

UNIVERSITY SENATE MEETING
February 6, 2017
ROME BALLROOM, Storrs Campus

1. Moderator Clark called to order the regular meeting of the University Senate of February 6, 2017 at 4:00 pm.
2. Approval of Minutes of December 5, 2016.
Moderator Clark announced an addition to **6b, Motion to add Environmental Literacy to General Education Requirements at UConn**. Following paragraph 4, add: **Senator von Hammerstein: supports environmental literacy, but also advises that any addition to Gen Ed requirements impacts the entire system of requirements and therefore needs to be carefully considered by GEOC.**

Motion to accept minutes as amended by Senator Bramble; seconded by Senator Darre; approved unanimously.

3. Report of the President

Presented by Interim Provost Jeremy Teitelbaum

- Interim Provost Teitelbaum shared that there are no updates to report following the President Herbst's statement on the Trump administration's executive order concerning an immigrant travel ban issued last week.
- Governor Malloy is scheduled to present his budget on Wednesday, February 8. The University has been planning for a 10% cut to its block grant. President Herbst has shared that there will be opportunities to join her and senior administration in making a case for UConn funding during the legislative session.
- A Barnes & Noble bookstore will open on the Hartford Campus in August. The 11 thousand square foot store will include a Starbucks Coffee shop.
- An agreement has been reached regarding the "Faculty Row" houses. UConn will maintain two of the nine houses and the rest are scheduled for demolition. Four of the structures are on an accelerated demolition schedule.

Moderator Clark invited questions from the floor.

Senator McCutcheon referred to the \$3.5 million contract buyout for former head football coach Bob Diaco when asking for a comment as to the President's position and on the source of the funds. Neither President Herbst nor Athletic Director Benedict were present at this meeting to comment.

4. Report of the Senate Executive Committee
Presented by SEC Chair Mark Boyer

Attachment #30

Moderator Clark invited questions from the floor.

Senator Mannheim asked about the fall schedule (specifically if there will be provisions for no exams or homework in 8th week, as well as a delay in the start of semester). Senator McCutcheon asked if the Bob Diaco contract buyout was discussed by the SEC with President Herbst. Senator Boyer said it was not. Senator McCutcheon asked that this topic be discussed with the President.

5. Consent Agenda

Nominating Committee Report: passed unanimously

Attachment #31

Curricula and Courses Committee

Attachment #32

Senate C&C Chair Mike Darre was called upon to indicate a change on the report.

MUSI 1116. Small ensemble

One credit. Two laboratory periods. Prerequisite: Open only with consent of instructor. May be repeated for ~~a total of three~~ credits. Students may register for two or more sections concurrently with consent of instructors. As a requirement for credit, the student must participate in MUSI 1110, 1111, or 1112.

Small ensemble music under the direction of a conductor. Preparation and presentation of concerts.

Senator Gogarten commented that both COMM 1993 and COMM 2993 have the same description and asked if this was intentional. Senator Schultz confirmed that the Communications Department has structured the course descriptions in this way to allow more flexibility for students studying abroad.

Senator Gogarten also commented on Item I.G (MCB 2893) noting that “consent of Associate Department Head for Undergraduate Research and Education required” may be difficult to understand. He suggested that it should read “MCB Associate Department Head... .” Senator Schultz offered to pass the comments along to the department and clarified that the Senate does not have authority to make that change to the catalog copy.

Senator Brown asked when these changes take effect and if the changes to existing courses can be applied retroactively. Senator Schultz replied that the course changes are effective as soon as approved by the University Senate. They cannot be applied retroactively.

The Senate Curricula and Courses report passed unanimously.

6. Annual Reports from Academic Affairs

- Undergraduate Education and Instruction
By Sally Reis, Vice Provost for Academic Affairs

Attachments #33-34

- Honors Program
By Jennifer Lease-Butts, Assistant Vice Provost for Enrichment Programs, Director of the Honors Program

Attachments #35-36

- Institute for Student Success

By Maria Martinez, Assistant Vice Provost for Student Success

Attachment #37

- Center for Teaching and Learning
By Peter Diplock, Assistant Vice Provost for Excellence in Teaching and Learning
Attachment #38
- Center for Career Development
By Nancy Bilmes, Director, Center for Career Development
Attachment #39

Moderator Clark invited questions from the floor.

Senator Darre asked Dr. Diplock about the summer program. Dr. Diplock replied that four one-week sessions are offered at a rate of \$1800 per week. The courses are taught by UConn faculty. Any excess funds go back to the Provost's Office. CETL works with department heads and individual faculty for course ideas and staffing.

Senator Mannheim referred to CCD and ACES when asking how many incoming freshman have committed to a particular major. Vice Provost Reis shared that there are about 800 ACES students this year, and that number is expected to be at about 680 next year. She further shared that CCD generally works with students who have already decided on a career path. Senator Mannheim asked about students' degree of mobility between schools/colleges when they switch majors. VP Reis noted that the data are tracked through OIRE. About 60-70% change their career path but stay within the same major. Senator Mannheim inquired about the possibility of students concentrating on general education requirements only during their freshman year. VP Reis noted that this is something the General Education Assessment Task Force looked at because this is their area. Senator Mannheim shared that one of the challenges in Physics centers on advising. Students may have been well advised in ACES but not prepared when they elect Physics as their major. VP Reis agreed that advising is an issue. She noted the central advising office through CETL was created to work on a better advising tool. Dr. Diplock suggested that it may be helpful for advisors across all schools/colleges to have the ability to share notes on students. This is something that is being worked on.

Senator Jockusch asked about student/advisor ratios and how UConn compares to the national average. VP Reis noted that although there is a central advising office, advisors still work within their individual schools/colleges. The ratios will differ across certain units. Senator Caira followed up noting that some Biology majors may get advice from their roommates because the student/advisor ratio can be 500:1. VP acknowledged the problem and will bring it up at the Council of Deans meeting with the Provost. UConn is taking steps to offer professional development and support to advisors.

Senator Schultz noted the impressive growth in the Honors Program and asked about comparable growth in summer undergraduate research. Dr. Lease-Butts shared that students are being placed in research opportunities but does hear that some students have difficulty finding placements. She is working with Deans and Associate Deans to identify creative ways to build capacity. Although funding for SURF has increased modestly, it is not proportionate with the Honors Program's growth.

Senator Bansal asked for details on the Innovation Zone makerspace. Senator Ouimette responded that the space is available to students in learning communities and the space is supervised by staff.

Senator Hertel commented on transportation and financial challenges faced by some students who are interested in an internship or an education abroad experience. VP Reis noted the van shuttle to UCHC is now running three times per day. Dr. Lease-Butts shared that the mid-day shuttle was added to assist students with internships and class loads. She emphasized that ridership will help sustain these routes. VP Reis noted that emergency funding may be available through the Provost's Office and through Enrollment Management/Admissions. She encouraged students to make their need known so that financial help can be arranged. VP Reis also mentioned that CT Fast Pass will soon be included in student fees allowing students to ride on any bus for free.

Senator Brown commented on the affordability of summer school noting that community college tuition costs significantly less. VP Reis acknowledged this and talks have been ongoing both internally and with Financial Aid. Ultimately, UConn is not able to reduce the summer tuition level to that of community college.

Senator Parent inquired about the online graduate training. Dr. Diplock confirmed that input was garnered from Teaching Assistants. Additional support is available through a one-credit, 90 minute lunch program designed for TAs to delve more deeply and further develop their skillset.

7. New Business

Moderator Clark asked for items of New Business. There were none.

8. Motion to Adjourn by Senator Beall; seconded by Senator Boyer; approved unanimously by standing vote.

Respectfully submitted,

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

The following members were absent from the February 6, 2017 meeting:

Agwunobi, Andrew
Aneskievich, Brian*
Benson, David
Bird, Robert*
Cobb, Casey
Dennis, Kelly*
Eigsti, Inge Marie
Fitch, R. Holly
Herbst, Susan*

Kazerounian, Kazem
Loturco, Joe
Luh, Peter
McCauley, Paula*
Murray, Benjamin*
Rios, Diana
Rocoberton, Bartolo
Schwab, Kristin
Scruggs, Lyle

Simien, Evelyn
Sneed, Chriss*
Tala, Seraphin
Teschke, Carolyn
Wang, George*
Wei, Mei
Wilson, Suzanne*

*Members who gave advance notice of absence

Senate Executive Committee
Report to the University Senate
February 6, 2017

Good Afternoon,

I will begin my report by sharing recent changes to the Senate Executive Committee (SEC) membership for the spring. Veronica Makowsky is on sabbatical this semester and Peter Kaminsky has stepped down from the SEC due to a conflict with the meeting schedule. We are pleased to welcome to the committee George McManus of Marine Sciences and Jaci van Heest of Educational Psychology. Additionally, we learned very recently of a change in leadership of the Graduate Student Senate. Acting GSS President Matt Parent has joined the SEC, replacing Chriss Sneed who has resigned. The SEC also extends our gratitude to Sebastian Wogenstein who has agreed to serve, if confirmed by the Senate today, as Chair of the Senate Enrollment Committee. Thank you all for your service.

The SEC met with Senate Committee Chairs on Friday, January 27 to discuss committee business and set the agenda for this meeting. Eric Schultz, Chair of the General Education Oversight Committee, was pleased to announce the winners of the Provost's Course Development Competition including Hassanaly Ladha, Michael Orwicz, Robert Milvae and Alaina Brenick. Details on the winning submissions are being displayed on the slide. The Senate Nominating Committee shared that the spring elections are well underway. The constituency elections will wrap up this week and results will be announced via the Daily Digest and on the Senate website. Committee elections will take place in the coming months.

The SEC had previously issued a charge to the Scholastic Standards Committee to consider the fall academic calendar focusing on the area of student stress. Members of the SSC attended a Senate Student Welfare Committee meeting with directors from Student Health Services and Counseling and Mental Health Services. No data was provided to suggest that the addition of break days in October would be beneficial for reducing stress. Based on these findings, the SEC has accepted the SSC's recommendation that further discussion on modifying the calendar for the fall semester is not needed at this time.

The Faculty Standards Committee continues their work on reviewing the SETs process. While we await a report from that committee, I do want to share that Lloyd Blanchard (Associate Vice Provost for the Office of Institutional Research and Effectiveness) will present to the Senate at our April meeting. We look forward to hearing from him.

The SEC met with members of Senior Administration on Friday, February 3. Among the topics discussed was the draft of the UConn and UConn Health Research Misconduct Policy presented by Vice President for Research Jeff Seemann. This document has been shared with many boards and committees at UConn and UConn Health. The Senate Executive Committee has asked the Senate Faculty Standards Committee to review and provide feedback to Jeff Seemann's office. The SEC is grateful for the opportunity to weigh in on such an important policy.

Vice President for Student Affairs Michael Gilbert invites all member of the University Senate to attend the UConn President's Symposium on Mental Health. This program entitled, **Critical Connections: Fostering Cross-Functional Conversations on Student Mental Health**, will focus on creating a dialogue between institutional leaders and mental health practitioners that explores the effect of mental health issues on student success. The full day event will be held on Tuesday, February 14 at the Hartford Hilton. To register, email rsvp@uconn.edu with your name and title.

Vice President for Enrollment Planning and Management Wayne Locust reports that as of January 15, 35,927 applications have been received for all UConn campuses. In comparison, there were 36,233 applications for admission received last year. There has been a significant increase, about 600%, in applications for the Stamford Campus. This is attributed to the availability of housing on that campus beginning in Fall 2017. An appropriate enrollment target for the Storrs campus is still being discussed. It is anticipated that this number may be around 3600; down from the 3800 target set for last year.

In closing, I will remind all that The Provost's Outstanding Service Award is open for nominations through February 15. The Faculty Excellence Awards nomination

submission deadline is February 28. Information on each of these award programs can be found on the Provost's website.

The University Senate will meet again on Monday, March 6.

Respectfully Submitted,

Mark Boyer, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate**
February 6, 2017

1. We move the following faculty addition and deletion from the named standing committees:

Ernie Zirakzadeh to the Senate Diversity Committee
Cameron Faustman from the Senate Enrollment Committee

2. We move the following appointment:

Sebastian Wogenstein as Chair of the Senate Enrollment Committee

Respectfully submitted,

Teresa Dominguez, Chair
Rajeev Bansal
Hedley Freake

Pamela Bramble
Janine Caira
Susan Spiggle

**University Senate Curricula and Courses Committee
Report to the Senate
February 6, 2017**

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

- A. AFRA 2214 African American Literature (#196)
Proposed Catalog Copy
AFRA 2214. African American Literature
(Also offered as ENGL 2214.) (Previously offered as ENGL 3214.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011
Critical and historical examination of the literature of African American writers from Phyllis Wheatley to the present. CA 4.
- B. COMM 1993 Foreign Study (#2560)
Proposed Catalog Copy
COMM 1993. Foreign Study
Open to Juniors or higher. Credits and hours by arrangement. Up to a maximum of 9 credits per semester. Consent of department head required, normally to be granted before student's departure. May be repeated for credit.
Special topics taken in a foreign study program.
- C. COMM 2993 Foreign Study (#2561)
Proposed Catalog Copy
COMM 2993. Foreign Study
Open to Juniors or higher. Credits and hours by arrangement. Up to a maximum of 9 credits per semester. Consent of department head required, normally to be granted before student's departure. May be repeated for credit. May count toward major with consent of the advisor.
Special topics taken in a foreign study program.
- D. EVST 2998 Variable Topics in Environmental Studies (#1423)
Proposed Catalog Copy
EVST 2998. Variable Topics in Environmental Studies
Either semester. Three credits. May be repeated for credit with a change in subject matter.
Explorations of environmental studies from various perspectives and methodologies.
- E. GEOG/GSCI 2310 National Parks Unearthed: Geology & Landscapes through Time (#1341)
Proposed Catalog Copy
GEOG 2310. National Parks Unearthed: Geology & Landscapes through Time
(Also offered as GSCI 2310.) Three credits.
Geologic processes that shape the Earth's landscapes and interior through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation.
- GSCI 2310. National Parks Unearthed: Geology & Landscapes through Time
(Also offered as GEOG 2310.) Three credits.

Geologic processes that shape the Earth's landscapes and interior through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation.

F. HEJS/CLCS 2301 Jewish Humor (#599)

Proposed Catalog Copy

HEJS/CLCS 2301. Jewish Humor

Three credits.

The history of Jewish humor in modern times with attention given to its various forms, including oral traditions, fiction and humor writing, stand-up comedy, live performance, television, film, and music.

G. MCB 2893 Foreign Study (#553)

Proposed Catalog Copy

MCB 2893. Foreign Study

One to five credits. Hours by arrangement. Prerequisite: Consent of Associate Department Head for Undergraduate Research and Education required, normally to be granted before the student's departure. May be repeated for credit.

Special topics taken in an international study program.

H. KINS 1100 Exercise and Wellness for Everyone (#162)

Proposed Catalog Copy

KINS 1100. Exercise and Wellness for Everyone

Three credits. Open only to KINS majors.

Overview of the five pillars of health (exercise, nutrition, sleep, stress, and relationships); role of exercise in health promotion and disease prevention across the lifespan; impacts of exercise in leisure time, culture, community, careers, and the workplace.

I. NUSC 1693 International Studies in Nutritional Sciences (#638)

Proposed Catalog Copy

NUSC 1693. International Studies in Nutritional Sciences

Either semester. Variable credits (1-15). Hours by arrangement. May be repeated for credit.

Open only with consent of department. Open to sophomores or higher.

Coursework undertaken within approved education abroad programs.

J. SPSS 1120 Introduction to Plant Science (#319)

Proposed Catalog Copy

SPSS 1120. Introduction to Plant Science

Four credits. Taught with SAPL 120. Three class periods and one 2-hour laboratory period.

Lubell.

Basic concepts of plant anatomy and physiology in production of agricultural and horticultural crops. Developmental stages of crop plants from seed through vegetative growth and flowering to harvest. Included topics are mineral nutrition, water relations, photosynthesis, respiration, reproduction, tropisms, climate effects, and breeding and development of improved crop plants. Relationships between the physiology of plants and crop production practices.

II. The Senate Curricula and Courses Committee recommends approval to REVISE the following 1000- or 2000-level courses:

- A. AFRA 3211 Introduction to Africana Studies (#255) [Level change from 3000 to 2000; description change]
Current Catalog Copy
AFRA 3211. Introduction to Africana Studies
(Formerly offered as AFAM 3211.) Three credits.
Interdisciplinary overview of African American studies, giving consideration to the artistic, intellectual, political and cultural experiences of black people in the United States, Caribbean, Europe, and Africa. Relies on a wide range of materials and perspectives with particular focus on significant movements, ideas, people and events that have shaped and continue to shape Africa and the Diaspora.

