

UNIVERSITY SENATE MEETING
April 4, 2016
ROME BALLROOM, Storrs Campus

1. Moderator Clark called to order the regular meeting of the University Senate of April 4, 2016 at 4:02pm
2. Approval of Minutes
Senator Bansal moved acceptance of the 3/7/2016 minutes: Senator von Hammerstein seconded.
Motion to approve passed unanimously.
3. Report of the President (presented by Provost Choi)
Provost Choi reminded the senators that several months ago, the UConn administration began to recruit a Chief Diversity Officer (CDO). This was a key recommendation made by our Diversity Task Force. Reporting directly to the President, the CDO will define, assess, and promote diversity, inclusion and educational and employment opportunities at UConn. The CDO will develop programs to recruit and retain faculty, students, and staff from diverse backgrounds. Through a national search, the person whom we selected is Joelle Murchison. She currently serves as vice president of enterprise diversity and inclusion at The Travelers in Hartford, a company with 30,000 employees. In that role, she is Travelers' chief diversity officer responsible for creating, implementing, and leading the execution of the company's diversity strategy. She'll begin in July.

On Wednesday, the Academic Affairs Committee of the Board made a recommendation to consider closing the Torrington Campus. A combination of factors led them to make this recommendation. Torrington's very small enrollment – there are only 88 full-time students, very low application rates, and a high cost of operating and maintaining the campus. Given the concerns about reductions in state support, we need to make strategic decisions about where we invest. We'll provide a presentation to the Board of Trustees in April.

The provost provided an update on UConn's search for a bookstore operator, which will be concluding in the next few weeks. For our search, a committee of students, faculty, staff and alumni representation evaluated all the proposals received. The committee recommended that UConn negotiate with two finalists, Follett and Barnes and Noble, and choose the operator that most closely meets our needs. One of the most important issues for us and our students is the affordability of academic materials. Both companies have aggressive strategies to provide lower-cost alternatives to students as well as price-matching programs. The President has made a commitment that all of the revenues will be used to support financial aid and student support.

Provost Choi made several other announcements.

Internal grants supporting the Academic Plan. Forty-six grant proposals have been received to support the Academic Plan. Of these 13 are in Arts, Social Sciences and Humanities. We'll convene a group of faculty to serve as reviewers and make award announcements by July 1. Our first round of investments in the Academic Plan is already paying dividends.

Other grants and fellowships. Professor Michael Lynch and his team in the Humanities Institute received a \$5.8M grant from the Templeton Foundation for Public Discourse. Professors Manos Anagnostou, Jon Volin and Chinmoy Ghosh received \$9M for the Eversource Center for Storm Protection. The NSF Graduate Researcher Fellowship Program provides \$138K in stipend and tuition support: 10 of our current and former students received the prestigious fellowships; 21 of our current and former students received honorable mention. This is the highest success rate that we've ever had. The work of Kent Holsinger, Jen Lease Butts, and their team are to be congratulated for their excellent work

Investments in classroom and laboratory technology. In March, Amy Donahue and her team made an investment of almost \$2M in teaching and learning technology. Examples include: Simulation mannequins for Nursing, 3D printers for Engineering, new pianos for Fine Arts, benchtop scanning electron microscopes for Biology, and equipment for high tech classrooms for Waterbury, Stamford and Avery Point. We'll continue to make investments to improve learning experience for our students.

Other honors. Two of our faculty members were selected by Fiat Physica as one of the 9 top female scientists in the world. They include Stormy Chamberlain of the Department of Genetics and Xiaomei Cong of the School of Nursing. Other winners include Jennifer Doudna, UC-Berkeley scientist who discovered the CRISPR technique for editing DNA. This is very exciting for Stormy and Xiaomei.

Provost Choi invited questions on the topics he presented.
There were no questions.

Provost Choi then presented information on Academic Analytics.

Provost Choi also responded to concerns and questions that had previously been raised about Academic Analytics. *To what degree does our administration rely on this company's data sets for the strategic planning mentioned by the company?* Academic Analytics provides uniform data (collected in the same procedures and using the same datasets) across institutions. Academic Analytics is used to determine how we compare to other top programs, including top public research universities and Association of American Universities member universities. There are 60 American universities in the AAU. If UConn were included in that group (N = 61), our rankings using Academic Analytics would be as follows:

- Journal articles/faculty - #60
- Books/faculty - #33
- Research grants/faculty - #56
- Citations/faculty - #59
- Conference proceedings/faculty - #44
- Honorific awards/faculty - #59

For the comparisons, we're using the same datasets that AAU institutions use to determine research productivity. There's work to do to continue to improve our research performance. Going back to the strategic planning issue, our Strategic Plan includes both the Academic Plan and the Master Plan. The goal of the Academic Plan was to make investments to grow trans-

disciplinary research and education: Manufacturing & Materials; Public Discourse; Sustainability; Human Rights; Health & Wellness; Genomics; Brain Science. These investments will help increase our performance in the key metrics. In the final evaluation of the Academic Plan proposals and investments in the Master Plan, Academic Analytics was not used in making final decisions.

