

MINUTES OF THE UNIVERSITY SENATE
MARCH 2, 2015

1. Moderator von Hammerstein called to order the regular meeting of the University Senate of March 2, 2015 at 4:00 pm.
2. Approval of Minutes
Senator Makowsky moved acceptance of the 12/1/2014; Senator Bansal seconded.

The minutes were approved as written.

3. Report of the President

On behalf of President Herbst, Provost Choi presented the Report of the President. He began by introducing Scott Jordan, Executive Vice President for Administration and Chief Financial Officer. He then offered an update on the Academic Plan Research Excellence Program pre-proposals. On January 5, 40 members of the review panel met to discuss the 138 pre-proposals received. Five Tier One, 12 Tier Two, 9 Tier Three, and 8 Equipment were selected for full proposals. Those proposals have now been received and are being reviewed for a final selection of 2 to 3 Tier One, 4 to 5 Tier Two, 4 to 5 Tier Three, and 6 Equipment proposals to be supported. Provost Choi stressed that sources of funding have been identified to be sure that these projects move forward.

Provost Choi acknowledged that the State of Connecticut is facing an unprecedented \$1.3 billion deficit in fiscal year 2016. That number may increase. In his budget proposal, Governor Malloy decreased the amount funding UConn will receive. Provost Choi then offered some background information on the budget. He explained that about two years ago we were aware of a structural deficit because of cuts in the previous year. The FY15 deficit was at \$50 million. Working with every unit, we were able to grow revenue and make cuts where appropriate to work through FY15. Three previous rescissions totaled \$8.3 million in budget cuts. He stressed that these previous cuts created that deficit, and UConn moved forward on the assumption that there would be no change to the block grant and NextGen funding. In the Governor's proposed budget, UConn is expected to receive \$40 million less than we expected. The \$219 million included in the budget proposal is \$40 million less than the \$259 million we anticipated. The effect of the added fringe benefits brings that number to \$60 million. This will have a significant effect on operations at UConn. He noted that many members of the Senate attended and testified at the General Assembly's appropriations hearings the previous week in Hartford. A strong case is being made; however, we need to prepare for cuts. He noted that we have already taken some action including holding back on some of the NextGen spending and \$12 million in additional rescissions in non-academic areas. Other programs and areas are being looked at including tuition increases, working with academic units to prioritize needs and limiting hiring. The

administration is talking with unit leaders to identify which important programs must be maintained. Provost Choi quoted CFO Scott Jordan in saying that this is just the very beginning of the budget process. The final budget is expected on June 5.

Senator Caira asked for clarification on NextGen's moving forward if the state is not coming through with the funding. Provost Choi clarified that the NextGen capital program, which includes renovating labs and classrooms, has not been affected. The University's operating budget, however, will be reduced. How many additional faculty can be hired and how many more students may be enrolled will require a year-by-year analysis. The administration has spoken with the deans of each school/college and has determined that we can increase enrollment by 250 students. This results in a net revenue of about \$6 million.

Senator Hamilton noted that when UConn faced a similar deficit in 2008, furlough days were part of the plan. He then asked, "Is everything on the table this time?" Provost Choi confirmed that everything is on the table including graduate programs, changes in staffing levels and tuition increases. Conversations with departments and deans will continue to determine what is most important in each area. An easy fix, he noted, would be to cancel all employment searches. However, not all searches are created equal. Each situation needs to be reviewed. Early planning is key in this process.

Senator Conrad asked how this would affect students and their families and referred to a tuition increase for 2017 when asking how steep that increase may be. The current 6% increase, she noted, is reasonable for most families and asked if families and their ability to pay are taken into consideration during this process. Provost Choi assured senators that the administration is very mindful of this. Increases are discussed through program review and investigations with our legislators to ensure that a UConn education is both excellent and affordable. He further explained that he cannot speak to a specific increase amount without knowing what the final state budget will be. Expense cuts and revenue generation will be key throughout the budget process.

4. Report of the Senate Executive Committee

Senator Polifroni presented the report of Senate Executive Committee.