Revised Catalog Copy

AFRA 2211. Introduction to Africana Studies

(Formerly offered as AFAM 3211 and AFRA 3211) Three credits.

Interdisciplinary overview of Africana studies, giving consideration to the artistic, intellectual, political and cultural experiences of black people in the United States, Caribbean, Europe, and Africa. Significant movements, ideas, people and events that have shaped and continue to shape Africa and the Diaspora.

- B. AFRA 3214W & ENGL 3214/W Black American Writers I (#196) [Revise title, level, enrollment restrictions, and add cross-listing]

Current Catalog Copy

ENGL 3214. Black American Writers I

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. Critical and historical examination of the literature of black American writers from Phyllis Wheatley to the present. CA 4.

ENGL 3214W. Black American Writers I

(Also offered as AFRA 3214W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4.

AFRA 3214W. Black American Writers I

(Also offered as ENGL 3214W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4.

Revised Catalog Copy

ENGL 2214. African American Literature

(Also offered as AFRA 2214.) (Previously offered as ENGL 3214.)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011

Critical and historical examination of the literature of black American writers from Phyllis Wheatley to the present. CA 4.

ENGL 2214W. African American Literature

(Also offered as AFRA 2214W.) (Previously offered as AFRA 3214W and ENGL 3214W.)

Prerequisite: ENGL 1010 or 1011 or 2011. CA 4.

AFRA 2214W. African American Literature

(Also offered as ENGL 2214W.) (Previously offered as AFRA 3214W and ENGL 3214W.)

Prerequisite: ENGL 1010 or 1011 or 2011. CA 4.

C. CE 2110 Applied Mechanics I (#2082) [Revise prereqs]

Current Catalog Copy

CE 2110. Applied Mechanics I

Three credits. Prerequisite or corequisite: MATH 2110Q or MATH 2130Q.

Fundamentals of statics using vector methods. Resolution and composition of forces; equilibrium of force systems; analysis of forces acting on structures and machines; centroids; moment of inertia.

Revised Catalog Copy

CE 2110. Applied Mechanics I

Three credits. Prerequisite: MATH 1132Q

Fundamentals of statics using vector methods. Resolution and composition of forces; equilibrium of force systems; analysis of forces acting on structures and machines; centroids; moment of inertia.

D. CE 2710 Transportation Engineering and Planning (#2042) [Revise prereqs]

Current Catalog Copy

CE 2710. Transportation Engineering and Planning

Three credits. Prerequisite: PHYS 1501. Recommended preparation: CE 2410.

Design of transportation facilities. Traffic flow and capacity analysis. Travel demand analysis and planning methods.

Revised Catalog Copy

CE 2710. Transportation Engineering and Planning

Three credits. Prerequisite: PHYS 1501 or PHYS 1401 or PHYS 1201. Recommended preparation: CE 2410.

Design of transportation facilities. Traffic flow and capacity analysis. Travel demand analysis and planning methods.

E. ECON 2202 Intermediate Macroeconomic Theory (#583) [Revise prereqs]

Current Catalog Copy

ECON 2202. Intermediate Macroeconomic Theory

Three credits. Prerequisite: ECON 1200 or 1202. Recommended preparation: ECON 1201 and one of MATH 1071Q, 1110Q, 1131Q or 1151Q. Not open for credit to students who have passed ECON 2212Q.

Intermediate macroeconomic theory, covering national income accounting; the determination of aggregate output, employment and price levels; elements of business cycles and economic growth.

Revised Catalog Copy

ECON 2202. Intermediate Macroeconomic Theory

Three credits. Prerequisite: ECON 1200 or 1202; one of MATH 1071Q, 1110Q, 1131Q, or 1151Q, or 2141Q. Recommended preparation: ECON 1201. Not open for credit to students who have passed ECON 2212Q.

Intermediate macroeconomic theory, covering national income accounting; the determination of aggregate output, employment and price levels; elements of business cycles and economic growth.

F. ENGL 2201/W American Literature to 1880 [Revise description] (old form)

Current Catalog Copy

ENGL 2201. American Literature to 1880

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

American literature from the beginnings: Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Douglass, Stowe, Dickinson, Twain, and others.

ENGL 2201W. American Literature to 1880

Prerequisite: ENGL 1010 or 1011 or 2011.

Revised Catalog Copy

ENGL 2201. American Literature to 1880

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

American literature from the beginnings: May include such writers as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Douglass, Stowe, Dickinson, Twain, and others. This course is strongly recommended for English majors.

ENGL 2201W. American Literature to 1880

Prerequisite: ENGL 1010 or 1011 or 2011.

G. ENGL 2203/W American Literature since 1880 [Revise description] (old form)

Current Catalog Copy

ENGL 2203. American Literature Since 1880

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

Modern and contemporary American literature: James, Wharton, Dreiser, Cather, Frost, Hemingway, Fitzgerald, Faulkner, Morrison, and others.

ENGL 2203W. American Literature Since 1880

Prerequisite: ENGL 1010 or 1011 or 2011.

Revised Catalog Copy

ENGL 2203. American Literature Since 1880

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

Modern and contemporary American literature: May include such writers as James, Wharton, Dreiser, Cather, Frost, Hemingway, Fitzgerald, Faulkner, Morrison, and others. This course is strongly recommended for English majors.

ENGL 2203W. American Literature Since 1880

Prerequisite: ENGL 1010 or 1011 or 2011.

H. ENGL 2301/W World Literature in English (#171) [Title revision]

Current Catalog Copy

ENGL 2301. World Literature in English

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

English language literature from Africa, Asia, Canada, Australia, the Caribbean, and other areas outside of the United States and the British Isles. Writers may include Soyinka, Gordimer, Walcott, Achebe, Markandaya, Atwood, White, Emecheta, Rushdie, Naipaul, Kincaid, and others. CA 4-INT.

ENGL 2301W. World Literature in English

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. CA 4-INT.

Revised Catalog Copy

ENGL 2301. Anglophone Literatures

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. English language literature from Africa, Asia, Canada, Australia, the Caribbean, and other areas outside of the United States and the British Isles. Writers may include Soyinka, Gordimer, Walcott, Achebe, Markandaya, Atwood, White, Emecheta, Rushdie, Naipaul, Kincaid, and others. CA 4-INT.

ENGL 2301W. Anglophone Literatures

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. CA 4-INT.

I. MUSI 1116 Small Ensemble (#2559) [Revise enrollment requirements]

Current Catalog Copy

MUSI 1116. Small Ensemble

One credit. Two laboratory periods. Prerequisite: Open only with consent of instructor. May be repeated for credit. As a requirement for credit, the student must participate in MUSI 1110, 1111, or 1112.

Small ensemble music under the direction of a conductor. Preparation and presentation of concerts.

Revised Catalog Copy

MUSI 1116. Small ensemble

One credit. Two laboratory periods. Prerequisite: Open only with consent of instructor. May be repeated for a total of three credits. Students may register for two or more sections concurrently with consent of instructors. As a requirement for credit, the student must participate in MUSI 1110, 1111, or 1112.

Small ensemble music under the direction of a conductor. Preparation and presentation of concerts.

J. MUSI 1221 Secondary Applied Music (#2631) [Revise co-reqs and fee language]

Current Catalog Copy

MUSI 1221. Secondary Applied Music

One credit each semester. Prerequisite: Open only with consent of instructor and department head. May be repeated for credit. Ensemble required with conditions stated under MUSI 1222. Basic performance techniques. Elementary and intermediate repertoire. Primarily for students majoring in another applied area.

Revised Catalog Copy

MUSI 1221. Secondary Applied Music

One credit each semester. Prerequisite: Open only with consent of instructor and department head. For non-majors, the requirement for ensemble participation in MUSI 1110, 1111, or 1112 is waived. A fee of \$500 is charged for this course.

Basic performance techniques. Elementary and intermediate repertoire. Primarily for students majoring in another applied area.

III. The Senate Curricula and Courses Committee recommends approval to ADD the following S/U graded courses:

A. EEB 3881 Internship (Summer Zero Credit) (#454)

Proposed Catalog Copy

EEB 3881. Internship (Summer Zero Credit).

Zero credits. Hours by arrangement. Prerequisite: instructor consent. May be repeated. Combines with EEB 3891 in subsequent semester. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Internship with a non-profit organization, a governmental agency, or a business under the supervision of Ecology and Evolutionary Biology faculty. Activities relevant to the practice of ecology, biodiversity, evolutionary biology, or conservation biology will be planned and agreed upon in advance by the job site supervisor, the faculty coordinator, and the intern.

B. ENVS 3991 Supervised Field Work (#1001)

Proposed Catalog Copy

ENVS 3991. Internship

One to twelve credits. Hours by arrangement. Prerequisite: Open only with consent of the Program Director. Open only to Juniors or higher. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated for up to a total of twelve credits. A total of six credits may be counted toward the major.

Experience in settings not generally available on campus with professionals in the environmental field. Grade will be based upon the recommendation of the field supervisor. Requires contract agreed to in advance by student, internship field supervisor, and program director, detailing expectations for the credits earned.

C. SAAG 681 Internship (#2635)

Proposed Catalog Copy

SAAG 681. Internship

Zero credit. Prerequisites: Open to students with 24 or more earned credits; instructor consent required. Hours by arrangement. May be repeated. Students will be assigned a grade of S (satisfactory) or U (Unsatisfactory).

Practical experience, knowledge, and professional skills in a work environment related to careers in agriculture, health and the environment. Students make arrangements with an instructor and worksite supervisor, develop a plan and learning agreement for meaningful and educational tasks and experiences, and submit written reports and related documentation at the conclusion of the internship.

D. SPAN 3291 Spanish Internship (#695)

Proposed Catalog Copy

SPAN 3291. Spanish Internship

One to six credits. Credits and hours by arrangement. Prerequisite: Program advisor's consent required. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Use of linguistic and cultural skills in Spanish in a professional training context such as an internship or in industry in a Spanish-speaking country. Requires contract agreed to in advance by student, internship field supervisor, and program director, detailing expectations for the credits earned.

IV. The Senate Curricula and Courses Committee recommends approval to REVISE the following S/U graded course:

A. EVST 3991 Supervised Field Work (#803) [change from letter to S/U grading]

Current Catalog Copy

EVST 3991. Supervised Field Work

One to twelve credits. Hours by arrangement. Prerequisite: Open only with consent of the Program Director. May be repeated for up to a total of 12 credits. A total of six credits may be counted toward the major.

Designed to provide students experience in research, policy and activism settings not generally available on campus. Students will work with professionals in the environmental field who will provide evaluations to the program director. Student evaluation will be based upon the recommendation of the field supervisor. Students will be required to sign a Supervised Field Work contract detailing expectations for the credits earned.

Revised Catalog Copy

EVST 3991. Internship

One to twelve credits. Hours by arrangement. Prerequisite: Open only with consent of the Program Director. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated for up to a total of twelve credits. A total of six credits may be counted toward the major.

Experience in research, policy, and activism in settings not generally available on campus with professionals in the environmental field. Grade will be based upon the recommendation of the field supervisor. Requires contract agreed to in advance by student, internship field supervisor, and program director, detailing expectations for the credits earned.

V. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 1 – Arts and Humanities:

- A. ENGL 2201/W American Literature to 1880
- B. ENGL 2203/W American Literature since 1880
- C. HEJS/CLCS 2301 Jewish Humor (#599)

VI. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 4 – Diversity and Multiculturalism, non-International:

- A. HEJS/CLCS 2301 Jewish Humor (#599)

VII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend inclusion of the following 3000- or 4000-level course in the Quantitative (Q) Competency:

- A. LING 3000Q Introduction to Computational Linguistics (old form)

Proposed Catalog Copy

LING 3000Q. Introduction to Computational Linguistics

Computational methods in linguistic analysis and natural language processing. Topics include the use of text corpora and other sources of linguistic data; morphological analysis, parsing, and language modeling; applications in areas such as information retrieval and machine translation.

VIII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend revision of the following 3000- or 4000-level course in the Writing (W) Competency:

- A. KINS 3530W Physiological Assessment of Competitive Athletes (#350) [Title and description change]

Current Catalog Copy

KINS 3530W. Physiological Assessment of Competitive Athlete

(Formerly offered as EKIN 3530.) Prerequisite: Open only to students in Kinesiology programs; ENGL 1010 or 1011 or 2011.

Focuses on the development of analysis techniques of human physiology specific to sport performance in competitive athletes. The course will include both laboratory and field methods to evaluate aerobic ability, anaerobic ability, flexibility, muscular strength and power and body composition. It requires a strong foundation in musculoskeletal anatomy and physiology. The course is designed to better prepare the student for development of scientifically sound coaching practices. Van Heest

Revised Catalog Copy

KINS 3530W. Aerobic and Resistance Training for Performance

(Formerly offered as EKIN 3530.) Prerequisite: Open only to students in Kinesiology programs; ENGL 1010 or 1011 or 2011.

Development of analysis techniques of human physiology specific to sport performance.

Laboratory and field methods to evaluate aerobic ability, anaerobic ability, flexibility, muscular strength and power and body composition. A strong foundation in musculoskeletal anatomy and physiology is required. Designed to better prepare the student for development of scientifically sound coaching practices.

IX. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend deletion of the following 3000- or 4000-level course in the Writing (W) Competency:

- A. TURF 3200W Turfgrass Physiology and Ecology (#462)

X. For the information of the University Senate, the Senate Curricula and Courses Committee approved the following Special Topics course for one offering:

- A. UNIV 1995 Special Topics: Higher Education in Brazil: Access, Equity, and Opportunity (#367)

Respectfully Submitted by the 16-17 Senate Curricula and Courses Committee: Michael Darre (Chair), George McManus, David Ouimette, Eric Schultz, Suzanne Wilson, Marianne Buck, Dean Hanink, Kathleen Labadorf, Maria Ana O'Donoghue, Steven Park, Peter Diplock (Ex-officio), Wanjiku Gatheru (undergraduate student rep), Christine Savino (undergraduate student rep)

12/7/16 and 2/1/17 meetings

**Report to the University Senate on
Undergraduate Education & Instruction**

Sally Reis

Vice Provost for Academic Affairs

Thank you for the opportunity to present some highlights of the exciting work we have collectively undergone to improve and enhance Undergraduate Education and Instruction (UE&I) at UConn. It has been my privilege to serve in this role for the last six years and to lead this unbelievably strong team of professionals from whom you will hear today.

In this report, we summarize several of our UE&I programs that contribute toward the engagement of our high-achieving students, support for students with high potential who are not achieving as expected, promotion of diversity, efforts to increase retention and graduation rates, and provide student support for learning and faculty support for teaching excellence.

As many of you know, during the last two years, we moved the Center for Career Development into Academic Affairs, led by James Lowe to Academic Affairs. We did the same with Summer and Winter Programs. Subsequent senate reports will highlight the accomplishments of some components of this report, so in this written summary, we summarize some of the highlights that underlie our success in undergraduate, academic programs.

**HONORS AND ENRICHMENT PROGRAMS—ASSISTANT VICE
PROVOST JENNIFER LEASE BUTTS**

The Enrichment Programs unit provides opportunities to deepen and broaden the undergraduate experience through curricular and co-curricular means at the University of Connecticut. Through experiential learning, mentorship, and opportunities for research and creative scholarship, excellent students from every school, college, and campus at UConn are able to enhance their college education. With the exception of the Honors Program, which has an admissions process, Enrichment Programs are open to all UConn undergraduates. The following information summarizes achievements during the past academic year:

The Office of Undergraduate Research (OUR) distributed over \$395,000 in funding to support undergraduate research and creative projects in 2015-16. This figure includes \$164,000 for 44 SURF (Summer Undergraduate Research Fund) awards, \$39,000 for OUR supply and travel awards, and \$42,000 to support the SHARE (Social Sciences, Humanities, and Arts Research Experience) research apprenticeship program. 63 students were selected to participate in the UConn IDEA Grant program, an undergraduate opportunity for creativity, innovation, original research, and service; close to \$150,000 was disbursed in support of IDEA Grant projects in FY16. The OUR piloted the Work-Study Research Assistant Program, providing 14 students the opportunity to earn their work-study awards by assisting with faculty research. Student participation in research presentation opportunities continued to grow, with 75 students presenting their work at the 3rd annual Fall Frontiers undergraduate research exhibition and 272 students presenting at the 19th annual Frontiers exhibition in April 2016. In addition to hosting

these two annual poster exhibitions and a showcase event for UConn IDEA Grant recipients, the OUR offers student advising, workshops, information sessions, and STEM research seminars as part of its efforts to promote undergraduate research to the university community. The OUR gratefully acknowledges the 119 faculty reviewers who served as committee members or ad hoc reviewers for OUR funding programs during the 2015-16 academic year.

