integrity etc.

The Task Force presented its report, a draft evaluation form and a rubric. Congruence with faculty Data Sheet, whenever possible, teaching, Scholarship\creativity, service, reflective component, mandatory evidence, optional/flexible evidence, goal setting.

Senators questioned the material. Chair Kidder explained that the task force did not complete work on the rubric and suggested that more work needs to be done on that part. There was a split between those who wanted a quantitative rubric and those who preferred a qualitative assessment. Also, the category of service is being flushed out, and the Provost will have a new committee working on that; a pilot will also be conducted soon. The Provost’s office will also be sending out a survey to department chairs for feedback on the draft annual evaluation document and draft rubric. The documents that the Provost referenced are attached.

The Provost stated that the big issue has been lack of consistency across campus; need a consistent process on how to handle merit. We need a way to evaluate faculty service: a good way of saying service matters and also want a process that includes goal setting and self-assessment. She added that the guiding principles for annual evaluation would be fairness and transparency, respect for disciplinary integrity, clarity, sustainability, reliability and validity; clear value to all parties.

**b) Summary of raising to the minimum adjustments**

2 year effort: 2014-2015—$592,000 pool


+3.54 for all of the faculty

Assistants up 3.51
Associates up 0.62
Fulls up 3.62

Where do we go next with our compensation efforts? - (Compared to competitors.) This is not yet determined. One senator asked if we can get salaries in constant dollars, adjusted for inflation. Sharon did not know.

New Athletic Director - Anton Goff:
Anton Goff briefed the Senate on his experience, where he came from; 20 years as Bowie State Athletic Director to being named University of Hartford’s New Director of Athletics: (http://www.hartford.edu/news/press-releases/2014/05/goff.aspx). His targets include:

- Striving for Excellence-- 6 Pillars: academics; athletics; accountability; compliance; community service and character.
- Overall athlete GPA of 3.26; three straight Academic Cups in the America East
- Striving for championships - raise the profile of the University
- Wants to be held responsible for promises; not operate in a silo. He sees the Athletic department as a front door to the university.
- Currently working on infomercials, daily notes (UNotes), serve as ambassador. Some examples of endeavors:
  o Partner with faculty; art shows during games; judge through social media; show our music, gain national recognition.

Mr. Goff addressed a question that the University has been asking in general…do we belong in division I? “Absolutely, our students come here because of it.”
Looking to the future he hopes that we can build a track that will benefit not only the students, but the community. He also addressed the compliance issues that have not been met, as we still have more male participants than women in athletics.

He also stated that there will be an evaluation of sports by consultants about transparency. He directed Senators to the Hartford hawks website for more information. www.hartfordhawks.com/

- Football league--Faculty members feel that we are lucky not to be involved. Anton Goff agreed, “We do not have the infrastructure.”
- A Senator spoke regarding intermural naming of teams—He did not think that the name of one of the teams he saw was appropriate.
- We have 18 sports; webpage covers all.
- Engaged students have better retention rate and participating in athletics prepares them for success in life.

Adjourned at 1:40.

FACULTY SENATE MEETING MINUTES
Tuesday, October 30, 2014

PRESENT:
A&S: Larry Gould, Sundeep Muppidi, Anne Pidano, Bryan Sinche, Erin Striff, Michael Walsh, Bin Zhu
Chair Kidder reported that, in response to the senator’s comment about the inappropriate name of an intramural team, Anton Goff had the name of the team changed.

Votes
1) For Grievance Committee (Two names, both will serve.)
2) Commission on Full Time Faculty Compensation (Four names – Sharon will choose two.)
3) Curriculum Report, unanimously approved.
   Med Tech Program now officially closed
4) Secretary Election –
   After each candidate made a presentation to the Senate and then left the room, Anne Pidano (Psychology) was elected to replace Christian Carloni (Architecture), who is returning home to take a position at the University of Bologna (Italy). (VOTE: Pidano: *; Shertukde: *)

5) FPM Change to Composition of the Provost’s P&T Committee
   - Proposed FPM CHANGE, PT. 1: 8.3.1b the membership of the provost's committee on promotion, tenure and academic freedom shall consist of the Dean of each college and one qualified faculty member from each college.
     Approved: 13 - 11 - 2

6) FPM Change, continued:
   - Proposed FPM CHANGE, PT. 2: P&T members for any given year can’t serve on provost’s committee; plus Dean of College where case is being considered to recuse self from vote:
     Approved: 17 – 8 – 1

7) MAPP, change on course repeating.
   - A course normally can be retaken only once, except when a course is designed to be taken repeatedly. For courses not designed to be taken repeatedly, a student may request permission from Academic Standing Committee *(ASC) of the college offering the course to repeat a course a second time under the terms of the repeat course policy. An appeal to a college s ASC may be made on the grounds of mitigating circumstances, and should include explanations of the circumstances, a description of their effect on performance, and discussion of the actions taken to minimize or eliminate these circumstances and their effects.
     Approved - ?vote.

Next meetings: December 16 and 18 in the Silpe Gallery.
Adjourned 1:40 p.m.
Submitted by: Christian Carloni/Donn Weinholtz/Maria Marques
Tuesday, December 16

Attendance:
Present:
A&S: Larry Gould, Sundeep Muppidi, Anne Pidano, Bryan Sinche, Erin Striff, Michael Walsh, Bin Zhu
BARNEY: Deb Kidder, Malek Lashgari, Irina Naoumova, Don Warren
CETA: Hemchandra Shertukde
ENHP: Karen Breda, Lucy Richard, Lisa Zawilinski
HARTT: Warren Haston, Rita Porfiris, Joshua Russell, Peter Woodard,
HAS: Power Boothe, Alexandra (Zee) Onuf
Hillyer: Robert Churchill, Jonathan Daigle, Scott Scribner
Staff Association: Ben Ide

Absent:
CETA: Christian Carloni, Theodore Sawruk, Yu Ying
ENHP: Donn Weinholtz
Hartt: Steve Davis
HAS: Jeremiah Patterson
Hillyer: Paula Alderette
P/T Fac: Ralph Braithwaite

Guests: Jane Horvath, Maria Marques

Call to Order.
Minutes from October 28 and 30 were unanimously approved.
Curriculum Committee Report was unanimously approved.

Student Affairs Report
• MAPP change about cancelling class presented for a first read, senators instructed to share with college faculty and get feedback and advisory vote

Environmental & Sustainability Report- On-line teaching evaluations
  o Had presentations from three vendors: College Net, eXplorance Blue, and Campus Labs, The University already has relationships with two of the companies with other products (in parentheses).
  o Committee chair discussed the ease of use, and as different schools have different reviewers, they can accommodate.
  o The only significant difference noted was that College Net has ability to Ad Hoc survey
  o Where it is hosted, and the level of security is compatible.
  o Blackboard Single Sign is an option across all three.
  o Storage of faculty reports, can be easily exported, benefit for people who are going through P&T
  o Administrator will set user access as dictated by the college.
  o Objections/policy is needed to submit to provost with report.
  o University-wide policy vs. college wide policies on access to and use of course evaluation data

Senators were asked if this should be sent back to colleges for vote on how to handle?