(Attachment #28)

5. Consent Agenda

(Attachment #29)

Moderator von Hammerstein called upon Curricula and Courses Committee member Senator Darre to note a change in the consent agenda previously distributed with the meeting agenda. Senator Darre advised that under Section II.A, courses HEJS 1104 & HEJS 2104 were inadvertently included in the approved items. These courses have been removed from this agenda and are not part of the vote today. The correct version of

the report is now posted on the Senate website. Senator Hubbard moved to approve the consent agenda.

The Senate voted to approve the Consent Agenda with the change noted by Senator Darre.

6. Report of the Scholastic Standards Committee

(Attachment #30)

Senator Livingston presented the report of the Scholastic Standard Committee. There was no discussion.

Action on a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.B, Academic Advising and Registration, II.B.11 Withdrawals and Leaves of Absence and II.E.6, Grades of Incomplete and Absent – affixing the words “or designee” to “Dean of Students Office” or “Dean of Students.”

The motion carried.

7. Report of the Senate Diversity Committee

(Attachment #31)

Senate Diversity Committee Chair Maria-Luz Fernandez presented the Report of the Senate Diversity Committee.

Senator Sargent asked if the committee has considered how this policy will work with a reduced funding for new faculty hires given what Provost Choi has said about the budget. Senator Fernandez responded that this presentation was a proposal from the Senate Diversity Committee. She noted that it is important to find a way to get results and that this proposal is a step in that direction.

8. Annual Report of Undergraduate Education and Instruction

(Attachment #32)

Vice Provost for Academic Affairs Sally Reis presented the annual report of Undergraduate Education and Instruction.

9. Annual Report on Research

(Attachment #33)

Vice President for Research Jeffrey Seemann presented the annual report on Research.

Senator Markus referred to the slide on OVPR Faculty Funding Programs FY15 and asked for a comparison to the previous year now that we have added faculty. VP Seemann

responded that the funding levels are the same as previous years. He noted the rising cost of fringes and other expenses. He further stated that his office is looking for other ways to direct more resources out to faculty.

Senator Caira asked for VP Seemann to talk a little about the centralized support service for grant writing. She noted that some were surprised that these services were pulled out of the department level. VP Seemann responded that partnerships are being offered with colleges, centers and institutes. It is a sharing of resources. Some areas are considering this and weighing the benefits. The goal is to try to create something that is as university-wide as possible. VP Seemann noted that his office wants to be helpful as departments, centers and institutes strive to become more successful in terms of research endeavors.

10. The annual report of the Dean of the Graduate School was presented by Vice Provost for Graduate Education and Dean of the Graduate School Kent Holsinger.

(Attachment #34)

Senator Jockusch stated that a decline in funding and changes in health insurance may discourage potential graduate students. VP Holsinger noted that the funding has slightly increased, and financial aid has gone up in general. The increase comes in the form of TAs at \$4 to 5 million per year. There will be significant challenges going forward as a result of the budget. Health insurance is complicated. The student's premium has remained the same; however, the University's portion has increased significantly. The new graduate student union's (UAW) negotiations will determine what the graduate assistants will pay going forward.

11. The Annual Library Advisory Report was presented by Vice Provost for University Libraries Martha Bedard.

(Attachment #35)

Senator Bradford asked for more specifics on the Music and Dramatic Arts Library. VP Bedard responded that she has received significant data about usage. They are assessing needs, such as what materials need to be on campus and what could be stored off site but delivered within a short time. She shared that the student forum was very valuable. It was noted in the forum that it is important to have musical scores and play scripts close by. Student practice space is also important. The hours of the library may not necessarily be tied to access to a collection. For example, many journals are available in electronic form. VP Bedard stressed that nothing has been decided and there are a lot of data on the table.

Senator English clarified that there is no new classroom space in SFA. He commented that the Center as an idea is important. He did note that the library is now closed on Saturdays. VP Bedard confirmed that the library is closed on Saturday and that the decision to close was based on previous data.