The Office of National Scholarships & Fellowships (ONS&F) 2015-16 was a year of transition for ONS&F. Jill Deans stepped down as Director in December 2015. Caroline McGuire served as Interim Director while the office conducted a search for Dr. Deans' replacement. After a successful national search, Vin Moscardelli was named Director of ONS&F, effective September 2016. ONS&F recorded 290 student appointments in the 2015-16 academic year, resulting in 25 submitted applications for prestigious national scholarships requiring nomination – Marshall (6), Mitchell (1), Udall (3), Rhodes (4), Beinecke (1), Goldwater (4), Truman (3), Carnegie Jr. Fellows (2), NCHC Portz (1). Applications for graduate fellowships and other prestigious national awards for undergraduates that do not require nomination were highlighted by 25 Fulbright applications, 20 Gilman Scholarship applications, and a record number of known NSF GRFP applicants (34) in the fall of 2015. At least 30 UConn faculty and staff members from a range of schools and colleges assisted the office by serving on screening committees and/or mock interview panels. Among major competitions in the 2015-16 academic year, UConn had 10 NSF GRFP winners and 21 Honorable Mentions (both figures include both current students and alumni), 1 NNSA Graduate Fellow, 2 Goldwater Scholars (and 2 Honorable Mentions), 1 Udall Scholar (and 1 Honorable Mention), 6 Fulbright recipients, 3 Gilman recipients, 2 Critical Language Scholars, 1 Boren Scholar, 1 UCHC Portz Scholar, and 1 Marshall Scholar. As reported last year, Antonio Campelli '15 (SFA) was named one of 32 Marshall Scholars nationwide for 2016, becoming the 4th Marshall Scholar in institutional history.

The Individualized and Interdisciplinary Studies Program supports students in a rigorous process of creating individualized plans of study with an interdisciplinary focus. With 155 students and 50 graduates in 2015-2016, the IISP supports students in majors focused on a wide variety of themes, with social science themes being the most common. In 2015-16, 29 percent of students pursued an individualized major as a second major and 21 percent were Honors students; these figures are consistent with five year averages. In 2016-17, IISP has focused on revisiting the objectives and content of the Individualized Major Program's gateway and capstone courses to enhance student learning. The IISP also manages several interdisciplinary minors. In 2016-17, it is working with associated departments on a thorough revision of the popular and longstanding Criminal Justice minor.

The University Scholar Program allows students to design and pursue an in-depth research or creative project and to craft an individualized plan of study that supports their intellectual interests during their final three semesters. The University Scholar Program is one of the most prestigious programs for undergraduates at UConn and a maximum of 30 students may be selected. In Dec. 2016, 23 juniors were selected from a pool of 54 applicants. The University Scholar Program continues to expand its outreach efforts to students and faculty in the arts, humanities, and social sciences as it seeks to increase its applicant pool in these fields. As part of this process, it recently expanded the University Scholar Oversight and Selection Committee to include an additional representative from the social sciences and a representative from the arts.

The Pre-Law Center is committed to assisting students and alumni interested in pursuing legal careers. The Pre-Law Advisor assists and guides students in determining whether a career in law is appropriate for them, choosing law schools, and preparing the personal statements and resumes that are required for law school applications. Activities throughout the year are designed to help students learn about careers in law in various practice areas and settings. Informal lunch meetings with attorneys, more structured panel presentations, and visits to courts and law schools are part of the activities conducted by the Pre-Law Center. The Law School Fair in the fall attracts more than 40 law schools to the campus, introducing students to a broad array of schools from across the country. In addition, a number of campus activities, such as Moot Court, Mock Trial, and the Law Society, give students the opportunity to learn about the law and practice skills useful in the practice. The Pre-Law Advisor assists with the Special Program in Law which provides students with conditional acceptance to UConn Law School and special events and counseling. New this year is the Accelerated Program in Law, which will allow well-qualified students to complete their undergraduate degree and law degree from UConn Law in six rather than the usual seven years. UConn graduates from the class of 2016 have had excellent success in law school admissions, including admission to Harvard, Yale, and Georgetown.

The Pre- Medicine/Pre-Dental Medicine Centers assist students and alumni in learning about and preparing for medical and dental school. The center is staffed by an advisor with proven expertise in medical/dental school admissions. This focused guidance is critical to helping students select appropriate schools, complete competitive applications and make decisions after returns are in. This support also includes special classes and advisement for these students, many of whom matriculate to UConn professional schools even though they have the option of going to other schools. The Pre-Medical/Pre-Dental Center has seen an increase in applicants. For the 2016/2017 application cycle, the Pre-Medical/Pre-Dental Center received 390 requests for composite letters and completed 285 letters for applicants, and provided all attendant advising services for students considering the health professions. Six students enrolled in the second year of the Pre-Medical/Pre-Dental Post Baccalaureate Certificate Program.

The Honors Program welcomed 517 incoming students in the fall of 2016 and now has approximately 2100 students. The STEM Scholars community within Honors, part of NextGEN CT, welcomed 88 additional STEM Scholars in the fall of 2016 bringing the total number in this community to 228. Matriculating a larger, more diverse class was accomplished while maintaining the quality of the first-year student population, which boasts an average SAT (critical reading and math) of 1402 and a high school class rank of 95%. Honors has continued to work with schools and colleges to ensure that Honors sections and Honors courses are available for Honors students as well as high-achieving non-Honors students who wish to enroll. Currently there are four Honors Living Learning Communities, with 47% of all Storrs campus Honors students living in one of these communities.

The Honors Program continues to strengthen its ties with regional campuses, by increasing recruitment and course offerings at Avery Point, Greater Hartford, Stamford, and Waterbury. The Honors Program and its students have also benefitted from the dedication of UConn faculty members who advise students and supervise the Honors thesis or creative project. This is noted in the fact that 372 students graduated with Honors in 2015 – 2016. This is the largest class of students to graduate with the Honors Scholar designation in the history of the Honors Program.

INSTITUTE FOR STUDENT SUCCESS (ISS) —ASSISTANT VICE PROVOST MARIA D. MARTINEZ

The Academic Center for Exploratory Students (ACES)

ACES staff provides academic advising to students who want to explore the University's academic opportunities before deciding on a field of study. They also work with students who must complete specific requirements before applying to pre-professional majors. ACES serves as a gateway to the university for incoming students and as a support system for continuing students. The advisors assist students transitioning to the University through academic advising, educational planning, and referral. In 2015-2016 ACES served approximately 2,600 students. ACES introduced over 1,200 new students to the University through their participation in the summer and spring orientation programs. The majority of the students (775) were incoming freshmen. Over the course of the year, ACES advisors met with over 7,650 students through a combination of scheduled and walk-in appointments. Sixteen percent or 1260 of these students were not “officially” in the program, thus underscoring the critical role ACES plays in serving undergraduate students at the University.

Development of The Major Experience (TME) Program – The Major Experience ([TME](#)) is a University-wide collaborative program designed to help students explore majors in a holistic, interactive, and deliberate manner. We believe that getting students connected with University resources is crucial to their success in choosing a major and as a member of the UConn community. We aim to accomplish this by building and maintaining a strong, knowledgeable network of students and professionals to carry out the mission. This network consists of: 1) TME Major and Career Coaches - Professional advisors/consultants responsible for helping students navigate major and career exploration resources. 2) TME Mentors - An organization of over 100 current University students who serve as representatives for their academic majors. They serve as a resource for students exploring majors and provide insight into what it's like to be a student in their program. 3) TME Student Leadership Board - A committee of 7 experienced TME Mentors who support the oversight of TME Mentors and management of TME. 4) TME Liaisons - An ensemble of professionals from various campus departments and programs who serve as resources for their respective areas. Over the past year, 352 students have requested a TME Action Plan, 82% of these students were UConn students while the remaining 63 students were students in high school or at other institutions.

Scholastic Probation/Dismissal - ACES continued the intrusive based approach to advise students on scholastic probation/dismissal, requiring them to visit/consult with us at least twice a semester – once at the beginning and an additional session later on. Students returning after a ‘successful’ dismissal appeal must attend a mandatory workshop. In addition, strategies to avoid recurring academic problems are discussed at individual meetings.

The First Year Programs & Learning Communities (FYP&LC)

The FYP&LC office supports students through programs that assist in their transition to college and aid in retention. FYP&LC offers holistic guidance, opportunities, and resources to enable students to actively engage and thrive at the University by becoming learners with a purpose, discovering the value of the intellectual, social, and cultural dimensions of the University. At the present time, the First Year Experience UNIV courses enroll roughly 90% of first-year students, and research from the Provost's office has indicated that this is one of the most important engagement actions that we implement that increases our retention at UConn.

The **First Year Experience** UNIV courses – UNIV 1800, University Learning Skills; UNIV 1810, Learning Community Seminar; UNIV 1820, First Year Seminar; and UNIV 1840, Learning Community Service-Learning; and UNIV 3820, Advanced Learning Community Seminar -- continued to expand in scope and rigor. In collaboration with the Writing Center, 1,583 First Year Experience (FYE) students participated in a critical reflection assignment that required involvement in the academic community, directed academic peer review, and practice with meaningful writing revision. Through collaboration with the Center for Career Development (CCD) 2,180 FYE students learned how to develop a base resume for applications and as a developmental tool. Of those students, 1,606 completed the process with a CCD-supported, peer-critiqued resume. For the second year, FYE collaborated with the Women's Center's Violence Against Women Prevention Program (VAWPP) to provide timely discussion about consent, bystander prevention, and follow up on other topics presented in Orientation Husky Pride sessions to 108 fall 2016 FYE courses at Storrs, and 33 at regional campuses. And more than 700 students and peer mentors involved with First Year Experience through UNIV 1800, 1810, or 1820 benefitted from the Gallup StrengthsQuest initiative to increase student self-awareness, leadership potential, civility, and appreciation of diversity.

In the third year of FYE's holistic international student transition support initiative aimed at increasing international student success, FYE ran 13 sections and completed a formal research project aimed at increasing program efficacy while contributing to the budding literature on international student support and retention. This pilot has brought together staff and faculty from International Student & Scholar Services, the Cultural Centers, UConn Libraries, Counseling and Mental Health Services, Community Standards, Community Outreach, Orientation, and First Year Writing (FYW) to support international students in their first semester on the Storrs campus. Curricular support has included a three-hour pedagogy and praxis workshop, instructor-to-instructor mentoring, online instructional resources, and ongoing collaboration between FYE and FYW. Preliminary research results were presented by the Primary Investigator and FYP&LC Assistant Director at the 2016 international conferences for American College Personnel Association (ACPA) in Montreal and National Association of Student Personnel Administrators (NASPA) in Indianapolis.

In fall 2016 the FYE Peer Mentoring class grew by 40%, developing over 150 student leaders, representing the full range of diversity of our community. This growth was achieved through targeted promotions to minority and first-generation students. The 2016-2017 cohort includes more than 15 international students and people who identify with a rich variety of genders, races, ethnicities, and socioeconomic backgrounds. Among these exceptional peer leaders is our first

international student to serve the community as a Teaching Assistant for the FYE Peer Mentoring course.

To support faculty and staff in providing innovative, robust instruction in these FYE sections FYP&LC offered 30 teaching and learning workshops in summer and fall 2015, and hosted more than 100 staff, faculty, and graduate students from across campus at the 3rd Annual Institute for Curricular Innovation conference on May 11th, 2016. Parisa Parsa, Executive Director of Public Conversations Project delivered a keynote speech on the conference theme of “Teaching Community.” This conference also marked the official launch of the [Second Edition UConn FYE Student Success Guidebook](#) with contributions from 33 other university offices, a tailored textbook available at no cost to all first-year students. The 4th Annual conference with the theme of “Gen Z FYE” will be held May 10th, 2017.

FYP&LC also continued to connect students to the President’s UConn Reads initiative through a UNIV 1820 UConn Reads course and participation in the UConn Reads Committee. Commitment to first-year student engagement with this initiative has increased annually since the program’s launch in 2011.

The **Learning Community (LC) Program** is engaging 2,700 students, including 40% of the incoming class this year in faculty/expert-led courses and programming designed to personalize and enrich the undergraduate experience.

There are 239 faculty, staff, and student leaders, serving in RA or Mentor roles, serving on the LC teams leading 31 Learning Communities which range in theme from Humanities to Public Health to WiMSE (Women in Math, Science & Engineering). There are also 51 students serving as Learning Community Ambassadors or Learning Community Executive Council members supporting recruitment efforts and developing programming for students.

In the fall, 83 LC courses were taught (UNIV 1810, UNIV 1840, UNIV 3820 and EPSY 3098) and 44 courses are scheduled for the spring with an enrollment this year of over 2,000. The Vice President for Student Affairs was invited to join the FYP&LC Program Director to address over 1,700 faculty, staff, and students at the August Learning Community Kickoff event held during the Husky Week of Welcome.

Two new communities, Transfer Connections House and SchOLA²RS House, were launched in the fall. Transfer Connections House is working to identify ways to better integrate this population into the university community. SchOLA²RS House is supported by a \$300,000 Booth Ferris grant to investigate how to better serve the African American/black male experience in higher education and work towards increasing this group’s retention and graduation rates as well as their entry into prestigious graduate programs. We also collaborated with the Honors Program to launch a themed community for honors students beyond the first year, H2O House (Honors to Opportunities).

NextGen Hall, a newly built residence hall, opened for 727 students to move in this past August. The building houses 8 Learning Communities (EcoHouse, Engineering House, Eurotech House, H2O House, Innovation House, Public Health House, SchOLA²RS House, and WiMSE House).

FYP&LC leadership worked with architects to propose and design a number of community spaces on the bottom two floors of the building to enhance the student experience, including a NextGen Forum, Idea Lab, Community Rooms, and Faculty Landing Zones.

In addition, we launched the Learning Community Innovation Zone (LCIZ) in NextGen Hall, UConn's first makerspace, joining the maker movement taking place across the nation. The LCIZ is over 1,400 square feet and houses 3D printers, a laser cutter, table top milling machine, an electronics station, a textile station (sewing machine), as well as hand tools, design software, and a wide variety of materials. The LCIZ opened on October 23, 2016. Students have signed in to use it 396 times in a month and a half. It was opened this fall and seven workshops were developed and held (Paper, Scissors, Rockets; Halloween Masks led by a senior puppetry major, Isaac Bloodworth; Creativity Strategies with Legos, LED-Kit Keychains; Virtual Reality with Google Cardboard Goggles; Circuited Greeting Cards; and 3D Modeling with TinkerCAD led by a ScHOLA²RS House student, Nico Wright). Workshops were developed in collaboration with Laurel Brandon, a Neag School of Education PhD student working in the Center for Gifted and Talented students.

In 2015-2016, Learning Community students were recipients of \$105,550 in research/project grants and scholarships (such as SHARE/SURF awards and IDEA grants). Students in three communities also completed over 3,300 hours of service in the fall (*EcoHouse*, *Human Rights & Action House*, and *Public Health House*). Ensign-Bickford donated \$6,000 to WiMSE House to support women in STEM. Over 30 teams competed in the 6th Annual LC Field Day event at the beginning of the academic year where they competed with each other on strategy games while bonding with new friends on campus. The 2nd Annual Research Connections event was held, bringing together almost 30 faculty and students who have been awarded research/project grants with first- and second-year students to discuss different fields and research opportunities.

In fall 2016, 292 Learning Community events were held – about 20 per week – to engage first- and second-year students. A few examples include students in Human Rights & Action House who attended a Human Rights Institute event and a Human Rights Film Series. WiMSE students held snack and study nights with math professors and chemistry and biology graduate students who attended to support students' learning. EcoHouse students camped at Goodwin State Park, took a tour with a local ecologist, and did some trail clean-up together.

In addition, four First Year International short-term education abroad trips are being planned. Business Connections House students will embark on a business immersion experience to Vienna and Budapest in May 2017. Eurotech House students traveled to Germany over winter break and ScHOLA²RS House students will travel to Brazil over spring break. The Learning Community will also hold its annual summer program in Cape Town, South Africa.

The **Academic Achievement Center (AAC)** is staffed by professionals, graduate students, and trained undergraduates who coach students in effective, efficient ways to study, develop goals, and manage both time and stress. Professional staff provides strategic academic counseling for students experiencing all levels of success. This center is open to all UConn students who want to maximize their efforts to excel academically.