Although they are in favor of on-line evaluations, several senators expressed concern about how the teaching evaluations implementation practices will be administered. They request that implementation be postponed until the fall semester, so that colleges can specifically address and create a written policy on who has access to and how course evaluation data is to be used. A senator commented that the Provost office will no doubt be using the data.

A verbal discussion followed to a set of practices.
Procedural procedures needed.

Further information presented by the committee:
- Expected improvement on response rates.
- System sends reminders to students who have yet to complete their evaluations.
- Suggestions to increase response rates: could hold grade until completed. Can be done with Banner.
- Barney will be the test college.
- Online evaluations could make Merit and promotion procedures easier for some faculty.
- Feature that all companies have: Faculty can construct their own questions.

Verbal agreement to have senators go back to their own colleges and initiate the creation of a written policy for their college on how the course evaluation data will be used. The senators felt confident that they could get these written policies in place by the end of spring semester.

Send recommendation report forward to Provost being certain it states implementation is contingent upon individual, written college policies on access to and use of course evaluation data.

Vote: Report was unanimously approved.

Faculty Affairs Report
- FPM proposal from COD: Transition from ETC to CAT. First reading. Senators are asked to bring it back to the colleges for feedback and advisory vote.
- FPM proposal from COD: Composition of Provost P&T Committee. First reading. Senators are asked to bring it back to the colleges for feedback and advisory vote.
- FPM proposal from COD: Length of Academic Year. Given that this FPM proposal was unchanged from last year’s proposal the Committee determined that it should not vote to move this proposal on to the Colleges for discussion before receiving clarification from COD regarding the following two issues:
  - It was not clear to the Committee why the change from 39 weeks to 40 weeks was mandated by specific grant requirements.
  - It was not clear to the committee what the phrase “consecutive weeks” means in relation to the proposed 40 weeks.
- The Committee was concerned that student advising loads may not be assigned to faculty in an equitable manner. The Committee will ask the Provost to help the committee acquire more data.

Senators were directed to Blackboard to review financial materials supplied by Vice President Arosha Jayawickrema. He will be doing a presentation to the Senate on the following Senate meeting.

- As information, a Senator said that A&S scheduled a special faculty meeting to discuss the evaluation forms. The Senate Chair offered to share her form with the Senators as an example.
- Senators discussed the rubric challenge that courses need to be changed every year. Not everyone agreed.

Meeting was adjourned at 1:40 p.m.
HAS: Power Boothe, Alexandra (Zee) Onuf
Hillyer: Robert Churchill, Scott Scribner
P/T Fac: Ralph Braithwaite
Staff Association: Ben Ide
SGA: Ross Hart; Gary Beaumont
Other: Walter Harrison, Sharon Vasquez, Arosha Jayawickrema, Jane Horvath and Maria Marques

Absent:
A&S: Bin Zhu
Barney: Don Warren
ENHP: Donn Weinholtz
HARTT: Warren Haston; Rita Profiris
HAS: Jeremiah Patterson
Hillyer: Paula Alderette, Jonathan Daigle

Guests: Jane Horvath, Gary Beaumont (SGA), Walter Harrison, Sharon Vasquez

Student Government Association (SGA) report- Ross Hart passed responsibility of attending Senate and reporting to SGA to Gary Beaumont.

In response to where F.O.F. stands, the Chair of Senate replied that Athletics is the only program to be deferred that has not been discussed.

President’s Report- Walter Harrison:

- Update on preparedness for active shooting concerns. Mike Azalaskis has been visiting and talking to faculty in the 7 schools to listen to concerns; we are working on supplying student briefings. “You (the Senate) identified some concerns yourselves; a chief concern is making sure that people know what to do in any circumstance.”
- The Senate also asked for clear channels for faculty to follow. CAPS, student psychological services works well when a student is sensed to be in danger to self. Lock-down is now a very familiar scenario to students from their high school and middle school experiences. Senator commented that after attending a presentation that was done for A&S, Senator was still not clear what the strategy was.
- **Media reports on student loan debt.** The President shared his concerns on recent media, and feels that it is a bit unfair. In various media, the University of Hartford was listed under the heading “20 Private Colleges with the highest student loan debt.”

  - http://stn2.tv/article/view/591
- A number of reports, including the Courant focused on UConn
- Time/Money websites reported on a report on Institute for College Access and Success (TICAS); their report was based on Peterson’s College Guides; most consulted guide in the country; by in large they report debt of students that took loans from certain categories of guaranteed private loans.
- We have been reporting to “an average student.”
- Only 57% of institutions report / who are the rest 43%?
- Example: our cross-app/: chief competitors are Quinnipiac; Hofstra, and Ithaca
- Ithaca and Hofstra don’t report
- 45,000 over 4 years. 657 were in the category. 403 were not in the category, so they are not reported.
- TICAS was clear. However, the media has zeroed in on an incomplete/fractional entity.
- Transfer students would not be counted, neither would tuition remission; presenting only about 60 percent of the total numbers.
- Senator asking what is the probable number: “$28,000 is probably closer to actuality. “
• Students are on average $47-$48 thousand in debt, there are need based scholarships, and merit based scholarships. Extremely concerned about our price. Third lowest ranked with schools we compete with. We will be even lower this time.

• 17 years ago, when President Harrison took office, the rate of increase was 5%, this year we are looking at a 2.5% increase; the goal is to match the CPI; rate of inflation.

• “We are committed to be accessible to the widest range of students, that is what we were founded to do, and we continue. We work hard to meet the financial needs of students.”

• Q: Senator: do we have a public relations response to this issues?

• A. “No, unless it is more widely reported, I do not plan on doing anything. I have heard nothing from students; I have heard from faculty, which is why I am speaking with you today.”

• Senator: Maybe students and parents will read that and say: “these schools must be great schools, if students are willing to pay that kind of money.”

Kudos:

• Senator: congratulated the President on receiving the NCAA’s 2015 Gerald R. Ford Award.

http://www.hartford.edu/extra/default.aspx

• For next year, we will have a merit of 2% for faculty and staff. Commission on compensation will be going into a new phase for faculty and staff. Staff is more complicated, because it is such a wide range of professions. Tables for staff are going to be brought up to date. They had not been changed since 2002 or so.

• The President wished the Senators a restful break and thanked them for a very productive semester.

PROVOST—Sharon Vasquez -- Updates

a. Commission on full time-compensation—Salary. Raising salaries to the minimum was a 2 year plan. The president will ask the Commission to make a multi-year plan. The salary frame-work is on the web. “I’ve asked the consultant we are working with to age the numbers to the CUPA index. The consultant will come for a one-day workshop with the commission. The Provost will give further details at the Senate’s February meeting.

b. Annual Faculty Evaluation—37% response rate on the survey. Need input to move to next step. Create a pilot to test this spring. Deb is chairing the committee to pilot the instrument.

c. Strategic planning. She hopes to see faculty at President Harrison’s open meeting on January 27, 12:15-1:30. Will give an update where the five groups are. Will demonstrate performance dashboard which ultimately will live on the website. The dashboard will provide current indicators, measure issues like retention, revenue, etc.

d. Announcements

• Call for Nominations for a staff award, for our non-exempt staff. There is a modest award of $500. (http://hartford.edu/aboutuofh/office_of_provost/academic_staff_award/staff_award.aspx).