Provost Choi addressed other questions that had been raised. *Are support and resource allocation for individual faculty members in any way affected by the analytics data?* Academic Analytics is not used in allocation of teaching loads and lab space assignment or other investments for faculty activities. *Are PTR matters in any way affected?* Academic Analytics is not used in making PTR decisions. *How are these data weighed in comparison to the HuskyDM data we provide?* HuskyDM provides annual performance evaluation. Academic Analytics provides cumulative performance that doesn't include current year activities. Academic Analytics is not used in annual evaluations or merit considerations. *How can faculty members access data provided about their research in order to address incomplete or false information (that could also negatively affect the resource allocation to their department or program)?* Faculty members can request data for comparison of their academic record with the Academic Analytics database, which they may do by contacting Kate Boland in OIRE. *How will the administration address other concerns raised about Academic Analytics, namely that data collection is unreliable, particularly for international or non-English-language publications, citations and grants; book chapters/books/editions are given the same weight; inter-disciplinary journals are not counted?* We'll provide input to Academic Analytics in order to request improvements. *Finally, how can the cost of this contract, which seems to amount to close to half a million dollars, be reconciled with the severe cuts that vital parts of the university, such as the library, have to absorb?* The cost is about \$100K per year. This is the same cost that other universities (top publics and AAU institutions) pay to have access to the benchmark comparisons provided by AA.

Attachment #35

Moderator Clark invited questions from the floor.

Senator Elliott inquired about the level of subscription. Provost Choi clarified that the level of contract allows for data on every faculty member. This allows for planning at all levels within the department.

Senator Jain observed that previous comparisons to AAU found gaps in grad-to-undergrad ratios and research expenditure shortfalls.

In response to questions from Senator Jockusch, Provost Choi clarified that the aggregate data are populated by having identifiers at individual levels and up. He also confirmed that a discussion with the UConn AAUP about including Academic Analytics data in personnel records has not taken place. The data can be requested from department heads.

Senator Nanclares observed that a high percentage of publications in Literature, Culture and Languages (LCL) are international. He notes that this is a very significant portion of data missing. He also shared that a great deal of burden is placed on department heads in working with each faculty member to identify and correct data. Provost Choi acknowledged that Academic Analytics is not the most effective tool for all disciplines. Physics and Engineering are much more standardized. He agreed that international contributions should be counted and the

suggestion will be made to Academic Analytics. He noted that faculty members, by contract, cannot view the data directly. He suggested department heads may work with Kate Boland at OIRE.

Senator Beall commented that UConn is committed to AAU membership and that Academic Analytics may be a part of the process in keeping with that goal. He noted concerns about trying to emulate certain programs' disciplines that may not perform at high levels. Provost Choi agreed that the metrics that are important to AAU are important to all research universities. The data are looked at as aggregate and are meant to increase productivity at this university.

Senator von Hammerstein agreed that it is important to have an understanding of faculty productivity and a comparison to other universities. She echoed the comments shared by Senator Nanclares about the importance of including international publications. She also stressed the importance of including book chapters. Provost Choi noted that Academic Analytics has been accommodating and these comments and requests will be shared with them.

Senator Jockusch asked Provost Choi to share some positive examples of using the data from Academic Analytics. Provost Choi replied that it is an effective way for departments to improve production and it can identify specific hiring needs.

Senator Desai commented that the university is making strides in emphasizing diversity. Diversity comes in many forms and it may seem contradictory to measure only against STEM disciplines. Provost Choi reiterated that Academic Analytics is only one set of data; it is not a comprehensive set of data.

4. Report of the Senate Executive Committee (presented by SEC Member Mark Boyer)

Attachment #36

Following the report, Moderator Clark invited questions from the floor.
There were no questions.

5. Report of the General Education Assessment Task Force (presented by Jon Gajewski)

Senate Curricula and Course Chair Pam Bedore offered a brief history of the General Education Task Force. She shared that the committee has submitted a draft of their final report to the Senate C&C. The Senate C&C will forward the draft report to the Senate Executive Committee before distribution to the full Senate. Senator Bedore introduced Jon Gajewski, chair of the General Education Assessment Task Force.

Professor Gajewski presented highlights of the committee's findings and recommendations.

Attachment #37

Following the report, Moderator Clark invited questions from the floor.

Senator Beall inquired if adding a basic computer coding literacy competency had been considered. Prof. Gajewski noted that a number of topics were included in the surveys; however, a coding competency was not specifically identified by survey respondents.

Senator Hertel asked if there was any conversation about making the general education program more clear to certain groups, such as veterans or community college transfer students. Prof. Gajewski stated that the full report includes a variety of topics that were considered, this issue among them. There was a specific focus group for veterans.

Senator Bansal asked if recent alumni seemed to have an appreciation for the general education program. Prof. Gajewski replied in the affirmative.

Senator Freake asked if there had been work done in the area of course mapping. Prof. Gajewski replied that this information is included in the report.

6. New Business

Senator Darre presented the following motion:

I move that the Senate, on behalf of the faculty and staff, congratulate our Women's Basketball team for their historical winning of another Final Four and representing our university so well at the national level. We wish them all the best in the National Championship.

**The Senate responded with applause. Senator Jain seconded the motion.
Prior to adjournment the Senate voted unanimously to pass the motion.**

7. Report of the Nominating Committee

Attachment #38

Senator Hubbard presented the 2016/2017 standing committee membership slate. She also thanked the members of the Nominating Committee for their work this year. She acknowledged Terri Dominguez as the incoming committee chair and Cheryl Galli for her work on behalf on the committee.