The AAC assists students in attaining their academic and personal goals by providing a comprehensive, personalized array of programs, resources, and services which enhance skill development, effective decision-making, and personal transitions to and within the university setting.

In the fall of 2016 **more than 6800 students** benefitted from individual appointments, class presentations, supplemental instruction or workshops. This is a **66%** increase over fall 2015. Professional staff and AAC coaches delivered over 114 presentations in UNIV 1800, 1810 and honors sections and hosted 26 workshops during the fall semester.

UConn Connects provides one-on-one assistance for students on academic warning or probation to help them improve their academic performance. In its 25th year, UConn Connects has assisted **more than 9,000 students** seeking to realize their academic potential. Fall '16 saw a record participant rate. **Over 124 faculty, staff and administrators** have volunteered to help a student get back in good academic standing and approximately 340 students are participating in the program.

The AAC is also committed to developing, facilitating and funding the Supplemental Instruction course offerings for gateway courses across the university in PSYC 1100, MATH 1131, Math 1132, BIOL 1107, BIOL 1108, CHEM 1127Q, CHEM 1128Q, CHEM 2443, and CHEM 2444. This collaboration between UConn faculty, the AAC and undergraduates continues to grow. During the fall 2016 semester the SI program had **2500** contacts across all offerings which is a 59 % increase over fall 2015. An additional collaboration with the Chemistry department enabled the AAC to offer additional sections of Organic Chemistry SI.

The AAC has continued to build strong collaborations across campus with Women in STEM initiatives, CETL, CMHS, CSD, School of Engineering, PRLACC, Financial Aid, Advising Centers, CCD, UConn First Summer, First Star Academy, SSS, Women's Center and Residential Life.

Monique Negron, Assistant Director of Academic Support, presented at the National College Learning Center Association Annual Conference. She also facilitated over a dozen Myers Briggs Type Indicator (MBTI) workshops to student organizations and in FYE classes. As a member of the UConn Women's Persistence in STEM Committee, Monique spearheaded the development of UConn's first website geared solely towards women majoring in Science, Technology, Engineering and Math (STEM). The website entitled [UCSTEMinist](#) serves a hub for students to access a variety of information regarding women in STEM-focused student organizations, professional associations, and internship and resource opportunities. In addition, the hub offers information to combat common challenges women in STEM face. The website is scheduled for a soft launch at the beginning of spring 2017.

Leo Lachut, AAC Director, served as trip director for the **Learning Communities in Cape Town, South Africa summer program**. He co-led a pre-departure course and accompanied 13 students, along with another 13 from the SSS program on the trip. Each student completed a 9-day service learning assignment in a non-profit organization selected to match their professional

goals or interests. Placement sites included hospitals, clinics, schools, an orphanage, a business development organization.

The Center for Academic Programs (CAP)

CAP continues to deliver high-quality academic support services and programming for first-generation, low-income, and other underrepresented populations at the Storrs and regional campuses, and in various target cities throughout the state. CAP currently includes the First Star Academy, ConnCAP, the McNair Scholars Program, and Student Support Services.

The **UConn First Star Academy**, established in 2013 in partnership with the Connecticut Department of Children and Families (DCF), is committed to increasing the percentage of foster children who graduate from high school and attend a four-year college or university. Since 2013, a total of 88 students have participated in the academy and with an overall retention rate of 91%. The First Star Academy has graduated 26 students thus far with a 96% high school completion rate and 89% college placement rate. First Star graduates are enrolled at institutions such as UConn, Delaware State University, SCSU, ECSU, Goodwin College, and various community colleges. There are currently (2016-2017) forty-five students participating in the academy, including a senior class of 25 students. During the school year, students receive services such as academic advising, tutoring, mentoring, and monthly Saturday Academic Days to keep the youth connected with the program and pursue their academic goals. Among other established First Star Academies, UConn's program has been recognized as a model for other institutions due to its creative and intensive academic-based programming, as well as its collaborations with key internal and external partners. The Academy staff has been invited to a retreat in Washington, DC to present and share best practices. DCF has committed to renewing funding for the First Star Academy for the next three years.

The **ConnCAP** program currently serves 115 students from high schools in Hartford and Windham; the students participate in summer residential and academic year components. One-hundred percent (100%) of the 2016 senior class graduated from high school and 92% enrolled this past fall in a college of their choice. Among the graduating senior class of 2016, 57% enrolled at in-state universities, 10% at private colleges, 5% at out-of-state colleges, and 38% at community colleges. In addition, 29% of graduating seniors enrolled at UConn, many of whom were admitted to UConn SSS. Many students have received prestigious scholarships such as UConn's Presidential, Day of Pride, and the Jacob L. and Lewis Fox Foundation Scholarship for Outstanding Academic Achievement. The program is in the final year of the ConnCAP funding from the CT Office of Higher Education. This grant has been reduced in half for the current year. The CT Office of Higher Education has notified us that there will be no funding available for 2017 summer programs due to restructuring of the Minority Advancement Program. An Upward Bound grant proposal was submitted to the U.S. Department of Education in November 2016 and we anticipate hearing about the grant award by June 2017.

The **Educational Talent Search** program provided an early college awareness program to 36 Windham Middle School students and college preparation services to 384 high school students in New Haven and Windham. In districts where high school graduation rates range from 70% to 80%, ETS graduated 100% of its high school seniors in 2015-2016.

ETS was compelled to close its doors on July 1, 2016. As a grant-funded program that received just \$460 per student, it became too difficult to meet university fiscal obligations while still providing students with the quality programming that they deserved. ETS staff members transitioned all participants into other college preparation programs, including, but not limited to, UConn's own ConnCAP program, Higher Edge, and Pathways to College to ensure their continuation of services.

The **McNair Scholars Program**, which is designed to prepare STEM majors for Ph.D. degrees, is in its last year of a five-year U.S. Department of Education, \$1.1 million grant. We are in the process of applying for the next grant cycle. Fourteen rising sophomores and juniors (McNair Fellows) participated in a rigorous two-week STEM introductory program in May 2016 to become acquainted with research and internship options on campus, to build leadership and academic presentation skills, and to learn about becoming a McNair Scholar. In June and July of 2016, seven McNair Scholars conducted their STEM research projects during the nine-week, research-intensive McNair summer experience after defending their project proposals in April. In July, the Scholars traveled to the University of New Hampshire for the New England McNair Scholars Program Conference for Undergraduate Researchers from the six New England McNair programs and presented their work and networked with faculty. Currently the majority of the alumni are enrolled in graduate or medical school at institutions such as Harvard University, UMass, UConn, University of Georgia, and San Juan Bautista School of Medicine. Additionally, many seniors and alumni are applying to various graduate school programs this winter to enroll in the fall 2017 semester.

The **Student Support Services** program provided academic support and programming to over 1,200 UConn students at the Storrs and regional campuses. SSS receives \$1.5 million in funding from the U.S. Department of Education and is in its second year of a five-year grant cycle. SSS also receives a ConnCAS grant from the Connecticut Office of Higher Education; this grant was reduced by half (\$150,000) for 2016-2017 year. The Office of Higher Education will not be providing funding for the 2017 summer program, as they are restructuring the Minority Advancement Program.

A total of 364 incoming freshmen participated in the 2016 summer pre-collegiate programs. Of those participating, 65% were both first-generation and low-income students, and 97% were from underrepresented populations. In the summer, SSS students gained early exposure to the Academic Achievement Center through a workshop series which focused on study skills and introduced them to tutoring services. SSS continued its three-week Education Abroad program in London and its four-week program in Cape Town, sending 29 students abroad in the summer. Global Affairs has continued its financial commitment to support SSS students studying abroad.

SSS students meet with their counselors at various points during their time at UConn to stay on track both academically and professionally, as well as to further develop their financial literacy; Sophomore Reviews and Senior Exit Interviews are tools that help counselors prepare students for internship and job opportunities, review graduation requirements, and calculate accumulated loan debt. In addition to these initiatives, Junior Programming events were held to help prepare students for job searches and graduate school applications through professional development. The 11th annual Leadership Conference welcomed 70 students, 29 of whom were new campus

change students. Participants were able to network with peers and staff, build leadership skills, take part in workshops, and benefit from the alumni keynote address.

From fall 2015 through the conclusion of the 2016 summer program, there were 9,042 sign-ins on the Student Arrival Notification Database (now called SANDBOX) at the Storrs campus. The regional campuses have continued to collect this data as well. The 2010 Storrs cohort had a six-year graduation rate of 62%.

In addition, SSS alumni are continuing to receive honors and awards; in 2016, Kally Moquete-Gonzalez (B.A. '12) won the Connecticut Association of Educational Opportunity Programs (CAEOP) Achievers Award for her professional accomplishments. As we approach CAP's 50th Anniversary we have had increasing contact with our alumni, welcoming them back to connect with current SSS students through our Leadership Conference and the SSS Alumni Career Networking Brunch. We have also had two luncheon events for SSS alumni; the first for alumni who are also UConn employees, and the second for those who are currently enrolled in UConn graduate programs. Our SSS alumni are highly interested in remaining engaged with our programs.

Louis Stokes Alliance for Minority Participation

The Louis Stokes Alliance for Minority Participation (LSAMP) program continued with its integration of services into the Institute for Student Success through an active summer. The [LSAMP](#) website was completely rebuilt from the ground up to fully represent the depth and evolution of the program. In addition, 51 new scholars were added to the program including 28 freshmen, 5 sophomores, and 18 juniors. The scholars were selected from over 150 applicants that replied to the more than 500 invitations sent to eligible students.

UConn's LSAMP program, one of six in the Northeast Louis Stokes Alliance for Minority Participation (NELSAMP), is funded by the National Science Foundation (NSF), and was recently renewed through 2021, with \$3.5 million in shared funding, to continue its mandate to recruit and support underrepresented students in STEM disciplines. UConn's LSAMP program, in its 15th year, serves 130 scholars, primarily Black and Hispanic students.

In addition, the grant renewal, effective in September, made UConn the lead institution and headquarters for NELSAMP. This Alliance leverages the connections and cooperation that can be advanced through collaborative events for undergraduate scholars from UMass Amherst, Worcester Polytechnic Institute, Tufts University, Northeastern University, and the University of Rhode Island. With UConn as the lead, NELSAMP is poised to continue to grow its impact in supporting the region's underrepresented STEM scholars more broadly.

Mentorship is a key component of LSAMP's contribution to the STEM community; scholars are provided the opportunity to tutor and mentor high school students in the ConnCAP program as well as opportunities with K-8 in the STEM disciplines. Further, all incoming freshmen connected with an experienced LSAMP student to help navigate the opportunities at UConn.

Finally, the addition of a permanent program coordinator provides focused programming and advising for the scholars in the LSAMP program. In the fall semester, two UNIV 1820 classes and two series of seminars in the evenings served to help with the transition of the incoming

scholars, and additional workshops were offered for the whole group, focusing in particular on expanding access and exposure to quality research experiences.

**CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)—
PETER DIPLOCK ASSISTANT VICE PROVOST
LAUREN SCHLESSELMAN CETL ASSOCIATE DIRECTOR**

The **Center for Excellence in Teaching and Learning (CETL)** facilitates development and implementation of innovative academic programs and effective teaching strategies, and provides institutional-wide support to enhance teaching and learning outcomes across all modalities (online, blended, flipped, and face-to-face courses). CETL is comprised of eCampus, Faculty Development Programs, Faculty Enhancement, Educational Technologies, Testing Center, Writing Center, Quantitative Learning Center, Summer & Winter Programs, the Office of Early College Programs (OECF), and the Office of University Advising.

New Staff: From a capability building perspective, the highlight of the year was the hiring of two key members of the CETL leadership team. First, we were most fortunate to be able to hire Dr. Lauren Schlesselman as the new CETL Associate Director. Lauren is a past UConn teaching award recipient and a former faculty member and Associate Dean in the School of Pharmacy. She has a wealth of teaching knowledge and experience and a deep passion for promoting excellence in teaching and learning. Lauren provides unit leadership for Faculty Development Programs (Aynsley Diamond, Director), Instructional Design (Desmond Mccaffrey, Director), Faculty Enhancement (Suzanne LaFleur, Director), Educational Technologies, Testing Center, Writing Center, and Q-Center. With this restructuring, the faculty development areas that report to Lauren have established a more seamless service interface for supporting faculty and developing programs that facilitate teaching and learning innovation in Storrs and the Regional Campuses. Second, after an extensive national search, we welcomed Michael Jones as our new Director of Finance. In addition to oversight of the CETL budget, Michael is the key financial liaison for all of the eCampus and CETL supported entrepreneurial programs.

Highlights of the past year include:

- **Large Course Redesign:** We look forward to working with faculty involved with PNB2264/2265, PHYS1025, ENGR1166—course winners of the CETL Changing the Course of Learning grant initiative (<http://cetl.uconn.edu/changing-the-course-of-learning/>), aimed at making large courses (100+ students) with identifiable problems or opportunities feel smaller through the use of technology-support active learning. Twelve submissions were received seeking support for 1000- and 2000-level courses in CLAS and 1000- and 3000-level courses in Engineering. CETL staff are also working on a large course redesign of BIO1107.
- We administered the second annual Provost's Mini-Grant Competition. There were over 80 submissions and a total of 26 recipients. A list of award recipients can be found here: <http://cetl.uconn.edu/2016-provosts-academic-plan-mini-grant-competition-award-winners/>

- We continue to upgrade and broaden resources on the CETL webpage (<http://cetl.uconn.edu>) to ensure faculty have access to research informed best practice, DIY teaching resources, and service links.
- eCampus continues to be extremely busy increasing its support of the University's hybrid/blended and flipped course initiatives while continuing to support faculty development of high demand, high enrollment online undergraduate courses and faculty development of online graduate certificate programs.
- UConn now has 25 graduate online programs (<http://online.uconn.edu/>) powered by eCampus, including degree programs in Accounting (Business), Survey Research (CLAS-Public Policy), Neonatal Acute Care (Nursing) and post-baccalaureate certificate programs in Geographic Information Systems (CLAS-Geography), Gifted Education and Talent Development (Neag), Nonprofit Management (CLAS-Public Policy), Survey Research (CLAS-Public Policy), Occupational Safety and Health (CAHNR-Allied Health), Puppet Arts (Fine Arts), Digital Media (Fine Arts), Arts Administration (Fine Arts), Advanced Certificate and Bridge Program in Accounting (Business), Sustainable Environmental Management and Planning (CAHNR-NRE), Disability Studies (Public Health/Pappanikou Center), Post-Secondary Disabilities (Neag), Holistic Nursing (Nursing), School Law (Neag), Program Evaluation (Neag), Power Engineering (ENGR), Global Financial Risk Management (Business), Pain Management (Nursing), Health Professions Education (Nursing), Special Education Transition to Adulthood (Neag), Adolescent Literacy (Neag), Exercise Prescription (CAHNR-KINS) together with 3 hybrid/blended and low residency programs in Gifted and Talented Education (Neag), Educational Technology (Neag), Human Resource Management (Business).
- eCampus continues to support more than 350 online courses at the undergraduate and graduate level, having helped directly develop 28 new undergraduate online courses, 22 graduate level online courses, and consulted with faculty on more than 20 'flipped' and "hybrid/blended" courses in the last year.
- Developed and delivered Exploring Hybrid/Blended and Flipped Learning Workshop in a hybrid/blended format. Modeled on Exploring online learning, the workshop consisted of 2 days of in class work for faculty interspersed with online activities. The pilot was a success and has already undergone revision and will be re-offered multiple times across all campuses in 2017.
- Expanded availability of 'Exploring Online Learning' short course to enroll more diverse population of participants including graduate students, librarians, and grant support staff. Increased access allowed for broader dissemination of best practices across departments and University units while strengthening graduate students' breadth of knowledge and effectiveness in online education.
- Continued expansion of support for faculty designing and developing non-credit offerings. In addition to increased support for the School of Agriculture and Natural Resources (5 programs currently supported), eCampus has consulted with the Neag School of Education in the development of the Certificate in Intensive Educational Interventions and is working with the School of Engineering on non-credit course work for professionals in the field. We believe demand for online non-credit short-courses will

grow dramatically in the next few years and are working to develop the technological and design capabilities needed to support development of these courses.