• Chance to develop equivalent of TedTalks. Campus student proposal, approved by GSA, will be presented to COD. Yale is the only school in CT currently doing it. Hope to know whether they are approved by the beginning of classes.

Senator comment: staff award is nice

Provost: helps address morale issues. We’re still struggling, but if we meet enrollment goals, she will be popping the champagne.


Arosha Jayawickrema, Vice President for Finance and Administration presented to the Faculty Senate an update on the FY 2015 Budget to Actual financial status. Please see attachment.

Fiscal year 16 planning, in terms of planning, it boils down to economics. Downtown housing is still available, but the University has no investment in it. Reminded that the university is self-insured. It is to our advantage to have a $3.4-3.5M margin

Budget was placed on the screen for review. Some of the points made:

• 500 out of 3,500 beds open.
• Housing market is picking up
• We have to be competitive in terms of our pricing
- Senator: Requirements about living on campus may need to re-reviewed
- Advertise by admissions for experience but it boils down to economics
- Half rate for recent graduates
- Real estate management...need more creative
- Residential programs with graduate programs don’t mix
- Designated graduate housing is being looked at
- Manage for a certain amount of time for a share of the revenue while fixing it up.
- Those models have worked for some. Georgetown has a 50 year lease
- Conversations that we should be having, as we cannot continue to have the open beds.

FISCAL YEAR 16 (reviewed slides, attached)


**Installation of new Senate Secretary.** Senate thanked out-going Secretary Christian Carloni, for his excellent work, and welcomed Anne Pidano as in-coming Senate Secretary.

Meeting adjourned.

Next meeting of the Faculty Senate will be January 20 & 22, 12:15 1:40 p.m., UT320.
Tuesday, January 20

Attendance:
Present:
A&S: Larry Gould, Sundeep Muppidi, Anne Pidano, Bryan Sinche, Erin Striff, Michael Walsh, Bin Zhu
BARNEY: Deb Kidder, Irina Naoumova, Don Warren
CETA: Theodore Sawruk, Hemchandra Shertukde, Yu Ying
ENHP: Karen Breda, Lucy Richard, Donn Weinholtz
HARTT: Warren Haston, Joshua Russell, Peter Woodard
HAS: Power Boothe, Alexandra (Zee) Onuf, Jeremiah Patterson
Hillyer: Scott Scribner
Staff Association: Ben Ide

Guests: Jane Horvath, Maria Marques, R.J. McGivney, Walter Harrison, Sharon Vasquez, Fred Sweitzer

Call to Order.

President’s Report--Walt Harrison
President Harrison began by sharing how he was impressed by the diversity of students that he has seen this semester. He said “This represents the future of the world.” An example of our students, Anthony Mendez will be presented at the President’s State of the Union tonight. Anthony was at one time homeless, [insert link to Anthony Mendez’s presentation at the State of the Union]. He added that two different television crews were taking pictures of the University of Hartford today.

He announced two important meetings: the faculty/staff kick off tomorrow, and the Strategic planning open meetings. The following are the topics he plans to cover.

- Short-term outlook for the university, which he thinks is “pretty bright.”
- Longer-term, he is more guarded
- Strategic planning is the way to combat some of the longer-term issues
  - New retention task force
  - New compliance task force
  - Update on ITS transfer to Ilucien
  - Threat to our campus from all types of violence; we need education and prevention
  - Branding and fundraising during the last six months

On January 29th there will be an open session on the strategic plan. President Harrison asked the Senate specifically: “Is there anything else that I should be addressing?” To which some of the Senators added:

- What has been driving our costs in the past.
- The announced savings on oil and healthcare; where will those funds go? (President said, the money will be used for other things, including compensation.)
- More information in different forms about graduate studies, especially as the demographics change, and the fact that we attract non-traditional students. (President Harrison said this is part of goal 3, strategic plan; he will be sure to address it.)
• Is someone actively looking at the cost of heating buildings when they are not fully in use? (President Harrison’s response: We continually work on efficient use of our facilities.)
• Wind and solar power was also brought up. Is there solar/wind power being looked at? (President Harrison commented that when the solar power was discussed some time ago by the Board of Regent’s Committee, it was decided that it would not create that much savings. He said that there have been developments, and it may be time to look at this again.)
• Fuel cells were discussed. (President Harrison said that fuel cells are very controversial. The Sports Center was considered as a site at one time, but then the decision was reversed; it was not affordable at that time. Senators suggested a committee of people versed in this field be created.)

Provost’s Report- Sharon Vasquez

The Provost started with the topic of Annual Faculty Evaluation. The Provost recognized the enormous amount of work done by the committee. After reading the summary from the survey that was sent out to faculty and to department chairs, she concluded that there was a basic misunderstanding.

The Charge was to look at a process and create an instrument that would help us achieve some of the following guiding principles:

1. fairness-validity
2. reliability
3. Campus-wide consistency
4. Address concerns that service is not valued, or evaluated

Status: After COD vetting of the draft evaluation that came from the task force, the evaluation and a rubric was distributed to department chairs and faculty.

There are two working groups to deal with the service piece: A group led by Fred Sweitzer to work with measuring service and a group led by Deb Kidder to design and do the actual pilot project.

The Provost asked for input from the Senate on what should be the next steps, and what would be the time-line.

Provost Announcements:

NEASC report. We did very well in our re-accreditation process. This is a ten year review, but there is a midpoint update requested by NEASC. By the April meeting the Provost will share a time line with what needs to be done and by whom. This is a +/- 20 page report. There are five issues:

1. Our discount rate;
2. What have we done to integrate in structural technology, as well as administrative technology (movement to Ilucien);
3. A strategic plan from ITS;
4. FCLD, services and support; results of F.O.F.;
5. Integrating graduate and research.

The Provost summarized that on the agenda for next time:

1. We need to flush out how we evaluate teaching
2. Begin to articulate how and what does teaching look like
3. Propose an Academy of teaching scholars; how would we nominate faculty for this? Could be an honorific group who demonstrate extraordinary teaching, who could act as resources to faculty at large, as well as providing faculty development.
The Provost cautioned faculty: Thermodynamic properties of the brick vs. the sidewalks. Walk carefully; we have had some accidents of people slipping already.

Associate Provost and Dean of Graduate Studies’ Report—Fred Sweitzer—continuation of Annual Faculty Evaluation process.

“The committee worked really hard. Accomplished a lot, [there is] considerable territory left. What is being presented is not the “final deal.”