8. Annual Report on the Center Excellence in Teaching & Learning (presented by Peter Diplock)

Attachment #39

Following the report, Moderator Clark invited questions from the floor.
There were no questions.

9. Adjournment

Senator Hubbard moved adjournment of the meeting; Senator von Hammerstein seconded.
The meeting was adjourned at 5:25 pm.

Respectfully submitted,

Thomas Lawrence Long
Associate Professor in Residence
School of Nursing
Secretary of the University Senate

The following members were absent from the April 4, 2016 meeting:

Accorsi, Michael	English, Gary	Renfro, James
Agwunobi, Andrew	Fernandez, Maria-Luz	Rios, Diana
Aindow, Mark	Gordon, Lewis	Roccoberton, Bartolo
Aneskievich, Brian	Guillard, Karl	Sanchez, Lisa
Atkinson-Palombo, Carol	Herbst, Susan	Sanner, Kathleen
Bedard, Martha	Jepson, Patricia	Scruggs, Lyle
Bellini, Sandra	Kendig, Tysen	Silbart, Lawrence
Benson, David	Langer, Austin	Simsek, Zeki
Bontly, Thomas	Lavoie, Dustin	Sponzo, Stephanie
Boylan, Alexis	Lim, Timothy	Teitelbaum, Jeremy
Bradford, Michael	Locust, Wayne	Tilton, Robert
Bramble, Pamela	Makowsky, Veronica	Wagner, David
Brown, Stuart	Martinez, Samuel	Wang, George
Bull, Nancy	Mellone, Barbara	Wei, Mei
Cetegen, Baki	Meyer, Judith	Werkmeister-Rozas, Lisa
Cobb, Casey	Nair, Suresh	Weidemann, Gregory
Coundouriotis, Eleni	Nunnally, Shayla	Wilson, Suzanne
Deibler, Cora Lynn	Pancak, Katherine	Wogenstein, Sebastian
Dey, Dipak	Patelunas, Tony	Yelin, Susanne
DiGrazia, Lauren	Reis, Sally	Zack, John

Report of the Senate Executive Committee
To the University Senate
April 4, 2016

Good Afternoon,

The Senate Executive Committee has met twice since the last Senate meeting. Additionally, we met privately with President Herbst and Provost Choi in separate meetings.

In our meeting with committee chairs, we learned that the General Education Oversight Committee (GEOC) has faced challenges in their course realignment project this year. They are currently working with the specific departments, schools and colleges to improve response to their realignment documentation requests. We will hear more on this subject at our next SEC/Chairs meeting later this month.

On April 13, 2015 the SEC charge the Senate Curricula & Courses Committee performing a holistic assessment of the General Education program at UConn. A task force was formed and has been led by Jon Gajewski. The Senate Curricula and Courses committee has received the draft of the final report. Today, we will hear some highlights of that report from the task force chair, Jon Gajewski. The full report will become available in the coming weeks. The SEC wishes to thank Dr. Gajewski for his leadership on this project and extends gratitude to the members of the task force for their time and thoughtful consideration.

Our next Senate meeting will be held on Monday, May 2. In keeping with agreed practice, as this meeting will fall during finals week, we will not present any motions that may impact students.

Respectfully Submitted,

Mark Boyer, Member
Senate Executive Committee

Report of the General Education Assessment Task Force

April 4, 2016

Charge from Senate Executive Committee

- To what degree are **the goals of the General Education program** being met?
- What is the long term impact of the General Education program?
- Are the current goals for General Education program appropriate for the 21st century university? Are revisions in goals needed?
- Do the content areas as currently constructed meet the needs of our evolving society? Are there content areas within GER which need to be revised, deleted and/or content areas to be added?

Goal of General Education Program

- “To ensure that all University of Connecticut undergraduate students
 - become articulate and acquire
 - intellectual breadth and versatility,
 - critical judgment,
 - moral sensitivity,
 - awareness of their era and society,
 - consciousness of the diversity of human culture and experience, and
 - a working understanding of the processes by which they can continue to acquire and use knowledge.”

(1985 Ad hoc committee on General Education.)

Activities of the Task Force

- Review of existing assessments
- Review of peer and aspirant General Education goals and requirements
- Focus groups of current students, faculty and staff advisors
- Online surveys of current students (n=756), recent alumni (n=683) and faculty (n=303) via Qualtrics

Findings

- More information is required to determine directly to what degree goals are being met.
- The goals of general education as stated are largely unfamiliar to the university community.
- Some goals may require clarification:
 - “Become articulate”: does this include oral communication? Should it?
 - “Moral sensitivity”: many expressed confusion about intention
- If requirements are changed, many favor:
 - Strengthened communication requirement: speaking and civility
 - Financial Literacy

Recommendations

- Restart four-phase plan for assessment of Content Areas initiated by GEOC in 2008-2009.
- Form standing committee or council dedicated to assessment across the university, include assessment of General Education
- Council would share expertise, information and resources in assessment effort
 - Office of the Provost, Office of Institutional Research and Effectiveness, Center for Excellence in Teaching and Learning, Registrar, USG Academic Affairs and others.