- Expanded faculty development workshops and presentations for regional campuses, departments, schools, and colleges offering 27 in person, 4 hybrid/blended, and 3 fully online faculty development workshops across 5 campuses, 3 schools, and multiple departments.
- eCampus staff and the faculty they are working with were active presenters on best practices in online education at regional and national conferences including the Online Learning Consortium, Quality Matters Conference, and the Connecticut Distance Learning Consortium conference.
- CETL now holds institutional subscriptions to the National Center for Faculty Development and Diversity (NCFDD), offering teaching, diversity awareness, professional development, and time management resources. All UConn faculty and TA's are eligible to enroll for a free membership. NCFDD offers relevant professional development training in a downloadable virtual format so members can learn at their convenience with the goal of supporting faculty members to increase research and writing productivity and improve work-life balance. Since the announcement of our NCFDD membership, more than 200 faculty and graduate students have registered to access personal and professional development resources and 16 faculty participated in the fall 14-day writing challenge.
- Graduate Assistant Online Program for Teaching and Instruction – This fall represents the culmination of planning and implementation of a new teaching assistant (TA) development program. The semester started with the new teaching assistant orientation which saw a significant increase in attendance (196 in 2015 and 327 in 2016). Additionally, as of this semester all graduate assistants are required to complete the 2-4 hour short online course ‘Graduate Assistant Program for Teaching and Instruction’, designed to ensure that every graduate student who currently has or in the future could hold a teaching position at the university is provided with exposure to best practices in college teaching, assessment and evaluation. Since its launch in October, 1200 students have completed the mandatory online program.
- Graduate Certificate in College Instruction – Revised this 9-credit program for UConn graduate students interested in expanding their preparation in and understanding of college teaching. This certificate program is designed to develop teaching knowledge and skills at a much deeper and more advanced level. The two prerequisites for the GCCI are the required GA online short course mentioned above, and a one credit seminar course which includes five ninety minute workshops with pre and post-work. Sample workshops include: *Supporting and Teaching Academic Integrity in the Classroom*, *Teaching International Students and Multicultural Awareness*, *The Science of Learning*, *Teaching in an Online Environment*, *Facilitating Challenging Conversations in the Classroom*.
- President’s Series on Teaching Excellence – Shareen Hertel was 2016’s speaker for the President’s Series on Teaching Excellence. Her speech, “Made to Care: Creating community in the classroom,” was a large draw with over 100 faculty and staff attending.
- Faculty Teaching Workshop – The second year of offering this event was a resounding success. This day long program is devoted to teaching effectiveness and teaching excellence. Presented a week after graduation, workshop focused on reflection and research-informed insights and strategies to improve and enhance teaching. Apple

representatives were brought in to present of effective use of technology and new products and application specifically developed for higher education.

- Lunchtime Seminars – 374 faculty attended the 38 seminars which were offered in 2016.
- We saw a significant increase in the number of one-on-one teaching enhancement plan consultations. The number of classroom observations also increased substantially as did demand for consultations from ESL faculty for English pronunciation consultations and support.
- Launched a new and very well received series called ‘teaching talks’ which are bi-weekly small group informal teaching talks led by faculty for faculty in the Teaching Innovation room in Rowe on topics such as syllabus design, active learning, motivating students, classroom discussions and group work.
- Another new hire, Dan Facchinetti joined CETL as the lead staff member responsible for providing support for faculty using Blackboard (BB). Dan brings an instructional design background to the position that allows him to collaborate closely with the eCampus instructional designers in CETL.
- We have seen an increase in the number of training sessions for faculty for educational technologies including HuskyCT (BB), iClicker, WebEx, and Mediasite. Group training sessions has allowed for increased efficiency in meeting these training needs, but one on one support continues to be available. Over the past year CETL conducted almost 70 training sessions in Storrs including the following: HuskyCT (12), iClicker (13), Mediasite (21), and WebEx (21). The training needs of the faculty at regional campuses was met through the use of WebEx.
- Faculty continue to enthusiastically embrace the new Lightboard on the 4th floor of Rowe for producing high quality video rich short lectures and tutorials. There were more than 300 requests to use the room. To date more than 75 faculty have used the room.
- CETL has begun to offer virtual reality recordings using new technology purchased this year. This technology allows faculty to create virtual field trips to enhance the student’s learning.

Sample Aggregate Participation Numbers for 2014 - 2016
Faculty Development Programs

Programs	Attendees/Participants		
	<u>2016</u>	<u>2015</u>	<u>2014</u>
New TA Orientation - Spring (Jan)	40	67	40
New TA Orientation - Fall (Aug)	327	196	241
New Faculty Workshop - Day 2 (Aug)	90	36	70
New Faculty Reception (Oct)	Spring'17	50	53
University Awards Dinner/Reception (April)	81	49	40

Faculty Teaching Workshop (May Day)	73	57	-
President's Series on Teaching	112	150	-
Lunchtime Seminars	374	299	182

Writing Center – Kathleen Tonry, Acting Director; Tom Deans, Director (on leave fall 2016)

- In fall 2016, the Writing Center delivered 2455 interactive tutorials in academic writing, each 45 minutes long and in response to the writer's needs and goals. Each tutoring session was followed up by a personal email reviewing the session and proposing next steps. The center is running at full capacity while student ratings of tutorials remains excellent.
- The center's work with international writers continues to expand. This fall, they held 678 tutorials with writers learning English as a second (or third) language, an increase of nearly 25% over last fall. They are currently also developing a series of workshops tailored to second language writing needs and continue to prepare our staff with additional training.
- They continue to assist graduate students through writing retreats, workshops, dissertation bootcamps, and individualized consultations. The center's model is increasingly recognized as among the best in the country and is featured in a forthcoming book on graduate writing support.
- Research productivity among Writing Center directors, graduate assistants, and undergraduate tutors continues to be strong. This year they have published books, journal articles, reviews, commentaries, and chapters, along with presenting papers at regional and national conferences.

Quantitative Learning Center (Q) Center – Director, Alvaro Lozano-Robledo.

- The Q Center handled 11,591 visits in Fall 2015 and 9,488 visits in Spring 2016 for a grand total of 21,079 visits (18% higher than the previous year). In addition, the center had 100 visits in the Summer of 2016.
- In Fall of 2015, a total of 2,102 individual students used the center's services at a rate of about 5.51 visits per student. In the Spring of 2016, a total of 1,560 individual students used the services at a rate of 6.08 visits per student. Most visits (~50%) were in Mathematics.
- 51.2% of the visitors rated the center's services as excellent; 83% rated their visit as Good or Excellent. Only a 3.4% rated the visit as poor or unacceptable.
- 32 review sessions in the Fall of 2015 with a total of 1087 attendees; 31 review sessions in the Spring of 2016 with a total of 935 attendees. We also had 20 course content workshops in the Fall of 2015 and 22 course content workshops in the Spring of 2016.

Summer & Winter Programs—Director, Susanna Cowan.

Overview

The Office of Summer & Winter Programs (summerwinter.uconn.edu) administers the majority of for-credit courses offered to undergraduates during the summer months and winter intersession. The majority of these undergraduates are UConn students, but we also enroll visiting/non-degree students from all parts of the country and globe.

Total credit enrollments for Summer 2016 were up slightly, with the number of students taking summer courses remaining almost unchanged from the previous year. Although gains in overall summer enrollment were not striking this year, changes in enrollment by mode of instruction were: discounting lab courses, for which there are not yet any online equivalents, enrollments in face-to-face and online courses came close to parity for the first time ever.

In winter the story has been more dramatic, in terms of both enrollment and mode. As of this writing¹, **Winter 2017 enrollments are up 9% from last year** and online enrollments make up nearly 80% of total enrollment, a jump of almost 28%.

Enrollments & Headcounts

- May/Summer 2016 final enrollment was 9804 up just slightly from May/Summer 2015 (+1%).
 - 61% of all May/Summer '16 enrollment was in person (including IND, PRA, etc.)
 - 39% of all May/Summer 16 enrollment was online
- Winter 2017 total enrollment (as of 1/10/17) is 1836, up from 1688 in 2016 (+9%)
 - 18% of total Winter '17 enrollment is in person
 - 78% of total Winter '17 enrollment is online
 - 4% of total Winter '17 enrollment is hybrid/blended
- Calendar year 2016 enrollment
 - 57% of all 2016 enrollment was in person (down from 65% across all 2015)
 - 43% of all 2016 enrollment was online or hybrid (up from 35% across all 2015)
- 6294 individual students (unduplicated count) took courses during May/Summer 2016, essentially
 - 88% were UConn undergraduates and 12% were visiting/non-degree students
- Students chose from about 700 distinct classes² in Summer/May 2016 and just over 100 total class sections in Winter 2017—both about even with the previous year in number.
- General Education courses comprised 60% of lecture/seminar offerings in Summer/May 2016, consistent with 2015; close to 65% of lecture/seminar offerings in Winter 2017 courses are GenEds, down just slightly from just under 70% in 2016.

Collaborations for growth and innovation in Summer/Winter Programs

¹ Winter 2017 final enrollment numbers will not be locked in until February 2017.

² This is a total of *all* course sections offered, including independent studies, practicums, field studies, etc.

- Continue to work one on one with department heads on strategies to increase summer and winter enrollments including development of more effective predictive demand analytics to inform course offering decisions to ensure UConn students have an opportunity to enroll in needed UConn courses
- Strengthened partnership with eCampus to coordinate development strategy for online and hybrid/blended courses and support for faculty and TA's
- Work closely with the CETL marketing group to implement both broad and targeted approaches to marketing Summer and Winter courses.
- Collaborate with teaching faculty and teaching and learning professionals to develop new tools to support student learning in Summer & Winter
- Continue to elicit student feedback through post-summer/winter surveys; introduce richer assessment through focus groups and other means

UConn First Summer

UConn First Summer, a 5-week summer program designed for incoming UConn students, had a highly successful third year with 75 enrolled students. This year's program included a film series developed in collaboration with the program's teaching faculty. New this year, we implemented a peer-mentor staffing model under the direction of a part-time graduate student that allowed for expansion of educational and enrichment activities, and more focused tracking of key success indicators. Students are academically successful during the program, holding across all three years a steady 3.5 GPA for their First Summer courses. Student diversity in the program is strong; of total program participants across the three years, 36% have been minority students. Our first freshman student cohort from First Summer 2014 will reach a four-year graduation date in Spring 2018. We are beginning the work of collecting data in order to track degree completion and time-to-graduation with this and subsequent groups.

Office of Early College Programs (OECF)---Director, Brian Boecherer. UConn Early College Experience (ECE) is the oldest concurrent enrollment program in the nation celebrating 60 years of continuous operation in 2015. It is also one of the largest programs in the nation with 11,616 students and 1,250 certified instructors in 2016-2017. UConn ECE is a founding member and nationally accredited through NACEP (National Alliance of Concurrent Enrollment Partnerships). UConn ECE works with five UConn Schools and Colleges, 32 Departments, and offers 66 courses in 2016-2017. This year 71,884 credits are being attempted, an increase of 4,670 attempted credits last year. UConn ECE partners with 195 high schools in Connecticut and Fisher's Island, extending UConn's academic outreach presence to virtually all public high schools (including the technical high schools) as well as most parochial schools and many private schools. Students on the Federal Free & Reduced Lunch Program (F&RL) and high schools where 80 percent of the students are on F&RL receive a full fee waiver (16 percent of all ECE student participants are waived each year). The ten-year program student growth rate for the program is 160% and the ten-year program student growth rate of urban schools is 260%. Approximately a sixth of all Connecticut high school junior and senior students participate in the ECE program. We offer a number of on campus student events, including an annual French

Immersion Day and Quiz Bowl, Globalization Conference, Marine Science Research Poster presentation, cardboard boat race, and are looking forward to our first UConn ECE Art show May 2017. UConn ECE offers approximately 250 hours of professional development annually to ECE instructors, with approximately 35 day-long professional development workshops, along with many specialty three-day Summer Institutes for our high school ECE Instructors.

Approximately 1,300 ECE alumni matriculate to UConn each year (**35% of the freshman class at Storrs**), and **of the UConn ECE alumni who apply for UConn admission, 92% are accepted**. UConn ECE is collaborating more closely with Admissions to increase the number of matriculating alumni. UConn ECE Alumni **graduate on-time or early from UConn at a rate approximately 18% higher than all other students**. For those Alumni not attending UConn, credits earned through UConn ECE transfer 87% of the time. Students and parents can explore their transfer options with a credit transfer database available to the public online at <http://ece.uconn.edu/research/>

UConn ECE is strengthening partnerships and relationships both inside and outside of UConn. UConn ECE Alumni compose a third of all Honors students and between a third and two-fifths of all SSS students. UConn ECE has been tapped for participation on early college forums, keynote addresses, as well as collaborating on task forces in Connecticut, New England, and nationally. Staff members have published on the topic of concurrent enrollment (Boecherer 2016, Syracuse University Press), present nationally, are featured in national webinars, and sit on NACEP accreditation committees. Our peers are Syracuse University, Indiana University, and University of Washington, Seattle, which we have co-presented and co-published with over the last three years. UConn is seen as a model of national excellence and a national authority on concurrent enrollment.

UConn Early College Experience – By the Numbers	
Ten-Year Student Growth Rate	160%
Ten-Year Urban Student Growth Rate	260%
UConn ECE Alumni at UConn Storrs	35% of Freshman class annually
UConn ECE Alumni Graduate On-time or Earlier	18% higher

OECP launched its first non-credit program in the summer of 2014, **Pre-College Summer (PCS)** (<http://precollege-summer.uconn.edu/>). PCS provides rising high school junior and senior students with a one- to four-week residential non-credit summer experience. These students register for specialized academic cohorts that run 20-hours a week, as well as attend afternoon workshops that allow students to broaden their social and emotional development. The inaugural program launch was very successful, with approximately sixty students. For Summer 2016, 256 students came from across the United States and as far away as Canada, Puerto Rico, and China. Last year PCS sought to diversify student enrollments by working with *Wishbone.org*, a program that supports efforts by first-generation students in poverty to attend academic summer programs. 15 *Wishbone* students primarily from Harlem attended the program from this partnership. We are looking to increase additional similar scholarship opportunities in the future. March 2016 we hired a new director for the program, Nella Quasnitschka, formerly of CAP/Educational Talent Search. Nella has ushered in a new level of professionalism by

recreating the website, piloting new multi-week academic cohorts, diversifying course offerings, and increasing financial efficiency. For Summer 2017, 18 courses are being offered with special concentrations in pre-Med, STEM, Fine Arts, and Humanities & Social Sciences. This will allow students to register for multiple weeks, exploring different pre-Med or Fine Arts courses each week, connecting with different faculty, and discovering more about their academic interests. While the program is designed to introduce students to higher education, the experience has attracted many students to the University (e.g. 20% of students from our 2015 summer program subsequently matriculated to UConn in the fall of 2016).

Office of University Advising—Director, Katrina Higgins.

Overview

This past year, with the support of the University Advising Oversight Committee, we have made progress on a number of the recommendations from the University Academic Advising Taskforce including the development of a mission statement and goals for advising at the University.

Mission Statement: *Academic advising at UConn supports the University's Mission to help every student grow intellectually and become a contributing member of the state, national, and world communities. Advising contributes to the Mission by providing exceptional support and resources that empower students to develop and implement sound educational plans. Academic advising is a critical component of the educational experience, developed through collaborative mentoring relationships between students and advisors, both faculty and staff.*

Goal #1: Access: *Based on their individual academic and/or professional goals, all students will have access to the appropriate faculty or staff advisor, or some combination of both. Advising processes will have the flexibility to support students as their goals change.*

Goal #2: Knowledge: *Quality advising requires faculty and staff advisors to be knowledgeable of academic requirements and university resources to support students as they develop throughout their university career.*

Goal #3: Support: *Staff and faculty advisors will be responsive to student needs by listening, showing concern, and providing guidance towards academic and career goals.*

Professional Development: In collaboration with CETL Director of Faculty Development will host first annual ‘may day’ professional development workshop to coincide and run parallel to CETL’s third annual ‘may day’ for faculty on May 15th. Working with a committee on a needs assessment to inform and develop a two-day advisor retreat in August 2017.

Other Developments: Efforts are ongoing to develop the criteria and process for annual advising awards for faculty and professional staff. Collaborated with HR and the Office of Diversity and Inclusion to institute processes to facilitate more diverse applicant pools when advising positions become available. Worked with Enrollment Management and Student Affairs to more effectively support UConn students in transition especially transfer and campus change students (e.g. support for transfer year experience course and transfer living learning community). Finally, we have an RFP in process for a University-wide student note, appointment, and

tracking system to help improve sharing of data and improve communication relevant for the advising community and student success.