Impressions based on the surveys/quantitative results/unscientific read of the comments:

- Tried to preserve the role of faculty members setting goals for themselves
- Concern: how lock-step is the commitment to the goal
- Major concern about the time this will take- Deb’s pilot should give some input
- Teaching Philosophy Statement: Not a yearly creation, more of an update. Help would be available
- Concerns about flexibility or lack thereof in service evaluation. % bands?
- Rubric comments, most negative: larger issue, role of judgment; quantitative/reliable. Rubric needs further development.
- Best ways to move forward?

Associate Provost Sweitzer said the committees will reconvene in the Spring. In the meantime Faculty Senate Chair Deb Kidder will be going to every college faculty meeting to recruit volunteers for this pilot.

Specifically, the Senators questioned...

- rubric description? What does it reflect? You have all the parts, but did not figure out how to put them all together.
- elusive psychometric concepts; not going to discriminate, there are people who have been awarded year-after-year.
- it’s not the form we fill out, they are not getting the data they want. Why are we not trusting professionals to be professionals. It has worked in academia; this is disempowering faculty.

Associate Provost concluded summarizing: there is a huge variation on how people are judged, and on what. We are aiming for the best way to navigate this.

Fred Sweitzer answered questions about the evaluation. He offered for himself and the Committee: “We are happy to hear from you at any time about this.”

Dean, University Program’s Report—R.J. McGivney—R.J. McGivney spoke regarding the On-line program. This summer it will be its 9th year. It generates about $6M. It has grown from summer school, to a University Bachelors Program, and now a graduate program. They are looking to develop Masters in Special Education in September. Also, look at the feasibility of having a Master in Management. R.J. said “The market tells us that in order to be successful, we need to have on-line programs.” A website is in the works and almost complete, where we will have a uniform place for University of Hartford on line programs.

Working with CapEd, was able to create a reasonable one-page contract for faculty to agree to create a course in CapEd’s system.

Faculty and departments participation is completely voluntary. The person who develops the course is the one who teaches the course. If the faculty member leaves, or does not want to teach this course in the future, another faculty can step in as needed.
Meeting was adjourned at 1:40 p.m.

**Thursday, January 22**

**Reconvene**

**PRESENT:**
A&S: Larry Gould, Anne Pidano, Bryan Sinche, Michael Walsh
BARNEY: Malek Lashgari, Deb Kidder, Don Warren
CETA: Akram Abu-aisheh, Theodore Sawruk, Ying Yu
ENHP: Karen Breda, Lucy Richard, Donn Weinholdt
HARTT: Steve Davis, Warren Haston, Joshua Russell, Peter Woodard
HAS: Power Boothe, Alexandra (Zee) Onuf
Hillyer: Robert Churchill
Staff Association: Ben Ide
SGA: Gary Beaumont

Guests: Jane Horvath, Maria Marques, Sandy Saavedra (Rehab Sciences/PT Programs)

**Reconvene**

Student Government Association (SGA) report- Ross Hart passed responsibility of attending Senate and reporting to SGA to Gary Beaumont.

In response to where F.O.F. stands, the Chair of Senate replied that we are still waiting on the report about Athletics.

Approval of Minutes from December 2014--Minutes: unanimously approved

Approval of curriculum Committee Report (vote)--With correction made by the Chair of the Curriculum Committee, that CETA ECE minor revision, was **not** approved. 20 approved; 1 abstained.

Secretary Anne Pidano read the FPM language for a P&T appeal of the Provost’s decision. According to the FPM, the Senate elects two members for the appeal committee. Two Senators volunteered: Karen Breda and Bryan Sinche.

Awards Committee--Decisions on the Coffin Grants and Summer Stipends have been made, and will be announced shortly.

Sandy Saavedra spoke about the need for a specific definition for the academic year. She is a fairly new tenure-track faculty, who is currently affected by the lack of clear definition in the FPM, specifically because it affects the number of weeks compensation she can ask for in her summer grants with some federal agencies.

The following is a letter Sandy read to the senate. This letter was written by Dr. Adam Goodworth because he was not able to attend the meeting.

“Dear Faculty Senate,

Thank you for this opportunity to share my experience of how the definition of summer impacts me. As I learn more about how this question has been a longstanding conversation, it occurred to me that many of the thoughts I’m about to share may not be new. Nevertheless, here goes.
In 2010, I moved from Oregon to become a new tenure-track faculty member at UHart in Rehab Science. The base pay offered at UHart unfortunately was not able to support my family of four. Therefore, I sought other avenues of income in the summer, such as trying to find extra teaching and writing research grants. Research grants are ideal as they enhance the reputation of the university, provide students with research experience and funding, and provide the university with money, typically around 40-50% of the grant in indirect/fringe costs. On the flip side, research grants are the most difficult to obtain and require a huge amount of effort upfront. They are also not guaranteed from year to year.

I have been very fortunate to receive research grants in the past 4 years. However, the current policy limits me to only receive 20% during the summer, which comes out to something like a 42-44 week academic year in the current policy. This current policy is not accurate for the amount of time and effort I put into research and it has limited me on more than one occasion. By comparison, other faculty members who work outside the university in the summer and winter and are able to be compensated for a much larger amount of time because they work when classes are not in progress and effectively have a shorter academic year. I believe I am working just as long and hard in the summer and winter as those who work outside the university, yet I am not allowed to get paid for this time in the current policy. This can be very discouraging at times, especially when the financial pinch is felt at home.

Moreover, I am realizing this causes problems with the accounting of time and effort – i.e., funding agencies want to make sure principal investigators’ time and effort is equal to their pay, otherwise red flags are raised. There are grants in the coming years I am interested in, and I know the grants will be viewed more positively if I am allowed to put in more time and effort in the non-academic year periods.

In summary, I can think of several alternatives that make more sense than the current policy. I believe the two alternatives on the table (i.e., the 39 vs. 40 week academic year) are BOTH improvements to the current policy.

For example, our 20 pay contract comes out to a 40 week academic year. This seems to make sense based on our pay cycles.

Alternatively, a 39 week academic year could make sense based on the actual time we are responsible during the year (especially in light of the winter break month). I have seen this (and even shorter academic years) in other universities.

Regardless of which definition the faculty senate stands by, I do ask that a decision be made quickly. Without a change, the current policy is inaccurate and can cause serious problems for those involved in external grants.

Thank you for your consideration and time”.-- Adam Goodworth

The senate asked clarifying questions of Sandy, in particular, would 39 weeks be better than 40 in terms of summer grants? Her response was that 39 weeks would be better.

A senator shared his frustration with the lack of help from the IT department when he needed it for a class. The process used to be, there was someone on site, and now dealing with someone off site is not efficient. Other Senators chimed in with similar situations.

One senator suggested that we be notified of what to expect from Ilucien. There was a request to invite Sebby Sorrentino to the next Senate meeting.

A discussion ensued on the pros and cons of changing the annual evaluation system. The Chair of Senate encouraged the Senators to be pro-active, to have a say in the outcome by participating in the pilot.

Some general concerns raised by senators:
• Not being told the whole truth
• Wanting more specifics on the $6 million
• Whether the senate wants to address executive compensation here
• 1 page contract with CapEd – Senators want to see. Chair will ask R.J. to share this contract.