Senator Croteau commented that she currently serves on the Library Advisory Committee and that the library, like many departments, is facing budget concerns. She noted that when funds are at stake, departments may tend to work against each other. She stressed that the library is the one thing that we all have in common. She shared that the library staff is very analytical about use and costs and makes data-driven decisions. She further noted that the number of staff is slowly decreasing while the amount of use has increased. She urged all to continue to support the library and recognize that this is a wonderful resource.

Senator Kaminsky asked for a decision timetable on the Fine Arts/Music Library. He also asked for clarification on streamlining collects and budget cutting for collections. VP Bedard responded that all collections are under a great deal of scrutiny. They are looking at circulation and which print collections may be available electronically. Most comments received indicate that print journals are not needed when electronic versions are available.

12. New Business

- A. Moderator von Hammerstein called upon Senator Polifroni to present a motion from the SEC. Senator Polifroni presented the motion. Senator Sanner seconded the motion as presented.
There was no discussion.

(Attachment #36)

The Senate voted to approve the motion.

- B. There was no other new business.

13. Motion to adjourn

The meeting was adjourned at 5:49 pm.

Respectfully submitted,

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

The following members were absent from the March 2, 2015 meeting:

Accorsi, Michael
Agwunobi, Andrew
Armstrong,
Lawrence
Becker, Loftus
Beer, Diane
Benson, David
Bouchard, Norma
Bramble, Pamela
Britner, Preston
Brown, Stuart
Buenano, Eddison
Cantino, Marie
Chazdon, Robin

Cobb, Casey
Cornelius, Talea
Dey, Dipak
Ego, Michael
Gianutsos, Gerald
Gordina, Maria
Herbst, Susan
Jain, Faquir
Kendig, Tysen
Kerstetter, Jane
Luxkaranayagam,
Brandon
MacKay, Allison
McManus, George

Mercier, Daniel
Nunnally, Shayla
Raheim, Salome
Sanchez, Lisa
Schultz, Eric
Skoog, Annelie
Teitelbaum, Jeremy
Teschke, Carolyn
Tilton, Robert
Van Heest, Jaci
Volin, John
Weidemann,
Gregory
Yelin, Susanne

Senate Executive Committee Report
To the University Senate
March 2, 2015

Good Afternoon,

The Senate Executive Committee has met twice since our last scheduled Senate meeting. On February 20, the SEC invited Associate Vice President & Title IX Coordinator Elizabeth Conklin to talk with us about the Sexual Assault Reporting Policy. The policy states that every employee on campus, unless identified as a confidential resource, must report to ODE if they witness or receive a report of an assault. This policy was passed by the Board of Trustees in 2012 however; there remains some concern in the area of communication when a student discloses an assault to a faculty or staff member. Elizabeth was invited to the SEC meeting to discuss concerns and provide guidance on how best to handle the moment that a disclosure is made. She stressed that ODE and the University does not want a “WAIT, DON’T TELL ME” approach. Instead, she recommends that faculty/staff tell the student that although the conversation is private it is not confidential. Faculty/staff may then tell the student that they need to make a phone call to a confidential office which can help. When making a call to ODE, expect to share as much as you know. ODE will then step in to assist the student with resources and options. Improvements in the area of communication between departments have been significant. ODE and the Dean of Students Office work closely to offer support and resources to both the victim and the accused, if known. Following this process has helped students receive timely and essential assistance following initial disclosure.

The SEC then met with chairs of the Senate standing committees in preparation for this meeting. Our meeting began with a brief FERPA informational session presented by Rachel Krinsky from the Office of Audit, Compliance & Ethics. Although FERPA training is mandatory for all new employees, I would encourage all faculty and staff to visit the ferpa.uconn.edu website to review this important privacy information. Rachel reminded us that a signed release form may be required prior to providing a letter of recommendation for a student. Statements made by a recommender which are made from the recommender’s personal observation or knowledge do not require a written release from the student. However, if personally identifiable information from the student’s educational record is included in a letter of recommendation (grades, GPA, length of time at UConn etc.) the writer is required to obtain a signed release from the student which 1) specifies the records that may be disclosed 2) states the purpose of the disclosure, and 3) identifies the party or class of parties to whom the disclosure can be made. The letter of recommendation release can be found at ferpa.uconn.edu/forms.