Statistics:

Graduation

May and August 2016

School/College/Program	Total
School of Nursing	113
School of Fine Arts	116
Bachelor of General Studies	120
Neag School of Education	121
School of Pharmacy (Pharm.D. & Pharmacy Studies)	194
College of Agriculture, Health and Natural Resources & Ratcliffe Hicks	499
School of Engineering (including Engineering-Business)	502
School of Business	585
College of Liberal Arts and Sciences	2156
TOTAL	4406

Current Enrollments:

Avery Point	616
Academic Center for Exploratory Students	200
College of Agriculture, Health and Natural Resources	37
School of Business	10
College of Liberal Arts and Sciences	286
Bachelor of General Studies	28
School of Engineering	22
School of Fine Arts	1
School of Nursing	32
Hartford	1083
Academic Center for Exploratory Students	343
College of Agriculture, Health and Natural Resources	82
School of Business	86
College of Liberal Arts and Sciences	514
Bachelor of General Studies	42
School of Engineering	14
School of Fine Arts	1
School of Nursing	1
Stamford	1330
Academic Center for Exploratory Students	371
College of Agriculture, Health and Natural Resources	38

School of Business	194
College of Liberal Arts and Sciences	501
Bachelor of General Studies	64
School of Engineering	32
School of Fine Arts	98
School of Nursing	32
Storrs	18945
Academic Center for Exploratory Students	1837
College of Agriculture, Health and Natural Resources & Ratcliffe Hicks	1850
School of Business	1976
College of Liberal Arts and Sciences	8306
Bachelor of General Studies	47
Neag School of Education	238
School of Engineering & Engineering-Business	3211
School of Fine Arts	606
School of Nursing	503
School of Pharmacy (Pharmacy Studies and PharmD)	371
Waterbury	746
Academic Center for Exploratory Students	225
College of Agriculture, Health and Natural Resources	38
School of Business	60
College of Liberal Arts and Sciences	339
Bachelor of General Studies	36
School of Engineering & Engineering-Business	17
School of Fine Arts	5
School of Nursing	31
Grand Total	22720

CENTER for CAREER DEVELOPMENT JAMES LOWE—ASSISTANT VICE PROVOST

The Center for Career Development (CCD) continues to evolve to meet the changing needs of the populations we serve. Over the past year, we continued our focus on the seven established areas of best practice that are recognized by other institutions, both peer and aspirant, as a standard of excellence in the career services arena. While we documented increases in almost every area of best practice over the past year, the full impact can be seen when 2016 metrics are compared to the 2013 period before implementation. Our focused efforts produced the following results in program delivery and employer/student interaction:

Area	Total 2013	Total 2015	Total 2016	Change 2015/2016	Change 2013/2016
------	---------------	---------------	---------------	---------------------	---------------------

On Campus Interviews	1,509	1,500	1,642	9%	9%
Employers Conducting Interviews	226	216	277	28%	23%
Employer Info Sessions	40	54	79	46%	98%
Employers at Career Fairs	313	523	564	8%	80%
Students at Career Fairs	2,872	5,349	6,295	18%	119%
One-on-One Sessions	4796	5,506	6,591	20%	37%
Formal Presentations	248	370	400	8%	61%
Students Attending Presentations	6,756	8,347	8,773	*5%	30%
Website page views	-	533,637	618,625	16%	143%
Husky Career Link (HCL) Logins	-	124,567	118,450	** -5%	-1%
New Jobs on HCL	5,338	9,603	9,307	-3%	74%
Students Registered in HCL	7,076	9,256	9,949	7%	41%
Student Applications on HCL	12,847	20,909	23,447	12%	83%
Facebook	970	1,426	1,554	9%	60%
Twitter	815	1,299	1,451	12%	78%
Pinterest	235	785	955	22%	306%
LinkedIn	0	708	1,356	92%	758%
Instagram	0	102	294	188%	188%

Four overarching goals were established for this year, all of which have been achieved. The achievement of these documented goals was only part of the success that was realized by the CCD over the past year.

A major goal for this past year was to develop a robust assessment function within the department to enable actionable first destination reporting for all schools and colleges; this goal has been fully met. The CCD identified and contracted a new vendor, Purple Briefcase, and worked with the vendor to create a first destination survey that was sent out to upcoming graduates prior to May 2016 commencement. The survey has already yielded actionable first destination data which has been compiled into an infographic and provided to various stakeholders. Contributing to the success of the survey are: 1) the enhanced user experience provided through the new technology, 2) increased marketing of the survey to students, faculty and staff and 3) CCD presence at graduation events and ceremonies to promote the survey. In addition to

a better front-end experience for survey takers, we enhanced the functionality of the survey to include additional reporting capabilities and tools for reaching graduates that have not yet responded to the survey or those who are likely to have a change in employment status.

Multiple new programs have been launched that include a revised First Year Program initiative, implementation of a nationally recognized framework that is a stark departure from the long established model of addressing student needs from a class year standpoint, and the addition of CCD OnDemand, a web based curriculum of career readiness and support materials. Through partnership with key employers who sit on our Corporate Advisory Council, we have identified gaps that exist between students' skill sets and employer hiring needs and have developed and implemented programs to address those needs. Our program offering was recently highlighted at the National Association of Colleges and Employers (NACE) annual conference and has been recognized as a national best practice by colleagues at other institutions such as Stanford, New York University, Wake Forest and Rochester Institute of Technology. Additionally, institutions such as Ulster University in Ireland, Butler University, Temple, Haverford College and California State University at Sacramento have reached out to us to learn more about our groundbreaking programs. Conversations with the Center for Excellence in Teaching and Learning to investigate possible collaborations are ongoing.

The CCD has a robust and well developed internal relations focus on campus. Our well-established Internal Relations Continuum focus was featured at the annual NACE conference this past year and has gained widespread endorsement for institutions across the nation. Robust engagement with student groups, faculty and department heads across campus has aided us in this area. Particular emphasis and focus on partnering with the Foundation and Alumni Affairs has bolstered our ability to engage with a broader constituency of employers.

Recent accomplishments and developments in the CCD include:

1. The Center for Career Development launched a groundbreaking foundational process, the UConn Career Engagement Model. The Model provides clear structure for the career development process while also being inclusive of all students. The UConn Model also became the platform for the National Association of College's and Employer award-winning Personalized Career Plan, the Department's innovative online career development resource. This new approach to online career planning and in-person career coaching has emphasized our mission to empower students to be highly active agents in their career development. By developing a model that reflects contemporary career theory in a university setting, the CCD has established itself as a leader in the field of college career development. The Model and Personalized Career Plan resource was presented at the National Career Development Association Global Career Conference and was the recipient of the Annual NACE Member's Choice Award.
2. The CCD continues to see record growth in employer and student involvement. Our Fall Career Fair, held over two days in Gampel, was at full employer capacity with an 18% increase over the prior year. Student attendance was also up 19% over the 2-day period, with more than 3,000 students in attendance. In addition, we added a new career fair app, to better enable students to prepare for their fair experience, providing a map, links to employers attending, links to posted jobs, tips and more. Post-fair surveys showed students and employers overwhelmingly pleased with their career fair experience – ranging from the day's activities to the new app.

Our Corporate Advisory Council, comprised of representatives from 16 of our top employers, continued to meet to share trends and be active partners in many on-campus events, ranging from the career fairs to co-sponsors and co-presenters of panels and workshops across the university.

3. The CCD formally established oversight and leadership of career related activities on our Regional Campuses. Initial assessments of current practices and needs have been conducted and strategic 2017/18 roll out plans for leveraging technology (Husky Career Link, Husky Career Prep, CCD On Demand) and on-campus programs have been developed. New CCD Regional Campus websites have been created to give regional campus students access to tools and advising, both local and virtually with Storrs based Career Consultants. Job search programs have been developed for rising seniors (all students welcomed) to be delivered in the spring 2017 semester and protocols have been established for engaging local business to post jobs and meet with students on each campus.
4. The CCD has successfully transitioned our Career Services Management (CSM) platform to a new provider increasing our ability to provide accessible services to students and alumni, as well as collect graduate first destination data. This new CSM technology provides students with mobile accessibility to job searches, company searches and career development content via a custom app. The CCD also worked directly with the technology provider to develop a custom module utilized for collection of first destination data which resulted in a 114% increase in the number of graduate outcomes collected from 2015 to 2016. As a result of this increase, the CCD was able to provide actionable data to key stakeholders at time of graduation, 4 months post-graduation and 6 months post-graduation. The result of our recent first destination survey shows that 85% of 2016 graduates have positive outcomes (jobs, graduate school enrollment, military service, etc.) within 6 months of graduation.
5. The Center for Career Development continues to promote engagement and leadership beyond the classroom through in-person presentations and interactive virtual resources. CCD staff facilitated over 350 in-person presentations and over 250 group resume workshops for undergraduate students. Excluding career fairs, over 3000 students attended CCD sponsored events, workshops, and participated in group resume critiques through the fall semester. CCD launched an online virtual library that houses career presentations, assessments and interactive resources and students can access CCD On-Demand 24/7 through their mobile devices and tablets. Three certificate programs – Certificate of Professional Development, Learning Community Certificate of Professional Development and Honors Certificate of Professional Development were launched and are currently being supported and monitored.

Based on the success of the realignment of resources and the implementation of the seven areas of best practice, the CCD has been recognized as a national example of career center excellence through their selection as a highlighted presenter at the NACE 2017 National Convention as well as the EACE Annual Conference. The CCD is looking forward to finalizing the total integrating with our new technology partner, as this innovative management software continues to play a large role in establishing the CCD as a nationally recognized leader in collegiate career development. The CCD will continue to adjust methodologies and content offerings as the needs of our students evolve.

- **Honors Program**

Honors Program Requirements Taskforce:

A task force consisting of faculty representing all schools and colleges, Honors staff, and students is completing a comprehensive review of the Honors Program requirements. The Honors Program has adopted the work of gifted education scholar Joseph Renzulli as its theoretical framework to inform goals, practices, and assessment.

- **IISP/University Scholars**

IISP has focused on revisiting the objectives and content of the Individualized Major Program's gateway and capstone courses to enhance student learning.

The University Scholar Program continues to expand its outreach efforts to students and faculty in the arts, humanities, and social sciences. In Dec. 2016, 23 juniors were selected from a pool of 54 applicants.

- **Office of National Scholarships & Fellowships**

National Fellowships Incentive Program (NFIP):

This incentive program is designed to broaden and deepen faculty involvement and encourage submission of high quality student fellowship applications.

- **Pre-Law Center**

UConn Accelerated Program in Law:

This cooperative program between UConn undergraduate programs and the UConn School of Law allows a qualified student to obtain an undergraduate degree and a law degree in six years rather than the normal seven.

- **Office of Undergraduate Research**

Health Research Program:

This program will offer a new pathway into undergraduate research for students with interests in health and the biomedical sciences. By facilitating connections between UConn Health researchers and UConn undergraduates, this program will increase undergraduate research capacity at the institution and involve more of our students in the cutting-edge research at the Farmington campus.

- **Next Generation Connecticut Residence Hall**

Opened in fall 2016 to 727 students participating in eight Learning Communities:

- EcoHouse
- Engineering House
- Eurotech House
- H2O House
- Innovation House
- Public Health House
- ScHOLA2RS House
- WiMSE House

- **Center for Excellence in Teaching and Learning (CETL)**
- Increased faculty teaching consultations, teaching enhancement plan support, and faculty development resources & opportunities; increased investments in educational technologies
- Enhanced support for University Teaching Assistants with increased professional development opportunities and revised 9 credit graduate certificate
- Promoting innovations in teaching through Provost's large course redesign and teaching mini grant programs
- Early College Experience 11,650 students (~70,000 credit hours)

- **Center for Excellence in Teaching and Learning (CETL)**
- Summer/Winter Programs: modest growth in an increasingly competitive and changing landscape; shift toward online courses continues
- eCampus: working with faculty to help design ~50 courses per year at the UG and Graduate level; supports more than 25 graduate online certificate and degree programs
- University Advising: launching a professional development series for the advising community spring and summer 2017; looking to implement a new advising notes, scheduling, tracking system by summer 2017

- **Center for Career Development**
- Implementation of the Career Engagement Model, a nationally recognized innovative and inclusive foundational process for career planning that focuses on individual student's developmental level vs the traditional 4 year linear model
- Full integration of services for our regional campus students
- Comprehensive first destination reporting of 2016 graduate outcomes
- Transition to on-line model for all programming initiatives
- Employer presence on campus at career fairs has increased 80% over the past 3 years while student involvement has increased 119%
- Student engagement with virtual resources has increased 143% over the past two years

**Report to the University Senate on
Undergraduate Education & Instruction**

Sally Reis

Vice Provost for Academic Affairs

**HONORS AND ENRICHMENT PROGRAMS—ASSISTANT VICE
PROVOST JENNIFER LEASE BUTTS**

The Enrichment Programs unit provides opportunities to deepen and broaden the undergraduate experience through curricular and co-curricular means at the University of Connecticut. Through experiential learning, mentorship, and opportunities for research and creative scholarship, excellent students from every school, college, and campus at UConn are able to enhance their college education. With the exception of the Honors Program, which has an admissions process, Enrichment Programs are open to all UConn undergraduates. The following information summarizes achievements during the past academic year:

The Office of Undergraduate Research (OUR) distributed over \$395,000 in funding to support undergraduate research and creative projects in 2015-16. This figure includes \$164,000 for 44 SURF (Summer Undergraduate Research Fund) awards, \$39,000 for OUR supply and travel awards, and \$42,000 to support the SHARE (Social Sciences, Humanities, and Arts Research Experience) research apprenticeship program. 63 students were selected to participate in the UConn IDEA Grant program, an undergraduate opportunity for creativity, innovation, original research, and service; close to \$150,000 was disbursed in support of IDEA Grant projects in FY16. The OUR piloted the Work-Study Research Assistant Program, providing 14 students the opportunity to earn their work-study awards by assisting with faculty research. Student participation in research presentation opportunities continued to grow, with 75 students presenting their work at the 3rd annual Fall Frontiers undergraduate research exhibition and 272 students presenting at the 19th annual Frontiers exhibition in April 2016. In addition to hosting these two annual poster exhibitions and a showcase event for UConn IDEA Grant recipients, the OUR offers student advising, workshops, information sessions, and STEM research seminars as part of its efforts to promote undergraduate research to the university community. The OUR gratefully acknowledges the 119 faculty reviewers who served as committee members or ad hoc reviewers for OUR funding programs during the 2015-16 academic year.

The Office of National Scholarships & Fellowships (ONS&F) 2015-16 was a year of transition for ONS&F. Jill Deans stepped down as Director in December 2015. Caroline McGuire served as Interim Director while the office conducted a search for Dr. Deans' replacement. After a successful national search, Vin Moscardelli was named Director of ONS&F, effective September 2016. ONS&F recorded 290 student appointments in the 2015-16 academic year, resulting in 25 submitted applications for prestigious national scholarships requiring nomination – Marshall (6), Mitchell (1), Udall (3), Rhodes (4), Beinecke (1), Goldwater (4), Truman (3), Carnegie Jr. Fellows (2), NCHC Portz (1). Applications for graduate fellowships and other prestigious national awards for undergraduates that do not require nomination were highlighted by 25 Fulbright applications, 20 Gilman Scholarship applications, and a record number of known NSF

GRFP applicants (34) in the fall of 2015. At least 30 UConn faculty and staff members from a range of schools and colleges assisted the office by serving on screening committees and/or mock interview panels. Among major competitions in the 2015-16 academic year, UConn had 10 NSF GRFP winners and 21 Honorable Mentions (both figures include both current students and alumni), 1 NNSA Graduate Fellow, 2 Goldwater Scholars (and 2 Honorable Mentions), 1 Udall Scholar (and 1 Honorable Mention), 6 Fulbright recipients, 3 Gilman recipients, 2 Critical Language Scholars, 1 Boren Scholar, 1 UCHC Portz Scholar, and 1 Marshall Scholar. As reported last year, Antonio Campelli '15 (SFA) was named one of 32 Marshall Scholars nationwide for 2016, becoming the 4th Marshall Scholar in institutional history.

The Individualized and Interdisciplinary Studies Program supports students in a rigorous process of creating individualized plans of study with an interdisciplinary focus. With 155 students and 50 graduates in 2015-2016, the IISP supports students in majors focused on a wide variety of themes, with social science themes being the most common. In 2015-16, 29 percent of students pursued an individualized major as a second major and 21 percent were Honors students; these figures are consistent with five year averages. In 2016-17, IISP has focused on revisiting the objectives and content of the Individualized Major Program's gateway and capstone courses to enhance student learning. The IISP also manages several interdisciplinary minors. In 2016-17, it is working with associated departments on a thorough revision of the popular and longstanding Criminal Justice minor.