Meeting adjourned 1:40 p.m.

Next meeting, February 24, and 26, 2015.
Attendace:
Present:
A&S: Larry Gould, Anne Pidano, Bryan Sinche, Erin Striff, Michael Walsh, Bin Zhu
BARNEY: Deb Kiddner, Irina Naoumova, Don Warren
CETA: Akram Abu-aisheh, Theodore Sawruk, Hemchandra Shertukde, Yu Ying
ENHP: Lucy Richard, Donn Weinholdt, Lisa Zawilinski
HARTT: Steve Davis, Joshua Russell, Peter Woodard
HAS: Power Boothe, Alexandra (Zee) Onuf, Jeremiah Patterson
Hillyer: Paula Alderette, Jonathan Daigle, and Scott Scribner
Staff Association: Ben Ide

Absent:
A&S: Susan Grantham
BARNEY: Malek Lashgari
ENHP: Karen Breda
HARTT: Warren Haston, Rito Porfiris
Hillyer: Robert Churchill

Guests: Walter Harrison, Sharon Vasquez, Jane Horvath, Maria Marques,

President’s Report- President Harrison projected a map of the City of Hartford’s east side that runs along the length of the University of Hartford campus as a reference for his comments. He discussed proposed changes to alert the faculty and to get their feedback.

- There is a housing authority building down the street, built in 1949 to house G.I.s coming from the war, and it is now subsidized section 8 housing (HHA). It is in very poor state and it has only 40% occupancy at this time. The Hartford Housing Authority (HHA) is a function of government, owned by the state and operated by the city. It has been slated for mixed-use housing; but as of yet, a developer has not been chosen. The city of Hartford is looking into repurposing this location.
- Weaver High School, built in 1970, is also in this area, however, it is now abandoned. The new superintendent does not believe the city needs a new high school. The neighbors want a Science, Technology, Engineering, and Arts & Math School (STEAM). The superintendent says that 15 high schools in the city is more than enough. The city is considering moving a current high school to this location. Because the decision has not been made, the possible high schools need to be kept confidential.
- Weaver’s attraction to the University of Hartford is the sports facilities, although it is in poor repair, it has things that we do not have here. For example, an outdoor track, an indoor track, and a football field. There is a $100M dollars bond through the state, of which $2 million is to build a road across the railroad tracks. It will require a gateway like we have on Bloomfield Ave.
- There are no RFP’s at this time. The President would like to see if we could use any of this land for things that the University does not have, such as graduate student housing, a day care for faculty/staff’s children, or early childhood programs which we could envision using the day care as part of the curriculum. A Senator inquired how this will affect the Artists Collective. The President did not know, but he would look into it.
- Other issues that require more consideration: Consult the neighbors, security issues, Blue Hills Civic Association, Upper Albany, Dr. Fitchman (ophthalmologist). The President encouraged the Senators to send him their ideas via e-mail.

The President next touched on:
- Obama Administration National Rating Initiative, “Free” Community College Tuition - this will have a significant effect on our University if it happens, so we need to monitor this.
The President is testifying at the Legislature this evening about the Governor’s proposal to eliminate the scholarships for Hartford students to go to private universities. Five years ago, the University received $3M. This year we received $1.4M, and if the governor has his way, in four years there will be no scholarship money from the state.

State: Fortunately, a proposal to have private universities pay property taxes has not moved forward. There may be a proposal that will affect paying property taxes on new purchases, will keep monitoring the situation.

Provost’s Report, Sharon Vasquez—Faculty Compensation, please see her slide presentation http://www.hartford.edu/academics/faculty/faculty_senate/files/PDFs/FacCompensationFEB2015.pdf

- The Provost reviewed the concern about our financial circumstances and the state of Higher Education. She brought the compensation consultant back to age the salary comparison data and to present it at an open forum. Some of the one-time budget surplus from last year (5M) will be set aside for Strategic Planning Efforts.
- The Provost will also be examining staff compensation, which hasn’t been reviewed since 2006. She will also be examining Part-time faculty compensation.
- In her slide presentation, it showed that 91 faculty received adjustments over the last two years.
- She is reconvening the Taskforce on Faculty Compensation to decide what to do next.
- The aged salary data that was presented by the consultant is not a commitment to continue adjusting salaries to the 85% mark compared to the median.
- The Provost is interested in creating a “distinguished professor” position. This would be a promotion beyond Full Professor.

IT Report—Sebby Sorrentino, Alumnus and Director, Media technology services

There is now a Central help desk. When a problem comes in it goes to a group. We are still in transition mode. He is now physically located in ITS. Concerns followed. Sebby asked that faculty e-mail him so that he could look at what needs to be done. There will soon be an IT Governance committee which will make decisions on prioritizing IT projects, such as extended email storage capacity, single sign-ons, etc.

Senators expressed concern about walk-in help for laptops. Sebby stated that it is still available. Posters will be going up in classrooms with information soon.

Senate Chair Report

1. Pre-req's are going live in the Fall. Give a heads-up to your college. Whatever the pre-req’s are they will be enforced in the Fall for spring 16 registration.
2. The Senate officers have asked the Deans to explain their proposal for the 40 week academic year instead of 39, so you should be hearing this at your next college meeting.
3. Remember that in December we spoke about who has access to teaching evaluations. At our next Faculty Senate meeting please be ready with that information.

Meeting was suspended at 1:40 p.m.

FACULTY SENATE MINUTES

Thursday, February 26

PRESENT:
A&S: Larry Gould, Susan Grantham, Anne Pidano, Bryan Sinche, Erin Striff, Michael Walsh
BARNEY: Malek Lashgari, Deb Kidder, Don Warren
CETA: Akram Abu-aisheh, Hemchandra Shertukde, Ying Yu
ENHP: Lucy Richard, Donn Weinholdz, Lisa Zawilinski
HARTT: Steve Davis, Warren Haston, Joshua Russell
HAS: Power Boothe, Alexandra (Zee) Onuf, Jeremiah Patterson
Hillyer: Robert Churchill, Paula Alderette, Jonathan Daigle, Scott Scribner
Staff Association: Ben Ide
Reconvene

Staff Association report—Ben Ide informed us that elections are coming soon.

Student Government Association (SGA) report—no report

Approval of Minutes from December 2014- no discussion, approved unanimously.

Curriculum Committee Report – presented by Chair of the Curriculum Committee Lucy Richard. Discussion followed, and a unanimous vote to approve.

Election for a faculty member to serve on the Budget Advisory Taskforce (BAT). The Chair presented candidates for the position left open by Sundeep Muppidi. Susan Grantham A&S, School of Communication, received the highest number of votes.

Faculty Affairs

- FPM Proposal- ETC to CAT – Discussion and VOTE— 81% approved; 19% abstained (22/5)
- FPM Proposal- Provost P&T committee – Discussion and VOTE. Confirmation that every college discussed it. One Senator made friendly amendment to change “in” to “for.” (22 approved; 4 opposed; 1 abstained)

Student Affairs

MAPP proposals were presented for first read (Student Affairs Chair, Jeremiah Paterson). Senators were instructed to bring the proposals back to their college faculty meetings for feedback and an advisory vote.