The Student Welfare Committee has been looking into the text book buyback program and how faculty can support our students in getting the best return. They have found that if faculty submits orders prior to registration the savings to students is greatly increased. However; less than 50% of faculty meets this timeline. While we appreciate that there are a variety of reasons why this may not always be possible, even a partial order is beneficial to our students. Registration begins March 23rd this year and if at all possible, textbook orders for fall should be in by then. If the same book is used next year, students receive a greater buy-back refund and new students receive better re-purchase price as well.

The Senate Nominating Committee shared that the At-Large elections have been completed and the constituency election process is now underway. We encourage all faculty to be involved in the process. Please vote!

We are pleased to share that there has been further discussion on the proposed IP/Commercialization Policy which was scheduled to be discussed at our February 2 meeting. Discussion on the policy was removed from this afternoon's agenda and will be discussed when a revised proposal is received. OVPR has been responsive to the concerns of the faculty about the timeline for license back. A revised policy will be reviewed when it is available.

Michael Young, Chair of GEOC, attended our SEC meeting on Friday the 27th. It has been nearly 13 years since the general education requirement was introduced. At the time the University Senate charged the GEOC with, among other things "monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the Senate and reviewing the University-wide General Education program to ensure that its goals are being met and recommending changes to the Senate Curricula and Course Committee when appropriate." The focus of GEOC is on syllabus review for adherence to the established criteria. With the support of the Senate C&C Committee, the GEOC reviews the status of courses in the curriculum to ensure that they continue to meet the general education goals for which they were approved. As you recall, GEOC reported positive realignment of a sample of courses in the content areas. Now, the GEOC has been working on the realignment of syllabi and products in one-credit W courses and will soon have a report for the Senate along with a report on the information competency including suggested revisions. As of this time, GEOC has not assessed whether the GER meets the desired goals established in 2002 which are "to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is

complementary to and compatible with the other”. The SEC will discuss with C&C and GEOC how this may occur and the resources needed for such an assessment.

We’ve also discovered a communication gap from when the Senate creates a policy to how faculty are notified. The concern is how faculty are notified about new policy in a timely and consistent manner. The SEC will be working through some ideas and will present them to you at one of our next remaining meetings.

The SEC also met with administrators on Friday, February 27th and received report from their departments. Vice President for Enrollment Planning & Management Wayne Locust distributed the report he shared with the Board of Trustees earlier in the week addressing the quality of the applicant pool for Fall 2015. The university received more than 34000 applications and the average SAT score for this group is greater than it was in 2014. In spite of fewer CT high school graduates our applicant pool continues to grow both in state and out of state.

Tysen Kendig, Vice President for Communications, shared the exciting new “We Get It” campaign which includes a series of full page, full color ads in the Chronical of Higher Education. Also, the SEC had the pleasure of being among the first to view the new Scholarship Case Statements brochure. A fellowships piece is soon to follow. These brochures include inspiring testimonials from UConn students, past & present. Tysen also reminds us that the Spirit Awards inaugural event will take place this Wednesday, March 4 from 11:30am-1:00pm in the Student Union Ballroom. This awards program came from a Workplace Civility Climate Survey conducted by the Something’s Happening Committee in 2012. Awards will be presented in the categories of Rising Star, Unsung Hero, Team and Peer Recognition.

Vice President for Student Affairs Michael Gilbert shared with us the excellent work which is being done in the area of Title IX Educational Programming. The extensive list of programming for the period September 2012 – December 2014 demonstrates the University’s renewed commitment to improvement in this area. Michael then shared an update on the Spirit Rock incident which occurred last semester. Separate reports which will convey findings are expected from UConn Police and ODE within the next two weeks. Based on these findings, the appropriate next steps will be determined. If additional violations are conveyed in the reports, Student Affairs and the University will move forward with an abbreviated timeline and will expect a point of resolution by the end of the month. This information will be shared, as appropriate, with the community. This incident has initiated further conversations about diversity and civility and the words we use to communicate with one another. These conversations have then led to new programming coming from our students, faculty & staff and cultural centers. President Herbst shared the link to a comprehensive list of these events in her February 16th letter to the University community which can also be found at president.uconn.edu/communications.