The University Scholar Program allows students to design and pursue an in-depth research or creative project and to craft an individualized plan of study that supports their intellectual interests during their final three semesters. The University Scholar Program is one of the most prestigious programs for undergraduates at UConn and a maximum of 30 students may be selected. In Dec. 2016, 23 juniors were selected from a pool of 54 applicants. The University Scholar Program continues to expand its outreach efforts to students and faculty in the arts, humanities, and social sciences as it seeks to increase its applicant pool in these fields. As part of this process, it recently expanded the University Scholar Oversight and Selection Committee to include an additional representative from the social sciences and a representative from the arts.

The Pre-Law Center is committed to assisting students and alumni interested in pursuing legal careers. The Pre-Law Advisor assists and guides students in determining whether a career in law is appropriate for them, choosing law schools, and preparing the personal statements and resumes that are required for law school applications. Activities throughout the year are designed to help students learn about careers in law in various practice areas and settings. Informal lunch meetings with attorneys, more structured panel presentations, and visits to courts and law schools are part of the activities conducted by the Pre-Law Center. The Law School Fair in the fall attracts more than 40 law schools to the campus, introducing students to a broad array of schools from across the country. In addition, a number of campus activities, such as Moot Court, Mock Trial, and the Law Society, give students the opportunity to learn about the law and practice skills useful in the practice. The Pre-Law Advisor assists with the Special Program in Law which provides students with conditional acceptance to UConn Law School and special events and counseling. New this year is the Accelerated Program in Law, which will allow well-qualified students to complete their undergraduate degree and law degree from UConn Law in six rather than the usual seven years. UConn graduates from the class of 2016 have had

excellent success in law school admissions, including admission to Harvard, Yale, and Georgetown.

The Pre-Medicine/Pre-Dental Medicine Centers assist students and alumni in learning about and preparing for medical and dental school. The center is staffed by an advisor with proven expertise in medical/dental school admissions. This focused guidance is critical to helping students select appropriate schools, complete competitive applications and make decisions after returns are in. This support also includes special classes and advisement for these students, many of whom matriculate to UConn professional schools even though they have the option of going to other schools. The Pre-Medical/Pre-Dental Center has seen an increase in applicants. For the 2016/2017 application cycle, the Pre-Medical/Pre-Dental Center received 390 requests for composite letters and completed 285 letters for applicants, and provided all attendant advising services for students considering the health professions. Six students enrolled in the second year of the Pre-Medical/Pre-Dental Post Baccalaureate Certificate Program.

The Honors Program welcomed 517 incoming students in the fall of 2016 and now has approximately 2100 students. The STEM Scholars community within Honors, part of NextGEN CT, welcomed 88 additional STEM Scholars in the fall of 2016 bringing the total number in this community to 228. Matriculating a larger, more diverse class was accomplished while maintaining the quality of the first-year student population, which boasts an average SAT (critical reading and math) of 1402 and a high school class rank of 95%. Honors has continued to work with schools and colleges to ensure that Honors sections and Honors courses are available for Honors students as well as high-achieving non-Honors students who wish to enroll. Currently there are four Honors Living Learning Communities, with 47% of all Storrs campus Honors students living in one of these communities.

The Honors Program continues to strengthen its ties with regional campuses, by increasing recruitment and course offerings at Avery Point, Greater Hartford, Stamford, and Waterbury. The Honors Program and its students have also benefitted from the dedication of UConn faculty members who advise students and supervise the Honors thesis or creative project. This is noted in the fact that 372 students graduated with Honors in 2015 – 2016. This is the largest class of students to graduate with the Honors Scholar designation in the history of the Honors Program.

UConn

HONORS PROGRAM

honors.uconn.edu

UConn

ENRICHMENT PROGRAMS

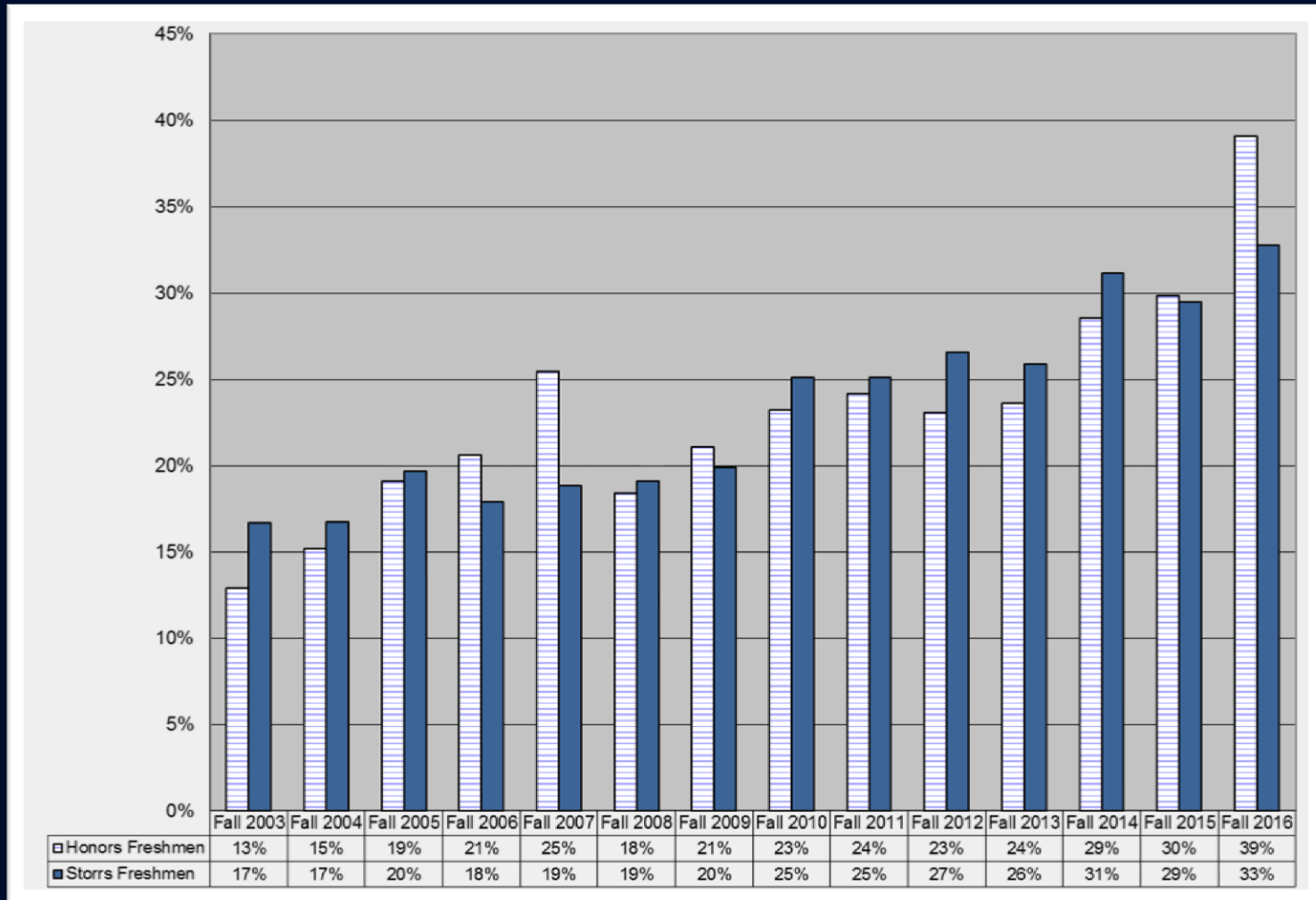
enrichment.uconn.edu

Honors Program Enrollment

	2016	2015	2014	2013	2012	2011
TOTAL	2146	2112	1974	1853	1749	1663*
Academic Center for Exploratory Students	121	135	124	117	130	149
College of Agriculture & Natural Sciences	149	127	125	96	85	80
College of Liberal Arts & Sciences	982	1008	969	932	897	870
School of Business	196	180	166	155	138	122
School of Business/School of Engineering	21	15	18	8	4	7
Neag School of Education	26	20	26	29	32	29
School of Engineering	528	507	430	405	355	309
School of Fine Arts	40	34	36	29	34	31
School of Nursing	37	42	37	39	34	28
School of Pharmacy	46	44	43	43	40	38

**2011 data shows Storrs enrollment only.*

Honors & Storrs Freshman Diversity



Honors & University Scholar Graduation

	2016	2015	2014	2013	2012	2011	2010	2009
TOTAL	372	334	342	293	301	238	249	213
Honors Scholars	345	314	320	275	268	219	228	202
University Scholars	27	20	22	18	33	19	21	11

Honors Program

- **Honors Requirements Task Force**
 - *Reviewing requirements for Sophomore Honors and Honors Scholars*
 - *Faculty representation from all Schools and Colleges*
 - *Presenting recommendations to Scholastic Standards this spring*

Office of Undergraduate Research

- **Health Research Program**

- *Initiative to expand available health and biomedical research opportunities and engage more students in sustained research experiences at UConn Health*
- *Spring 2017 pilot placed 18 students with 18 UConn Health faculty representing nine departments*
- *316 applications submitted by 100 undergraduate students*

UConn

HONORS PROGRAM

honors.uconn.edu

UConn

ENRICHMENT PROGRAMS

enrichment.uconn.edu

Institute for Student Success

Annual Update to the Senate

Maria D. Martinez, Assistant Vice Provost

Institute for Student Success (ISS)

ISS includes:

- Academic Center for Exploratory Students (ACES) and Bachelor of General Studies (BGS)
- First Year Programs and Learning Communities (FYP&LC)
- Center for Academic Programs (CAP)
- Louis Stokes Alliance for Minority Participation (LSAMP)

Northeast Louis Stokes Alliance for Minority Participation (NELSAMP)

16/17 A-246

- In fall 2016 UConn became the **lead institution** for the Alliance which includes Northeastern University, Tufts University, University of Massachusetts, Amherst, University of Rhode Island, Worcester Polytechnic Institute
- Under the UConn leadership NELSAMP was awarded a \$3.5 million five-year grant from the National Science Foundation (NSF).
- The goal of NELSAMP is to expand diversity in the STEM fields
- The UConn LSAMP Program supports 125 students through advising, personal and professional development

First Year Programs & Learning Communities (FYP&LC)

16/17 - A - 247

FYP&LC includes:

- First Year Experience (FYE), including Course and Instructor Development
- Peer Education and Early Warning Intervention
- Learning Community (LC) Program
- Academic Support (AS) which includes:
 - ❖ Academic Achievement Center
 - ❖ UConn Connects
 - ❖ Supplemental Instruction

The office also oversees:

- ❖ Alpha Lambda Delta, a first year national honor society
- ❖ First Year International, a short-term study abroad initiative
- ❖ Tau Sigma, a transfer student honor society

FYP&LC Highlights

- FYP&LC served 92% of first year students
- 40% FYE Peer Education growth through targeted diversity and inclusion outreach
- 13 sections of UNIV course were offered to international students



Learning Community Highlights

- 31 Learning Communities serving 2,743 students, including 40% of incoming class
- SchOLA²RS House and Transfer Connections House opened



LC Kickoff August 2016

Learning Community Highlights

- The Next Gen Hall opened UConn's first "makerspace," the Learning Community Innovation Zone (LCIZ) on Oct. 23, 2016.
- 1400 square feet of space (3D printers, a laser cutter, table top milling machine, an electronics station, a textile station, and hand tools, design software and materials)



Next Generation Connecticut Residence Hall

16/17 - A - 251

Opened in fall 2016 to **727** students participating in **eight** Learning Communities:

- EcoHouse
- Engineering House
- Eurotech House
- H2O House
- Innovation House
- Public Health House
- ScHOLA²RS House
- WiMSE House



Academic Achievement Center

6,800 student sign-ins for fall 2016

107% increase over the past 3 years

has become a campus wide resource

UConn Connects

- 4,700 hours of UConn Connects support from 124 faculty/staff
- 73% of UConn Connects participants avoided Academic Dismissal

Supplemental Instruction

- Supplemental Instruction attendance increased 59%
- The nine sections of SI that were offered in the fall had over 2500 sign ins.

Center for Academic Programs (CAP) – *part of the TRiO Family*

16/17 - A - 253

- CAP is one of the oldest members of the federally funded family of TRiO initiatives designed to expand educational access for low income, first generation and disabled students.
- TRiO programs have been at UConn since 1967
- CAP includes two initiatives for high school students: the ConnCAP program and First Star Academy, which works in collaboration with Connecticut's Department of Children and Families (DCF) to prepare children in foster care for higher education.

CAP Highlights

Student Support Services (SSS)

- As of October 2016 sixty-one SSS alumni enrolled in graduate programs at UConn
- Since 2001, 507 SSS students have studied abroad. 53 students will be studying abroad during the 2017 winter, spring, and summer sessions

First Star Academy

- UConn's First Star Academy has been recently recognized as a model program for 7 institutions across the nation (George Washington University, City University of New York-Staten Island, Loyola University Chicago, Rowan University, UCLA, University of Central Florida and the University of Rhode Island)
- The 2016 senior class in UConn's First Star program attained a 99% graduation rate from high school and 92% rate of college enrollment

Academic Center for Exploratory Students

16/17 - A - 255

- In 2015-2016 ACES served approximately 2,600 students.
- ACES introduced over 1,200 new students to the University
- ACES advisors had over 7,650 student contacts

The Major Experience (TME) is a program dedicated exclusively to major exploration:

- Over the past year, 352 students have requested a TME Action Plan
- 82% of these students were UConn students
- 63 students were students in high school or at other institutions

Contact information

Maria D. Martinez, Ph.D.
Assistant Vice Provost
Institute for Student Success
Director, Center for Academic Programs
maria.d.martinez@uconn.edu

James D. Hill, Ph.D.
Executive Program Director
Academic Center for Exploratory Students
jim.hill@uconn.edu

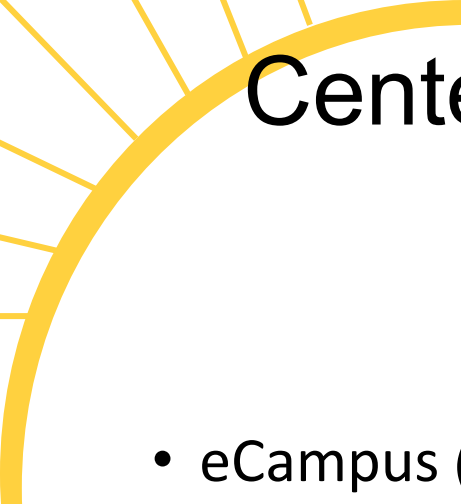
Michael Petro
Program Coordinator
Louis Stokes Alliance for Minority Participation
michael.petro@uconn.edu

Bidya Ranjeet, Ph.D.
CAP Executive Program Director
Director, Student Support Services
bidya.ranjeet@uconn.edu

David T. Ouimette
Executive Program Director
First Year Prgrms & Learning Communities
david.ouimette@uconn.edu

Melissa Foreman
Learning Community Program Manager
First Year Prgrms & Learning Communities
melissa.foreman@uconn.edu

www.iss.uconn.edu



Center for Excellence in Teaching and Learning

(cetl.uconn.edu)

- eCampus (ecampus.uconn.edu)
- Office of Faculty development
- Office of Teaching enhancement
- Summer/Winter programs (summer.uconn.edu)
- Office of educational technology (edtech.uconn.edu)
- Office of Early College Programs (oecp.uconn.edu)
- Office of University Advising (advising.uconn.edu)
- Writing Center (writingcenter.uconn.edu)
- Q Center (qcenter.uconn.edu)
- Testing Center

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

Supporting Faculty Development 16/17 - A - 259

- Large Course Redesign grants
 - Aimed at making large courses (100+ students) with identifiable problems or opportunities feel smaller through integration of technology and focus on active learning
 - 3 funded programs: PNB2264/2265, PHYS1025, ENGR1166 (<http://cetl.uconn.edu/changing-the-course-of-learning/>)
 - Ongoing engagement with BIO1107
- Provost's mini-grants
 - Over 80 proposals, 26 funded <http://cetl/uconn.edu/grants>
- Teaching Assistant Program
 - Collaboration with Neag faculty and the Graduate School
 - GA Program for Teaching and Learning (accessible online)
 - Graduate Certificate in College Instruction
 - Revised 9 credit hour program
 - 1 credit hour pro sem with pre and post work