Recommendations

- University must advocate for importance and value of General Education to all stake holders
- We recommend that there be a single landing site webpage with up-to-date information for
 - Current and prospective students
 - Parents
 - Faculty and staff advisors
 - General education instructors

Membership

Amvrossios C. Bagtzoglou (School of Engineering)
Alexis L. Boylan (School of Fine Arts)
Sandra Bushmich (College of Agriculture, Health and Natural Resources)
Mark DeAngelis (School of Business)
Fahima Dirir (undergraduate student, CLAS)
Jon Gajewski (Chair, College of Liberal Arts and Sciences)
Jennifer Giroto (School of Pharmacy)
Katrina Higgins (University Director of Advising)
Jim Hill (Academic Center for Exploratory Students)
Paula McCauley (School of Nursing)
Tom Scheinfeldt (DM&D, School of Fine Arts)
Jaci VanHeest (Neag School of Education)

Assistant: Susan Dulong Langley, courtesy of Office of the Provost

Report of the Senate Nominating Committee
University Senate Nominating Committee
 2016-2017 Standing Committee Membership
 April 4, 2016

University Budget

*Atkinson-Palombo, Carol-CHAIR
 *Bansal, Rajeev
 *Batt, Steven
 Brightly, Angela
 *Bull, Nancy
 *Coundouriotis, Eleni
 *Dennis, Kelly
 *Loturco, Joe
 *Mannheim, Philip
 Marsden, James
 Martin, Jeanne
 *McCauley, Paula
 *McCutcheon, Jeffrey
 *Nair, Suresh
 O'Brien, Corey
 *Simsek, Zeki
 Stolzenberg, Daniel
 Thorpe, Judith

Curricula & Courses

*Darre, Michael-CHAIR
 Buck, Marianne
 Hanink, Dean
 Labadorf, Kathleen
 *McManus, George
 O'Donoghue, Maria Ana
 *Ouimette, David
 Park, Steven
 *Schultz, Eric (ex-officio)
 *Wilson, Suzanne

Diversity

*Fernandez, Maria Luz-CHAIR
 *Boylan, Alexis
 *Bushmich, Sandra
 *Cobb, Casey
 Fairfield, Alice
 *Heath-Johnston, Pamela
 Hughey, Matthew
 *Irizarry, Guillermo
 *Pane, Lisa
 Price, Willena
 Salorio, Eugene
 Schipani, Pamela
 Stephens, Robert
 Thurmand, Charmane
 Tzingounis, Anastasios
 Ulloa, Susana
 *Werkmeister-Rozas, Lisa
 *Zack, John

Enrollment

*Faustman, Cameron-CHAIR
 Bradford, Michael
 *Clark, Christopher
 *Deibler, Cora Lynn
 Fuerst, Nathan
 Gorbants, Eva
 Martinez, Samuel
 Ndiaye, Mansour
 Nelson, Brandy
 Richardson, Wendi
 *Rios, Diana
 Rockwood, Brian
 *Wogenstein, Sebastian
 Ulloa, Susana

Growth & Development

*Bird, Robert-CHAIR
 *Benson, David
 Borden, Tracie
 Bouquot, Greg
 Ferron, Nick
 *Graf, Joerg
 *Gordina, Maria
 Jain, Faquir
 *Judge, Michelle
 *Lewis, Louise
 Lin, Carolyn
 Lin, Min
 Moiseff, Andrew
 Perras, Kylene
 *Schwab, Kristin
 *Scruggs, Lyle

Faculty Standards


*Beall, JC-CHAIR
 *Bellini, Sandra
~~*Bramble, Pam~~
 Britner, Preston
 *Clausen, Jack
 *Fernandez, Maria-Luz
 *Fischl, Michael
 *Gordon, Lewis
 *Jockusch, Elizabeth
 Murrar, Brandon
 Punj, Girish
 *Siegler, Del
 *Wei, Mei
 Wanjera, Osundwa
 Woulfin, Sarah

Scholastic Standards

*Freake, Hedley-CHAIR
*Aneskievich, Brian
*Bresciano, Karen
*Brown, Stuart
Clokey, David
Coulter, Robin
Cowan, Susanna
Crivello, Joe
DiGrazia, Lauren
*Fitch, Holly
*Gramling, Larry
Higgins, Katrina
Livingston, Jill
Skoog, Annelie
*Spiggle, Susan
Stuart, Gina
Tripp, Ellen
*Wagner, David

Student Welfare

*Bresicano, Karen-CHAIR
Fuller, Kate
*Gianutsos, Gerry
Gogarten, Peter
*Guillard, Karl
*Jepson, Patricia
Kennedy, Kelly
Mason, Erin
Mrotek, David
Ortega, Morty
Reel, Shelly
Tilton, Robert
*Van Heest, Jaci
*Wilson, Christine



Center for Excellence in Teaching and Learning (cetl.uconn.edu)

eCampus
(ecampus.uconn.edu)

Summer and Winter Programs
(summer.uconn.edu)

Writing Center
(writingcenter.uconn.edu)

qCenter
(qcenter.uconn.edu)

Office of Early College Programs
(oecp.uconn.edu)