Kent Holsinger, Vice Provost for Graduate Education, shared the Windham Regional Transit District has disclosed the possible discontinuation of the 8:30pm shuttle. This service is essential to many including graduate students and commuters. The SEC will share our concerns directly with WRTD management and we urge others who will be affected to do the same. Kent also shared that the Graduate School is currently negotiating the renewal of their electronic admissions systems. He invites participation in a software demonstration taking place on Friday, March 6 between 9:00am-12:00pm in Bousfield A106.

We have discussed with President Herbst, Provost Choi and Scott Gray and understand that we are at the very beginning of the budget process. We encourage administration to be open and transparent throughout this process. We would also like to thank the faculty and students who actively participated in the process by providing testimony to the Appropriations Committee on Tuesday. Our legislators need to hear and understand the story of UConn and we are the best people to tell that story.

In closing two last items... The first is that weather has consumed our lives these past five weeks or so. Safety and learning are compatible and I remind each of you of the alternatives available to holding class on campus. Our ITL staff is a valuable resource to assist you in using technology to hold a class even when not able to be present on campus due to the microclimates throughout our state. Please avail yourself of that resource. On a personal aside, we should have a plan, by now, to offer learning opportunities in other than the physical realm...we are New Englanders afterall. Lastly, if time is available, later in this meeting we will present a motion to bring university by-laws into compliance with current practice re timing of agenda dissemination.

Till then, any questions or comments?

Respectfully submitted,

E. Carol Polifroni

Chair, Senate Executive Committee

**Nominating Committee Report
to the University Senate**

February 2, 2015

1. We move to appoint the following faculty members to the General Education Oversight Committee effective January 1, 2015 through June 30, 2016:

JC Beall
Arthur Engler

Respectfully submitted,
Andrea Hubbard, Chair
Rajeev Bansal
Marie Cantino

Teresa Dominguez
Hedley Freake
Katharina von Hammerstein

**University Senate Curricula and Courses Committee
Report to the Senate
February 2, 2015**

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

- A. DRAM 1810 Exploration of Movement
Proposed Catalog Copy
DRAM 1810 Exploration of Movement
Three credits. Two 2-hour periods per week.
A study in the use of the human body as a tool for creativity, problem solving, communication, collaboration, and storytelling.

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

- A. CE 2410 Geomatics and Spatial Measurement (title and description)
Current Catalog Copy
CE 2410 Geomatics and Spatial Measurement
(271) Four credits. Three lecture periods and one 3-hour Laboratory. Recommended preparation: MATH 1060 or 1120 or 1131.
Elementary plane surveying, geospatial coordinate systems, error and accuracy analysis, introduction to geographic information systems, theory and uses of global positioning systems, introduction to photogrammetry and land-surface remote sensing in the context of civil and environmental engineering.
- Revised Catalog Copy*
CE 2410 Introduction to Geospatial Analysis and Measurement
(271) Four credits. Three lecture periods and one 3-hour Laboratory. Recommended preparation: MATH 1060 or 1120 or 1131.
Elementary plane surveying, geospatial coordinate systems, error and accuracy analysis, introduction to geographic information systems, theory and uses of global positioning systems, introduction to land-surface remote sensing in the context of civil and environmental engineering.
- B. GEOG 4500 Introduction to Geographic information Systems (level change)
Current Catalog Copy
GEOG 4500 Introduction to Geographic Information Systems
(246C) Four credits. One 2-hour lecture and two 2-hour laboratory periods. Prerequisite: Open to juniors or higher. Recommended preparation: GEOG 3500Q.
The study of the fundamental principles of geographic information systems (GIS). Topics include history of the field, components of a GIS, the nature and characteristics of spatial data, methods of data capture and sources of data, database models, review of typical GIS operations and applications. Laboratory exercises provide experience with common computer-based systems.
- Revised Catalog Copy*
GEOG 2500 Introduction to Geographic Information Systems
(246C) (Formerly offered as GEOG 4500.) Four credits. One 2-hour lecture and two 2-hour laboratory periods.
The study of the fundamental principles of geographic information systems (GIS). Topics include

history of the field, components of a GIS, the nature and characteristics of spatial data, methods of data capture and sources of data, database models, review of typical GIS operations and applications. Laboratory exercises provide experience with common computer-based systems.