- MAPP proposal adding language to deal with graduate culminating projects that are not tied to course credits
- MAPP proposal changing the minimum GPA for graduate students from 2.8 to 3.0 after their first six credits
- MAPP proposal adding language about academic dismissal for graduate students who fail to complete their programs in a timely manner
- MAPP proposal to add a line for undergraduates to be able to declare a Minor on the Change of Curriculum Status Form

The Student Affairs committee is also working on a course cancellation policy, this proposal went from Faculty Affairs (21013-2014) to Student Affairs. The proposal will include language having faculty include a statement on their syllabi about how class would be made up in case of school closing. The committee feels that this involves both the MAPP and the FPM and are continuing to work on this.

New Business:

- Faculty Senate vice Chair, Power Boothe and chair of Faculty Affairs Committee:
  Are there inequities in advising loads across the colleges? The Provost agreed to get data from the Deans. We were given a summary of some of the results; the Provost reported that there were no inadequacies, regarding gender, and no differences across college Deans; She felt that it was not appropriate for her to ask the colleges, she believes it is the “Deans’ business.” Three members of the committee are going back to the Deans (with the support of the committee) to
pursue some of the possible inequities that they still believe exist. There is a lack of understanding by faculty of how those decisions are made. College meetings on the above were held by ENHP and Barney.

- A Senator brought up the issue of compensation on campus and various concerns the faculty have with current compensation practices. Discussion by the Senators of what the Senate felt are fundamental issues/concerns:
  - What will a plan look like to solve this issue?
  - Are we in alignment with colleges in our peer group?
  - How many staff/faculty have we lost due to inadequate pay?
  - We want to make clear that the Senate should have a voice

A Senator volunteered to compile data to help the Senate deliberate on this issue and share at the next senate meeting. A second Senator reminded the senate that staff should not be forgotten.

Meeting adjourned 1:40 p.m.
MINUTES
Faculty Senate
Thursday/Tuesday March 26 and March 31, 2015 – 12:15-1:40 p.m., A420

Thursday, March 26
Attendance:
Present:
A&S: Susan Grantham, Anne Pidano, Bryan Sinche, Erin Striff, Bin Zhu
BARNEY: Deb Kidder, Irina Naoumova, Don Warren
CETA: Akram Abu-aisheh, Theodore Sawruk, Yu Ying
ENHP: Karen Breda, Lucy Richard, Donn Weinholtz
HARTT: Steve Davis, Warren Haston, Rita Porfiris, Joshua Russell, Peter Woodard
HAS: Power Boothe, Alexandra (Zee) Onuf, Jeremiah Patterson
Hillyer: Robert Churchill, Paula Alderette, Jonathan Daigle
Staff Association: Ben Ide

Absent:
A&S: Larry Gould, Michael Walsh
BARNEY: Malek Lashgari
CETA: Hemchandra Shertukde
ENHP: Lisa Zawilinski
Hillyer: Scott Scribner

Guests: Sharon Vasquez, Nichole Petersen, Maria Marques

Call to Order
Provost’s Report—Sharon Vasquez
After an announcement of the Open Forum to be held Thursday, April 16 called "What do you think?" regarding the Online Questionnaire, Provost Vasquez introduced the Strategic Planning Dashboard, and Nichole Petersen, the Executive Director, Office of the Institutional Effectiveness to further discuss.

Through a Powerpoint presentation, Nichole Petersen reviewed the architecture of the Strategic Planning site. She explained the metrics for the Global/Overall SP dashboard and the one for Goal One. Nichole discussed the highlights of the software being used for the dashboard (Tableau) including the ability to "drill down" on each visual. The site will be available soon, and faculty will be notified with the site link.

Student Government Association (SGA) report—Ben Ide--The Staff Association had a presentation on the Invisible Student Network (ISN) from Suzanne McNeil (Asst. VP Student Health/Wellness) & Michael Malone (Assistant Vice President for Residential Life). The ISN is a collection of Residential Life and academic assistance groups who meet regularly to track and intercede with students who are going through a difficult time or may be at risk of dropping out.

Faculty Affairs/Vice Chair Report—Discussion and voting on the faculty academic calendar: Senate proposing 39 weeks; COD calling for a 40 week academic year and the question of the word “consecutive.”

VOTE on the 40 week (22 total), 2 approve, 20 disapprove
Vote on removing the word consecutive (22 total), 21 to remove, 1 for keep

Vote for 39 weeks (not a formal proposal; confirming counter-proposal) Total 22, 19 approve, 3 Not approve

The remainder of the meeting included a slide presentation with information gathered from a public source on executive compensation.

Tuesday, March 31
Attendance:

Present:
A&S: Larry Gould, Susan Grantham, Anne Pidano, Bryan Sinche, Erin Striff, Michael Walsh, Bin Zhu
BARNEY: Deb Kidder, Irina Naoumova, Don Warren
CETA: Akram Abu-aisheh, Theodore Sawruk, Yu Ying
ENHP: Karen Breda, Lucy Richard, Donn Weinholdz
HARTT: Steve Davis, Warren Haston, Joshua Russell, Peter Woodard
HAS: Power Boothe, Alexandra (Zee) Onuf, Jeremiah Patterson
Hillyer: Robert Churchill, Paula Alderette, Jonathan Daigle
Staff Association: Ben Ide

Absent:
BARNEY: Malek Lashgari
ENHP: Lisa Zawilinski
HARTT: Rita Porfiris
Hillyer: Scott Scribner
SGA: Gary Beaumont

PROXY: Hemchandra Shertukde

Guests: Jane Horvath, Maria Marques

Reconvene
Approval of Minutes from February 2015--After discussion, minutes were unanimously Approved.

Curriculum committee Report—Discussion. A Hartt senator expressed concern about Hartt courses changes and wished to have these concerns included in the senate minutes. The concern included a lack of communication before changes were submitted to the Curriculum Committee, specifically about proposed changes for the Jackie McLean program. It was noted that the Hartt School’s procedure does not include voting for curriculum changes at their faculty meetings.

A Senator added clarification on the Hillyer changes: Hillyer is creating a second degree in its history. It was commented that Hillyer has done a lot of work and this “gives the students a better chance at succeeding.”

Vote to approve curriculum report: total 23, Approved: 15; did not approve: 3  abstained: 5
Awards and Nominations Report--Chair of the committee, Anne Pidano reported on the results of the committee's decision in relation to the Bent, Larsen and Trachtenberg Awards. Recipients this year were:

<table>
<thead>
<tr>
<th>Award</th>
<th>Recipient</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bent</td>
<td>Nat Reeves</td>
<td>HARTT</td>
</tr>
<tr>
<td>Larson</td>
<td>Roger Desmond</td>
<td>A&amp;S</td>
</tr>
<tr>
<td>Trachtenberg</td>
<td>Joan Pedro</td>
<td>ENHP</td>
</tr>
</tbody>
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Anne Pidano pointed out that the committee’s decision was made some time ago, but it does not become official until the President contacts the recipients.