Peter Diplock, Assistant Vice Provost CETL

FOR FACULTY

**FOR DEANS AND
DEPARTMENT HEADS**

**FOR TEACHING
ASSISTANTS**

ADVANCING EDUCATION THROUGH PROGRAMS THAT SUPPORT TEACHING EXCELLENCE



Upcoming Events

Teaching Tips

Faculty Development

- Provost's mini-grants
 - 90 proposals, 27 funded from 21 different departments
 - Total funds distributed--\$125,000
 - Award winners <http://cetl/uconn.edu/grants>
- Expanding resources that support and inform effective teaching and learning
 - Increased number and type of workshops (e.g. teaching innovation showcase, Mayday immersive)
 - Embracing more effective ways to support and sustain faculty teaching and learning communities of practice
 - Continued integration of instructional design and educational technologies to support excellence and innovation
 - Faculty observations, consultations, formative assessment
- Teaching Assistant Programs
 - Collaboration with Neag faculty and the Graduate School to enhance support for TA excellence in teaching

A class by any other name

In-Person

Web-Enhanced

Online

Hybrid/Blended

Flipped

Synchronous

Asynchronous

eCampus

- Support UConn faculty in development of effective online and blended courses
- Continued focus on high demand undergraduate courses predominantly summer/winter, and graduate programs (degrees and certificates)
- More than 300 online courses
- Rapidly growing faculty interest in flexible course modalities (flipped, blended/hybrid, strategies to optimize synchronous learning with asynchronous learning)
- Supported development of 30 new UG courses, 34 Grad courses, and more than a dozen flipped and blended courses this past year
- 'Exploring Online Learning' course (130 faculty)

Supporting Faculty Development

The screenshot shows a Blackboard LMS interface. On the left is a navigation menu with sections: 'GETTING STARTED' (Home, Course Orientation, Syllabus, Course Schedule, Announcements), 'CONTENT & ACTIVITIES' (Learning Modules, Discussion Board, Assignments, Quizzes and Survey, Journals, Email (UConn), My Grades), 'RESOURCES' (Help, Library Resources), and 'COURSE MANAGEMENT' (Control Panel, Content Collection, Course Tools, Evaluation). The main content area is titled 'Home' and shows the course title 'Exploring Online Learning' with the subtitle 'An Introduction to Teaching Online'. Below this is the UConn logo and the text 'Center for Excellence in Teaching and Learning'. A 'Welcome!' section contains a paragraph about modeling best practices and a list of menu items: Home, Course Orientation (highlighted with an orange arrow), Syllabus, and Course Schedule. A 'Notices' section at the bottom contains three lines of text: 'This course was developed by the Instructional Design and Development team @ UConn eCampus.', 'CC license: Attribution, Noncommercial, Share-alike', and 'This course has not been designed for use with mobile devices.'

Online Degree Programs

Degrees (Online)

- M.S. Accounting (BUSN)--#2 USNWR
- M.A. Survey Research (CLAS)

Degrees (Blended/Low Residency)

- M.S. Nursing (Neonatal Acute Care) (NURS)
- M.A. Educational Technology (Neag)
- M.A. Gifted and Talented Education (Neag)
- M.S. Human Resource Management (BUSN)

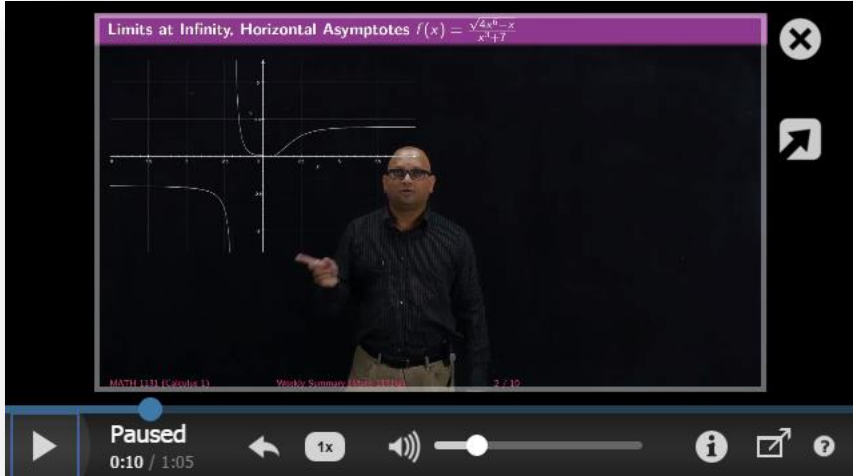
Online Graduate Certificates

- **Exercise Prescription (CAHNR)**
- **Pain Management (Nursing)**
- **Power Engineering (Engineering)**
- **Global Financial Risk Management (Business)**
- **Special Education Transitions to Adulthood (Neag)**
- Survey Research (CLAS)
- Geographic Information Systems (CLAS)
- Nonprofit Management (CLAS)
- Puppet Arts (Fine Arts)
- Digital Media (Fine Arts)
- Arts Administration (Fine Arts)
- Accounting (Business)
- Human Resource Management (Business)
- Sustainable Environmental Management & Planning (CAHNR)
- Occupational Safety and Health (CAHNR)
- Disability Studies (Public Health)
- Post-Secondary Disability Services (Neag)
- Gifted Education and Talent Development (Neag)
- Program Evaluation (Neag)
- Diversity and Leadership in Sport Management (Neag)
- School Law (Neag)
- Holistic Nursing (NURS)
- Inter-professional Healthcare Education (NURS)