C. GEOG 4510 Applications of Geographic Information Systems (level change)

Current Catalog Copy

GEOG 4510 Applications of Geographic Information Systems

(248C) Four credits. One 2-hour lecture and two 2-hour laboratory periods. Prerequisite: GEOG 4500; open to juniors or higher.

Applications of geographic information systems. Particular attention to land use planning and resource management.

Revised Catalog Copy

GEOG 2505 Applications of Geographic Information Systems

(248C) (Formerly offered as GEOG 4510.) Four credits. One 2-hour lecture and two 2-hour laboratory periods. Prerequisite: GEOG 2500 or GEOG 4500.

Applications of geographic information systems. Particular attention to land use planning and resource management.

D. MCB 2225 Cell Biology Laboratory (pre-requisite)

Current Catalog Copy

MCB 2225 Cell Biology Laboratory

Four credits. One 1-hour lecture and two 4-hour laboratories. Prerequisite or corequisite: MCB 2210. Prerequisite: Open to honors students; open to non-honors students with instructor consent.

A laboratory experience that will prepare students for thesis research. Focus will be on experimental design, data analysis and presentation. Topics include cell culture, DNA transfection, fluorescence and time-lapse microscopy, image processing, and flow cytometry. Students will pursue independent research projects. A fee of \$75 is charged for this course.

Revised Catalog Copy

MCB 2225 Cell Biology Laboratory

Four credits. One 1-hour lecture and two 4-hour laboratories. Prerequisite: BIOL 1107 or equivalent. Open to honors students; open to non-honors students with instructor consent.

A laboratory experience that will prepare students for thesis research in the biological sciences. Focus will be on experimental design, quantitative analysis and presentation of data. Topics include cell culture, fluorescence and time-lapse microscopy, DNA transfection, image processing, and flow cytometry. Students will also pursue independent research projects. A fee of \$75 is charged for this course.

E. MEM 1151 Introduction to the Management and Engineering for Manufacturing Program (description and pre-requisites)

Current Catalog Copy

MEM 1151 Introduction to the Management and Engineering for Manufacturing Program (151) Three credits.

Introduction to the goals of engineering and management for manufacturing enterprises. Review of the history of technological development, including its effects on new products and processes. Written and oral communication skills will be developed.

Revised Catalog Copy

MEM 1151 Introduction to the Management and Engineering for Manufacturing Program

(151) Three credits.

Introduction to the goals of engineering and management for manufacturing enterprises, including lean concepts in business and engineering. Review of the history of technological development, including its effects on new products and processes. Written and oral communication skills will be developed.

F. MEM 2211 Introduction to Manufacturing Systems (description and pre-requisites)

Current Catalog Copy

MEM 2211 Introduction to Manufacturing Systems

(211) Three credits. Prerequisite: STAT 1100Q.

Overview of manufacturing operations management and the systems used in controlling manufacturing enterprises including the concepts of global competition and manufacturing as a competitive weapon.

Revised Catalog Copy

MEM 2211 Introduction to Manufacturing Systems

(211) Three credits. Prerequisite: STAT 1000Q or 1100Q or 3025Q or 3345Q or 3375Q, or CE 2210 or 2251, or MATH 3160.

Fundamental engineering aspects of manufacturing. Students become familiar with common processes in manufacturing such as cutting, casting, and bending and are introduced to advanced techniques such as additive manufacturing. Overview of manufacturing operations management, production optimization, and the systems used in controlling manufacturing enterprises including the concepts of global competition, and manufacturing as a competitive weapon.

III. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the following new 3000- and 4000-level courses in the W competency:

A. SOCI/HRTS 3837W Sociology of Global Human Rights

Proposed Catalog Copy

SOCI 3837W/HRTS 3837W Sociology of Global Human Rights

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

Comparative approach to the study of human rights in the United States and around the world from a sociological perspective.