Supporting Faculty Development 16/17 - A - 260

- Expanded workshops and presentations to campuses, schools, and departments
 - 34 seminars in a variety of formats (in person, hybrid/blended, online)
 - Launched very well received series called “**Teaching Talks**,” informal peer-to-peer faculty discussions with CETL staff
 - Developing new faculty **teaching and learning communities of practice**
 - Increased faculty observations, consultations, formative assessment
- Online institutional subscriptions
 - **National Center for Faculty Development and Diversity (NCFDD)**
 - Offering teaching, diversity awareness, professional development, and time management Open to all UConn faculty and TAs
 - More than 200 faculty and graduate students have registered and 16 faculty participated in the fall 14-day writing challenge.
 - 20-minute mentor (weekly videos and tips emailed to faculty)

eCampus

- Due to rapidly growing faculty interest in flexible course modalities (flipped, blended/hybrid, and online):
 - Developed and delivered “**Exploring Hybrid/Blended and Flipped Learning**” workshop in a hybrid/blended format. Increased offerings in 2017
 - Expanded availability of ‘**Exploring Online Learning**’ short course to enroll more diverse population of participants including graduate students, librarians, and grant support staff
 - 28 new undergraduate online courses, 22 graduate level online courses, and consulted with faculty on more than 20 ‘flipped’ and “hybrid/blended” courses in the last year

Online Degree Programs

Degrees (Online)

- M.S. Accounting--#4 USNWR
- M.A. Survey Research

Degrees (Blended/Low Residency)

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

Online Graduate Certificates

Business

- Accounting Bridge Program
- Global Financial Risk Management
- Human Resource Management

CAHNR

- Exercise Prescription
- Occupational Safety and Health
- Sustainable Environmental Management & Planning

CLAS

- Geographic Information Systems
- Nonprofit Management
- Survey Research

Engineering

- Power Engineering

Public Health

- Disability Studies

Fine Arts

- Arts Administration
- Digital Media
- Puppet Arts

Neag

- Gifted Education and Talent Development
- Post-Secondary Disability Services
- Program Evaluation
- Diversity and Leadership in Sport Management
- School Law
- Special Education Transitions to Adulthood

Nursing

- Holistic Nursing
- Inter-professional Healthcare Education
- Pain Management

Educational Technology

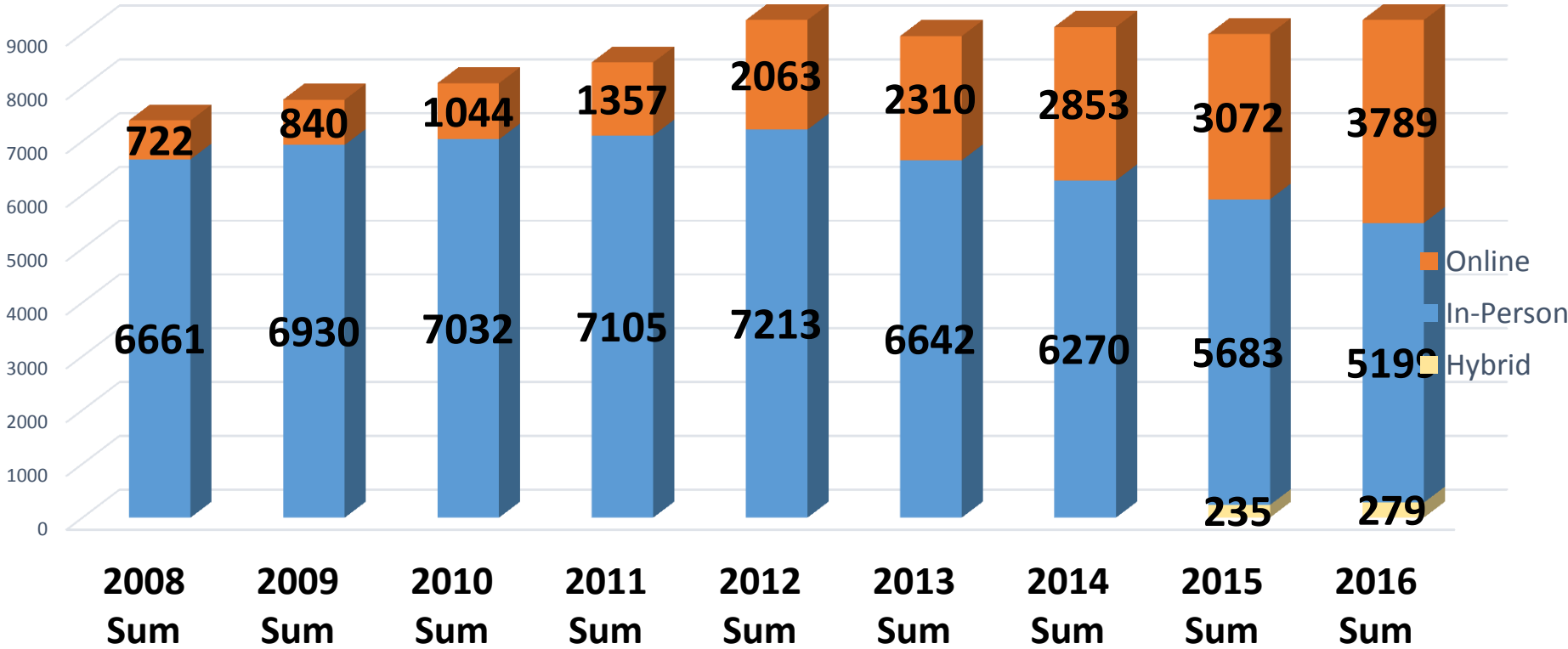
- Supporting and expanded training sessions
 - HuskyCT
 - Kaltura
 - iClicker
 - WebEx
 - Mediasite
- Expanded use of Lightboard
 - Producing high quality videos
 - More than 75 faculty so far
- Supporting virtual reality recordings to allow faculty to create VR field trips
- Working with CSD to address closed captioning needs for hard of hearing students, faculty, and staff



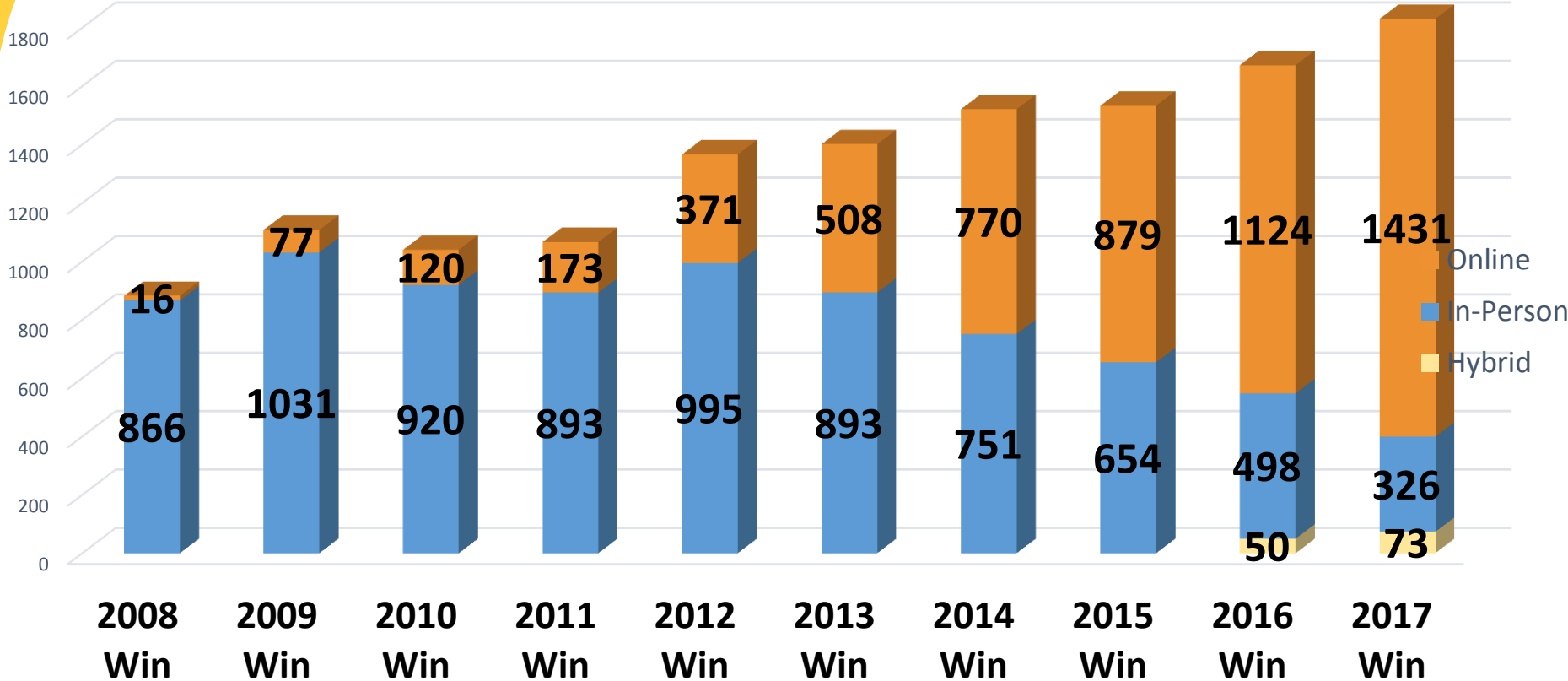
Blackboard



Shifting Patterns: Summer



Striking Shifts: Winter



Survey Says...



28% of students responding to our Winter Session '17 survey gave us an "A+" when asked to grade their overall educational experience

78% gave us an A+, A or A-

- 18% gave us a B+ or B
- < 4 % gave us lower than a B

Measuring Mode: Matching Demand

Comparing student expressed preference to actual enrollment for Winter Session '17

What mode do students prefer?	Expressed preference (from survey)	Actual Enrollment Winter '17
In person	15%	18%
100% online	76%	78%
Hybrid	8%	4%

Based on 403 respondents = 22% of the 1836 students who enrolled in Winter '17 classes

Summer/Winter Making a Difference

47% of students responding to our survey said their Winter '17 course completed their final graduation requirement

27% told us a reason they took a winter course was to graduate on time (in 4 years)

Writing Center

- Fall 2016: **2455** individualized tutorials, 45-minute appointments
- **Student ratings of tutorial quality remain excellent**
- Expanded work with international writers
 - 678 tutorials with ESL writers (increase of 25% over last fall)
 - Developing series of workshops tailored to second language writing
- **Continue to work with FYE with tutors visiting FYE classes to orchestrate peer review** (reached additional 741 students)
- Support graduate student writers with individualized tutorials, writing retreats, workshops, dissertation bootcamps
- **Partnerships to support writing:**
 - Athletics
 - CAP/SSS partnership to support first-generation college students in First-Year Writing sections
 - CT public schools to launch peer writing centers

Q Center

- Peer-to-peer, drop-in tutoring
- Review sessions and workshops led by GAs
- Collaborating with regional campus Q Centers to provide support
- Developing more online resources for students
- Modeling successful Q centers at other institutions, such as Virginia Tech

ECE by the numbers

- **5 Schools & Colleges** (Agriculture & Natural Resources, Engineering, Fine Arts, Liberal Arts & Sciences, School of Education)
- **32 Departments** (Allied Health, American Studies, Art, Animal Science, Biology, Chemistry, Chinese, Civil & Environmental 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, Political Science, Soil Science, Spanish, Statistics)
- **66 Courses** (49 1000-level, 5 2000-level, 12 3000-level)
- **11,616 Students = 71,884 Credits**
- **195 CT High School Partners**

Pre-College Summer

(non-credit academic program)

- Summer 2017 ~ Fourth year of programming (est. 400 -500 students) four x one-week options
- One-week residential academic experience for high school juniors & seniors
- Student participants from across US and international
- UConn Faculty offering diverse academic experiences (Pre-Med, Forensic Science, Medical Anthropology, Philosophy, Sports Medicine, Creative Writing, Sociology, Dramatic Arts, and many more)
- Extra student workshops to explore diverse student interests (Selecting a Major, Admissions Panel, Civility & Cultural Awareness, Applying to College, Release stress with Qigong workshops, Zumba, & Yoga)

University Advising

- Enhancing Advisor Training
- Enhancing opportunities for Advisor Professional Development
- Centralizing and coordinating support services including securing a centralized notes, scheduling, and tracking system by summer 2017
- Supporting University's student retention efforts

Upcoming Events

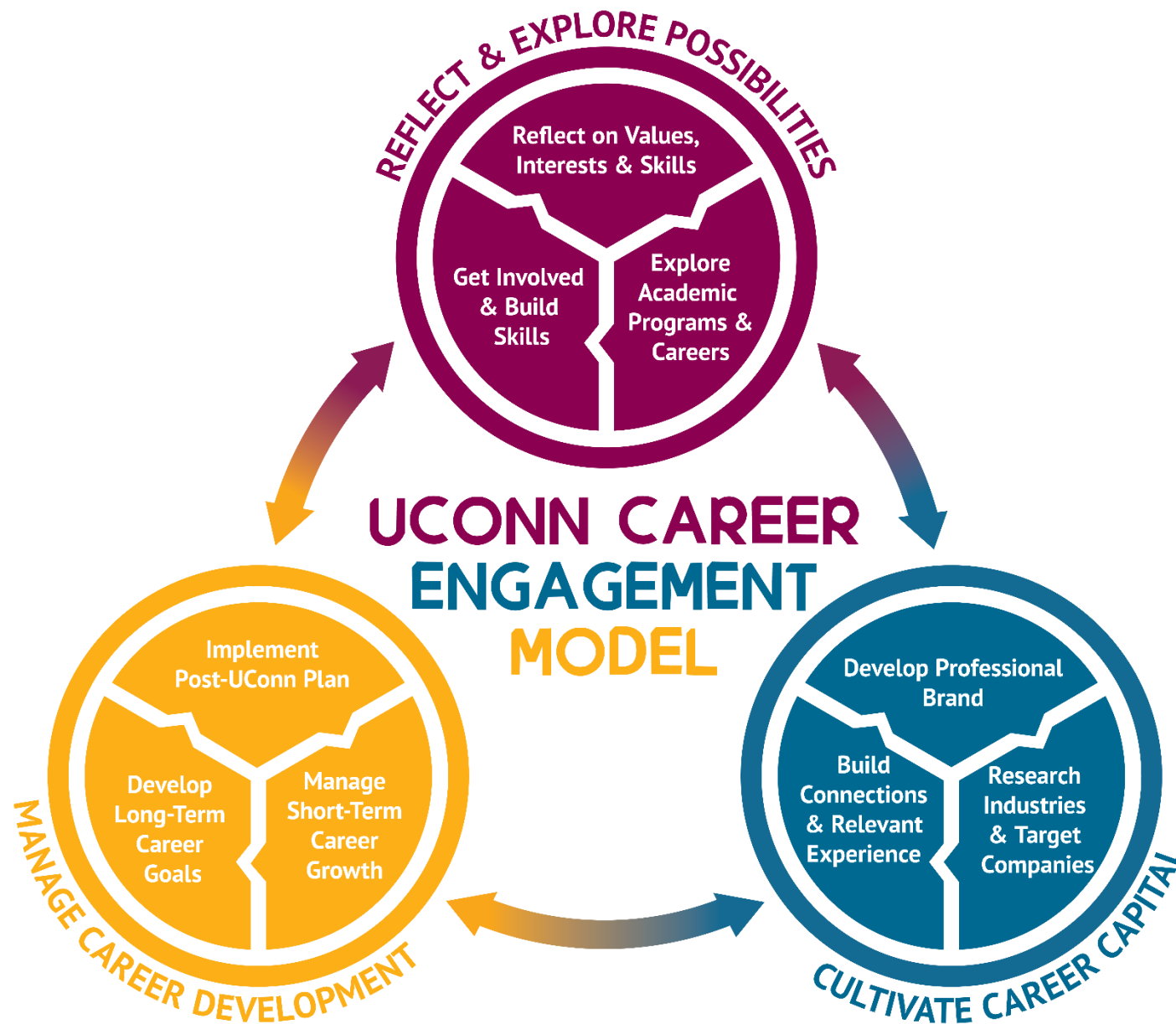
- **March 13-14** Spring Break Institute
- **March 20** Benedict Carey
- **April 4** University Teaching Awards
- **April 25** President's Series on Teaching Excellence
- **May 15** Teaching Excellence at Uconn Day-Long Immersive

CENTER FOR CAREER DEVELOPMENT

University of Connecticut
Senate Meeting
February 6, 2017

UConn
CENTER FOR
CAREER DEVELOPMENT







Personalized CareerPlan