Educational Technologies



UCONN LIGHTBOARD



Blackboard



25,000 active users
28 Million Page Views
5000 + active sites per semester

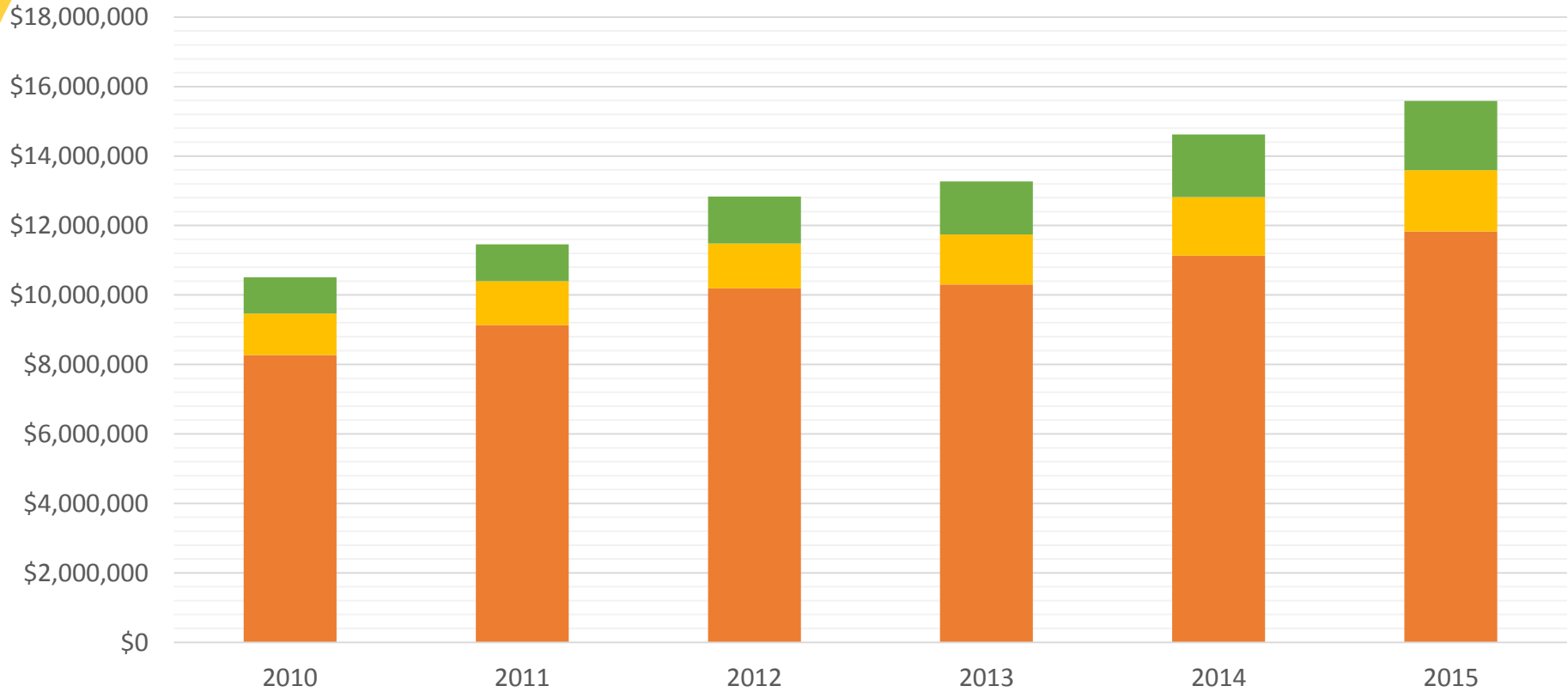


Continuous Learning & Engaged Scholarship



Summer-May-Winter Revenue 2010-2015

SummerRev MayRev WinterRev



Summer/Winter: by the numbers

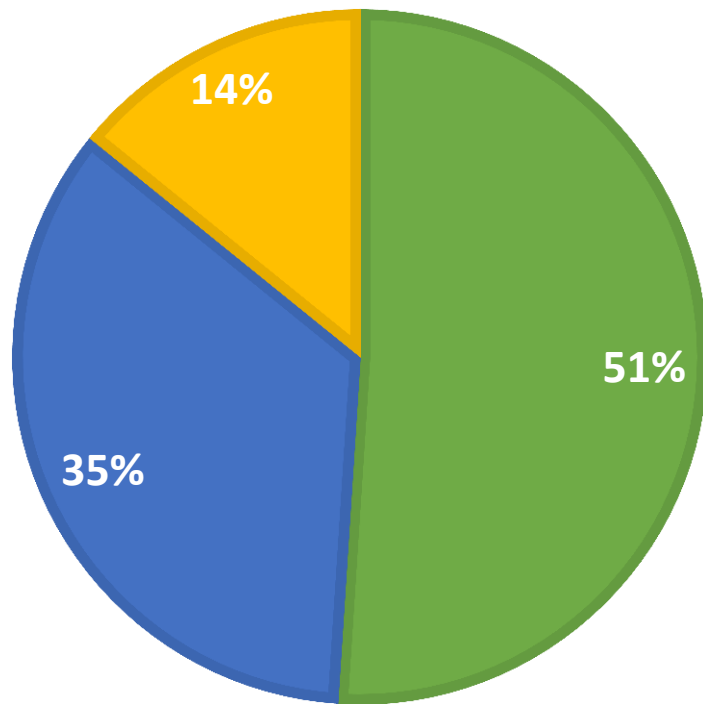
- Changing enrollment patterns
 - In 2010 84% summer enrollments in-person, 16% online
 - In 2015 58% summer enrollments in-person, 42% online
 - In 2010 88% winter enrollments in-person, 12% online
 - In 2015 42% winter enrollments in-person, 58% online
- Actual enrollments vs. capacity (available seats)
 - In-person available seats (capacity) has decreased by 30% over five years (~10,000), fill rate of in-person classes is at 55%
 - On-line available seats (capacity) has increased by 325% over five years (~4000), fill rate of online classes is at 85%