Coffin Grants/Summer Stipends. Due to the transition from Christian Carloni to Anne Pidano as chair, the results for the Coffin grants and Summer Stipends were not released earlier. We have posted them on UNotes.

Proposed changes to the call for Coffin Grant to adjust due date for returning applications. It will be helpful to faculty, when human subjects are concerned that the deadline not be earlier than _________.

On both Coffin Grants and Summer Stipends, adding a sentence that the committee will let faculty know results by the last Friday on January, is being suggested. Also, adding: Incomplete applications will not be considered.

A vote will be requested at next month's meeting to change the summer stipend wording and procedures, where Summer stipends will be available to all faculty (not just those who are teaching summer courses), leveling the playing field making these grants available to all colleges. We will be leaving the present wording that gives preference to tenure track, or seed money for larger projects.

A change to the "Call for nominations" for the Larson Award was proposed: “former students” to “alumni.”

Suggested changes for the Bent/Larsen/Trachtenberg guidelines for nominators: to include a new document as an appendix to the call, that would create a more even playing field for the nominee and easier for the committee to weigh, additionally a suggestion that if the nominator is not a faculty person, he/she should consult a faculty person. These changes will be brought to a Faculty Senate vote at next month's meeting.

NOMINATIONS FOR OFFICERS: general senate elections are in April. Elections for officers are in May. Warren Haston will be collecting the names and bringing the names of officer nominees to the Senate for vote.

Chair/Vice Chair/Secretary

Student Affairs Report – and MAPP proposals

- Graduate work independent of a course – Discussion and VOTE -- Total 24, 22 approved, 0 not approved, 2 abstained
- Minimum GPA standards for graduate students - Discussion and VOTE --

Raise graduate GPA minimum from 2.8 to 3.0. Consistent GPA minimums across the colleges are nice, but not necessary. Affected CETA--5 students.

Discussion. This is graduate level. A student is held to the criteria or bulletin published the year that the student enters a contract. New students will come in under these rules. Concern from CETA faculty that this will lead to grade inflation.

Vote: Total: 26, 9 approve, 11 do not approve, 6 abstain
• Academic dismissal of graduate students – Discussion. Proposal to finish program in timely manner. Adding a new Section D, changes current D to E. Committee Chair Read new 17D. IMPORTANT: Senators suggest that the information be included in the bulletin; clear notification of expectation. Vote with note above: Total: 26, Approve: 12, Not approve: 7, Abstain: 4

• Add checkbox on change of curriculum status form to include Minors – Discussion and VOTE Total: 23, Approve: 23

• Section 5 Honesty Appeals Procedure- First Read New MAPP proposal to take back to the faculty in each college. (Attached) Vote next month.

Compensation conversation continued, including possibility of writing a letter to the Regents and/or inviting Chair of the Regents to a senate meeting. Discussion of senate’s goals for this issue. Suggestion to ask for data from administration about executive compensation.

Meeting adjourned 1:40 p.m.

The next meeting of the Faculty Senate will be Tuesday, May 19 and Thursday, May 21, 12:15p.m., to 1:40 p.m., in Hillyer 207.


**MINUTES**  
Faculty Senate  
Tuesday/Thursday April 28 and April 30, 2015 – 12:15-1:40 p.m., Berkman Hall

**Tuesday, April 28, 2015**  
**Attendance:**
**Present:**
A&S: Anne Pidano, Bryan Sinche, Michael Walsh, Bin Zhu  
BARNEY: Deb Kidder, Irina Naoumova, Don Warren  
CETA: Akram Abu-aisheh, Yu Ying  
ENHP: Lisa Zawilinski, Karen Breda, Lucy Richard, Donn Weinholtz  
HARTT: Steve Davis, Warren Haston, Rita Porfiris, Joshua Russell  
HAS: Power Boothe, Jeremiah Patterson  
Hillyer: Robert Churchill, Paula Alderette, Jonathan Daigle  
Staff Association: Ben Ide

**Absent:**
A&S: Susan Grantham, Larry Gould, Erin Striff  
BARNEY: Malek Lashgari  
CETA: Theodore Sawruk, Hemchandra Shertukde  
ENHP: Karen Breda  
Hartt: Peter Woodard  
HAS: Alexandra (Zee) Onuf  
Hillyer: Scott Scribner  

 Guests: Jane Horvath, Maria Marques

**Call to order 12:15 p.m.**

**Approval of Minutes from March 2015 meeting- Discussion and VOTE**
16 approved  
1 abstain

**Curriculum Committee Report – Discussion and VOTE**
16 approved  
1 abstain

**Student Affairs Report—Jeremiah Patterson**

Section 5 Honesty Appeals Procedure- Discussion and VOTE
- Senators received feedback from colleges  
  - 15 approved  
  - 1 not approved  
  - 1 abstain

Section 4 School Closure Proposal- First Read
- Only deals when campus is closed based on emergency needs. This is added to the MAPP.  
  - Changed “faculty” to “instructor,” which may include TAs or other instructors. Also, using “Official university cancellation of classes” to be consistent with other wording. Syllabus needs to say what faculty/instructor will do in these instances. Further discussion on using on-line to cover for these instances, may be needed. Revisions will be made to address the Senate’s input and shared with the colleges before we vote at the May meeting.
Faculty Affairs Report—Power Boothe
Continued discussion about salary data from last month. Senate made decision to have executive committee write a letter to the President, inviting him to help the faculty understand the published data.

Thursday, April 30, 2015
Reconvene 12:15 p.m.

Attendance:
Present:
A&S: Anne Pidano, Bryan Sinche, Erin Striff, Michael Walsh, Bin Zhu
BARNEY: Deb Kidder, Irina Naoumova, Don Warren
CETA: Hemchandra Shertukde, Yu Ying
ENHP: Karen Breda, Lucy Richard, Donn Weinholtz, Lisa Zawilinski
HARTT: Steve Davis, Warren Haston, Rita Porfiris, Joshua Russell, Peter Woodard
HAS: Power Boothe, Alexandra (Zee) Onuf
Hillyer: Robert Churchill, Jonathan Daigle, Scott Scribner
Staff Association: Ben Ide
SGA: Gary Beaumont

Absent:
A&S: Susan Grantham, Larry Gould
BARNEY: Malek Lashgari
CETA: Akram Abu-aishheh, Theodore Sawruk
ENHP:
HAS: Jeremiah Patterson
Hillyer: Paula Alderette

Guests: Walter Harrison, Chuck Colarulli, Lou Manzione, R.J. McGivney, Jane Horvath, Maria Marques

President’s Report – Walt Harrison
Where does the university stand? What are we going to do next year? At mid-night April 30, admissions numbers were running 160 over last year. Hartt & Art are running about even, the other 5 colleges are running better than last year. This is the first year since the great recession that we have gone ahead of the previous year. We are starting to come back; we are confident that it will continue.