Preferred Mode for Summer 15/16 - A - 278

(Post-Summer Survey 9/15)

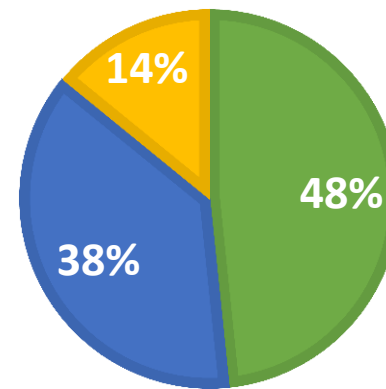
ALL STUDENTS

■ In Person ■ Online ■ Hybrid



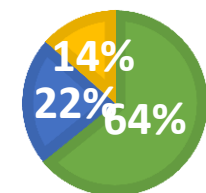
CONTINUING STUDENTS

■ In Person ■ Online ■ Hybrid



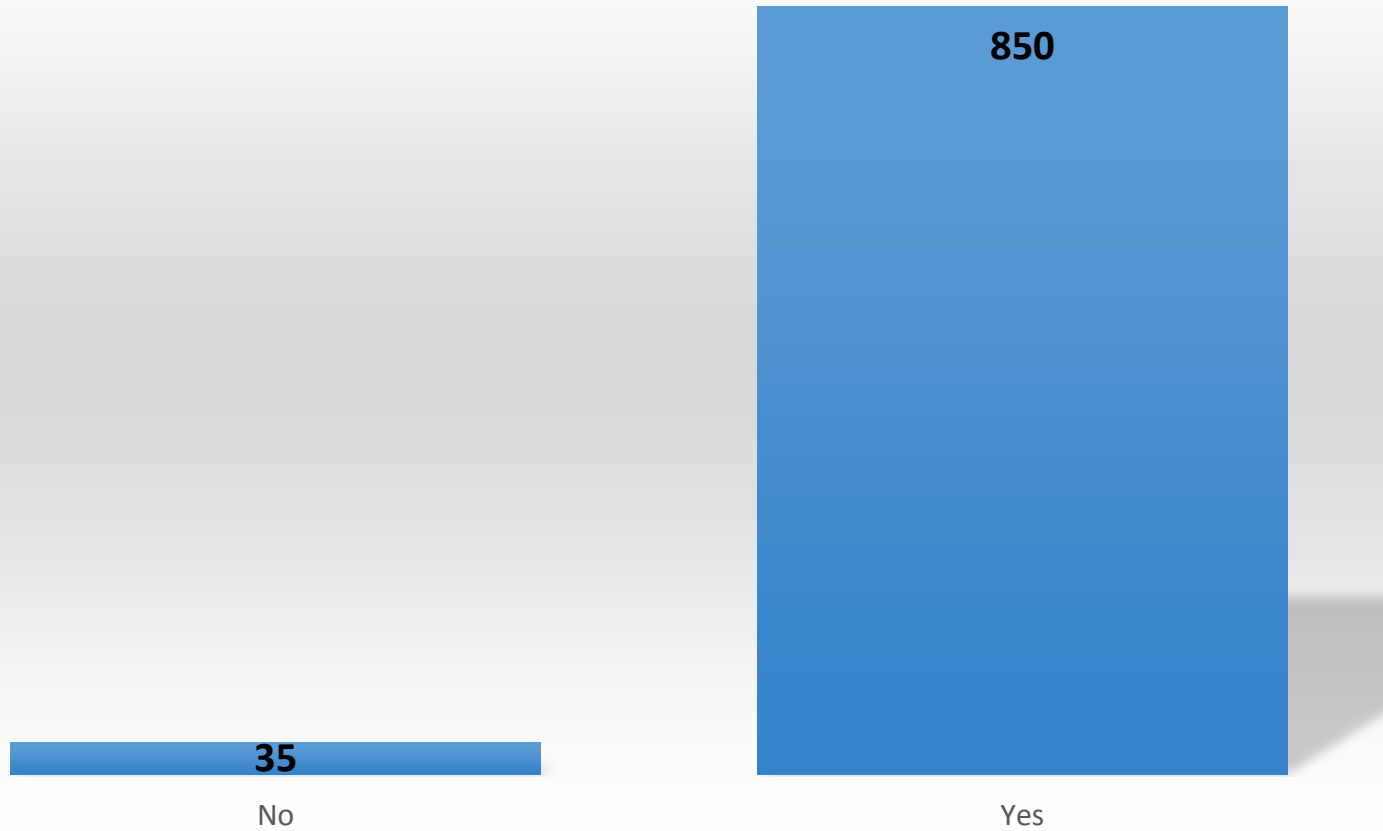
VISITING

■ In Person ■ Online ■ Hybrid



Success in finding courses?

Were you able to sign up for the course(s) you wanted?



Writing Center

- Fall 2015: **2497** individualized, 45-minute appointments
- All tutors take a practicum course and get faculty mentoring
- Student ratings of tutorial quality remain excellent
 - 95% rate tutorials as good or excellent
 - 97% plan to return
- Continue to work with FYE to support the writing dimension of its curriculum and give first-year students an early encounter with our center
 - Because that program has become so large, we piloted a new approach in Fall 2015 that had our tutors visiting FYE classes to orchestrate peer review. Allowed us to reach an additional 741 students
- Continue to partner with Athletics to supply their writing tutoring

Writing Center

- Continue to offer full-day W Teaching Orientations each August and January and 2 lunchtime workshops on teaching writing in the disciplines each semester
- 900+ faculty, graduate TAs and adjuncts have attended at least one Writing Center faculty workshop or orientation since 2007
- Continue to support first-generation college students through CAP/SSS partnership: Writing Fellows embedded in First-Year Writing sections populated with first-generation students
- Piloting a similar Writing Fellows program that serves international students enrolled in First-Year Writing in Spring 2016
- Continuing to partner with CT public schools to help them launch peer writing centers; continue to host successful annual conference
- Support graduate student writers with individualized tutorials, writing retreats, workshops, dissertation bootcamps
- Individual faculty consultations

Testing Center

- 2nd year of operation—utilized year round
- > **10,000** exams administered each semester
- (BIOL, PNB, MCB, PSYC, AH, ANTH, NRE, NURS, PHIL, SLHS)
- Collaborate with Center for Students with Disabilities (CSD) and Office of Honors and Enrichment Programs (MCAT Training Sessions)
- **MCAT exams to be offered at the Testing Center beginning Summer 2016**

Q Center

- Peer-to-peer, drop-in tutoring
 - The Q Center handled 11591 visits in Fall 2015 and 7946 visits in Spring 2015 for a grand total of 17799 visits. In addition we had 347 visits in Summer 2015.
 - In Fall 2015, a total of 2102 individual students used our services at a rate of about 5.51 visits per student. Most visits were in Mathematics.
 - Demographic distribution of visitors (Spring 2016):
 - 49.7% Female - 49.0% Male - 1.3% Other
 - 10.8% Hispanic/Latino origin - 79.3% non-Hispanic origin - 9.89% Other.
 - 59.1% White - 17.2% Asian - 13.6% Black/African American - 10.1% Other
- Review sessions and workshops led by GAs
 - Review sessions in Fall 2015: 32 with a total of 1087 attendees.
 - Review sessions in Spring 2016: 28 scheduled with a total of 491 attendees (as of 3/24.)
 - Training workshops for tutors 20 in Fall 2015, and 21 in Spring 2016.

Early College Experience

- UConn Early College Experience (UConn ECE) affords Connecticut high school students the opportunity to take UConn courses at their high school
- **Instructors are certified by the department** at UConn based on academic standards
- Students earn UConn credits on a UConn transcript
- **UConn ECE is the oldest** concurrent enrollment program in the Nation, celebrating **60 years of community engagement**
- **Supporting Faculty Development**
 - over **200 hours** of professional development annually for ECE Faculty
 - Every department offers at least one day-long workshop to strengthen professional connections and ensure course quality
 - **UConn ECE hosts many three-day summer institutes** for ECE Faculty for a deeper, richer experience

ECE by the numbers

- **5 Schools & Colleges** (Agriculture & Natural Resources, Engineering, Fine Arts, Liberal Arts & Sciences, School of Education)
- **30 Departments** (Allied Health, American Studies, Art, Biology, Chemistry, Civil & Environ Engineering, Classics, Digital Media Design, Economics, Ed. Leadership, English, French, HDFS, American History, European History, Horticulture, Human Rights, Italian, Latin American Studies, Marine Science, Maritime Studies, Mathematics, Music, Natural Resources & Environment, Philosophy, Physics, Plant Science, Soil Science, Spanish, Statistics)
- **66 Courses** (49 1000-level, 5 2000-level, 12 3000-level)
- **10,764 Students = 67,214 Credits**
- **175 CT High School Partners**



Pre-College Summer

(non-credit academic program)

- Summer 2016 ~ Third year of programming (est. 300 students) four x one-week options
- One-week residential academic experience for high school juniors & seniors
- UConn Faculty offering diverse academic experiences (Pre-Med, Forensic Science, Medical Anthropology, Outdoor Leadership, Sports Medicine, Creative Writing, Sociology, Dramatic Arts, and many more)
- Extra student workshops to explore diverse student interests (ROTC Orienteering, Selecting a Major, Admissions Panel, Civility & Cultural Awareness, Applying to College)

Upcoming Events

- **April 25th** President's Series on Teaching Excellence (4:00 – 5:00 pm) Conover Auditorium Dodd Center Keynote by Shareen Hertel---Made to Care: Creating Community in the Classroom (wine and cheese reception to follow)
- **April 26th** University Teaching Awards (4:00 – 6:00) Alumni House (wine and cheese reception)
- **May 16th** Mayday Teaching Excellence Immersive (9:00 – 3:00) Rowe Building

Center for Excellence in Teaching and Learning (cetl.uconn.edu)

Peter Diplock, Assistant Vice Provost CETL