The University is in the process of taking a proposal to the board to refinance $50M. Interest rates are very low right now, and issue bonds cannot be redeemed until a specific year; the date is soon approaching. We can get a much lower rate. We can use it to supplement our students’ tuitions, our faculty/staff pay (Financing the 3rd year strategic plan for faculty), etc. In two years, the president will be leaving. He said that there is a commission looking at how to do this.

We are well on way to achieving our $10M endowment for financial aid, the library project, etc. The President is confident that in the next few years we will be able to do some of investing in people, the campus and retaining and supporting our students.

Senators questioned if we have data on “why students leave.” The President remarked that until recently, we have not had data. Nichole in the Provost's office is now working on gathering data for our use. We have found that at an “exit interview,” the answer given for leaving the university is not a reliable answer.

Provost’s Report- Chuck Colarulli and R.J. McGivney—Strategic Plan Goal 1
Chuck— “challenge and support students in a vibrant educational environment that integrates disciplinary focus, broad knowledge of the wider world, and exposure to experiences that prepare students for career success and personal development.”

History: Solutions teams have developed a plan for the undergraduate program to include high impact practices (HIPs) and essential learning outcomes (ELOs).

The solution teams have been working with faculty all year gathering information (asking programs to compete a series of grids) describing current HIPs. In addition, they have had 3 workshops this spring, on 1st year experience, final year experience, and then the middle years.

This year’s progress will culminate in a curriculum festival, held after the semester ends.

Lou Manzione, Dean of CETA—Strategic Plan Goal 2
Goal 2 addresses strategic partnerships and career readiness. A major development has been to name a new Director of Strategic Partnerships, who is Lynn Baronas formerly affiliated with the Career Office and Institutional Advancement.

Recent activity has involved meetings with key partners regarding what makes for a strong and mutually beneficial partnership. There was clear indication from a variety of partners (arts organizations to industrials) that commitment of the University to the partnership is a key metric of success. Partners invest considerable time and energy into University relationships. Partners agreed that faculty play a key role in the success of partnerships and several partners indicated that University of Hartford faculty assured that their students delivered on commitments. There are also important opportunities for faculty development in this Strategic Goal. Many of our partners emphasized that access to expertise of University faculty is a strong incentive for them to engage with the University. Partners also help us to stay at the leading edge of our fields, yet they do not seek to influence curriculum.

Finally, this goal goes well beyond internships and group projects. Exposing students to their professions helps to build career ready skills at all levels from mock interviews, to visits of practitioners to classrooms, to discussions with hiring managers of what they look for in a candidate. The next deliverable for this team is to fill out the infrastructure in the schools and colleges so that we can grow partnerships and drive them to strategic levels of effectiveness.

R.J. McGivney—Dean of University Programs – Strategic Plan Goal 3
Goal 3 focuses on a combination of new on-line, low-res, and other graduate program. Implementation started 1 year ago last month. R.J. praised the senate for being quick to respond to that request. One of the current programs that will hopefully be going on-line soon is a Masters in Special Education.

Improvements: We now have a link on our home page for University of Hartford on-line, one place to get everything that we offer on-line. Also, there is a working group looking to make the review process for new programs easier and better.

Other goals include more faculty support for teaching, going beyond FCLD’s current role, which is basically to support Blackboard. Looking for funding from the Provost’s office to bring in outside expertise if needed as well for professional development.

Staff Association report—Bed Ide
Ben reported that the Staff Association had its annual review meeting on April 8. The election results: Ben Ide is the new chair. Ben would like to continue as the Senate Representative, applause from senators in response to the news. Submitted report to be included in the minutes:
- Summer Barbeque Picnic: Despite rain, which caused the barbecue to be moved into Konover, there was such good attendance that it turned out to be a fundraiser for the Staff Association.
- Over 300 pounds of food has been collected altogether this year, at the Barbeque and the Thanksgiving Luncheon. It was donated to the Manna Food Pantry of Hands on Hartford.
- Speakers at our meetings included Shane Ciccarelli, Admissions (September); Christopher Lyons and Michael Lovley, Public Safety (October); Steve Morron, Chef at Commons (December); Sebby Sorrentino, IT Help Desk (February); Suzanne Anderson-McNeil and Michael Malone, Invisible Student Network (March).
- Board vacancies were filled on the Budget Advisory Team and Benefits Task Force.
- The organization of a CSA on campus was supported.
- The Staff Association Executive Board was consulted by Public Safety on the subject of arms for some members of Public Safety. This occurred as part of a University-wide consultation on the subject by Public Safety.
- Information on the wellness initiatives sponsored by Human Resources was promoted at our meetings.
- Cards of celebration and/or sympathy were sent to staff members at times of notable events in their lives. This is an established custom in the Staff Association but it is necessarily dependent on the secretary being notified by members of the staff community when these events occur.

Student Government Association (SGA) report—Gary Beaumont
“It has been a pleasure to be the liaison for the Students to the Faculty Senate and I am happy to report that I have been selected to continue next academic year.” Applause followed from the senators showing their support.

- SGA has been working with the provost to create a student “degree audit” program (a Banner Product) that will tell students where they are in their program at any point. The Provost’s office expects to have it available in the next year or two.
- Gary asks that the faculty help spread the word on the SGA academic grants.
- SGA has paid for extended hours of tutoring and extra library hours during finals.

The following slate was submitted to be included in the minutes:

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<tr>
<th>TJ Hebert</th>
<th>President</th>
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<tr>
<td>Kevin Windheuser</td>
<td>Executive Assistant</td>
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<td>Samrana Bertrand</td>
<td>Executive V.P.</td>
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<td>Finance V.P.</td>
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<td>Landle Cheng</td>
<td>Student Affairs V.P.</td>
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<td>Parmeet Bhullar</td>
<td>Academic VP</td>
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<td>Julia Piri</td>
<td>Public Relations</td>
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<td>Gabby Novak</td>
<td>Student Regent</td>
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<td>Alexa Keener</td>
<td>Student Regent</td>
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<td>Brett Marks</td>
<td>Student Alumni</td>
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Awards and Nominations Proposed changes — Anne Pidano
Changes to the “calls” for Vincent Coffin Grants and Summer Stipends were discussed last month and up for approved today. Discussion and VOTE.

20 approved
1 abstain

Jail ‘n Bail discussion
Last year some faculty were very vocal about the insensitivity of this fund-raising effort. Senators reported that they did not hear any concerns this year. Discussion focused on the unintended negative ramifications of the activity. Discussion included a suggestion to draft a letter listing the concerns and some of the possibilities noted at this meeting to send to Development.

Officer Nominations
A viable slate was presented by Senator Warren Haston: Deborah Kidder for Chair, Power Boothe for Vice Chair, and Anne Pidano for Secretary. Voting will be done at the May 21st meeting.

Chair’s notes: Academic calendar. Deans are committed to 40 weeks. Senate Officers will be attending a Dean’s meeting on May 12 to discuss our concerns.

Meeting adjourned 1:40 p.m.

The next meeting of the Faculty Senate will be Tuesday May 19th and Thursday May 21st 12:15p.m., to 1:40 p.m., in Hillyer 207.