IV. The Curricula and Courses Committee and the General Education Oversight Committee recommend addition of the following courses in Content Area 4 – Diversity and Multiculturalism (non-International):

A. ARTH 3640/W Mexican & Chicano Art from Muralism to La Raza

B. ARTH 3645/W From Revolution to Reggae: Modern & Contemporary Caribbean Art

V. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the following course for intensive session offering:

A. NUSC 1167 Food, Culture and Society (CA4-INT)

VI. For the information of the University Senate, the Curricula and Courses Committee and the University Interdisciplinary Courses Committee approve the following UNIV Special Topics course for one offering:

A. UNIV 1995 East Meets West in Southern China

Respectfully Submitted by the 14-15 Senate Curricula and Courses Committee: Pamela Bedore – Chair (Fall 2014), Eric Schultz – Chair (Spring 2015), Marianne Buck, Marie Cantino, Michael Darre, Douglas Hamilton, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Samuel Martinez, Daniel Mercier, Shayla Nunnally, Maria Ana O'Donoghue, Jaci Van Heest, Jake Broccolo (student rep, Fall 2014) 1/26/15

**University Senate Curricula and Courses Committee
Report to the Senate
March 2, 2015**

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

- A. GEOG 2320 Climate Change: Current Geographical Issues
Proposed Catalog Copy
GEOG 2320 Climate Change: Current Geographical Issues
Three credits.
Introduction to the science, impacts, and politics of climate change from a geographic perspective. Examination of physical mechanisms, extreme weather events, impacts on water, food and energy systems, impacts on polar regions, energy strategies and solutions, policy and negotiations, and mitigation and adaptation strategies.
- B. JOUR 2111 Journalism Portfolio I: Multimedia Skills
Proposed Catalog Copy
JOUR 2111 Journalism Portfolio I: Multimedia Skills
One credit. Prerequisite: JOUR 2000W. Open to Journalism majors, others with permission. Introduction to online and multimedia skills used by journalists; emphasis on ethical practices. Students provided portfolio space on a department-maintained site.
- C. UNIV 1983 International Study
Proposed Catalog Copy
UNIV 1983 International Study
Credits and hours by arrangement. May be repeated for credit (to a maximum of 17).
Course work undertaken within approved study abroad programs. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).
- D. UNIV 2983 International Study
Proposed Catalog Copy
UNIV 2983 International Study
Credits and hours by arrangement. May be repeated for credit (to a maximum of 17).
Course work undertaken within approved study abroad programs. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).
- E. UNIV 2993 International Study
Proposed Catalog Copy
UNIV 2993 International Study
Credits and hours by arrangement. May be repeated for credit (to a maximum of 17).
Course work undertaken within approved study abroad programs.

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

- A. ACCT 2101 Principles of Managerial Accounting (Enrollment restriction)
Current Catalog Copy
ACCT 2101 Principles of Managerial Accounting
(200) Three credits. Prerequisite: ACCT 2001; open only to students who have been admitted to the School of Business. Not open to students who have passed or are taking BADM 2710 or 3710. Internal reporting to managers for use in planning and controlling operating systems, for use in decision making, formulating major plans and policies, and for costing products for inventory valuation and income determination.
Revised Catalog Copy

ACCT 2101 Principles of Managerial Accounting

(200) Three credits. Prerequisite: ACCT 2001; open only to Business majors of sophomore or higher status. Not open to students who have passed or are taking BADM 2710 or 3710.

Internal reporting to managers for use in planning and controlling operating systems, for use in decision making, formulating major plans and policies, and for costing products for inventory valuation and income determination.

B. GEOG 1100 Globalization (Level and description)

Current Catalog Copy

GEOG 1100 Globalization

Three credits.

Linkages between spatial processes and social, cultural, economic, political and environmental change around the world today. Focus on theory and impacts of globalization through case studies at the local, regional, national and international scales. CA 2. CA 4-INT.

Revised Catalog Copy

GEOG 2000 Globalization

Three credits. Not open for credit for students who have passed GEOG 1100.

Globalization as a complex-multidimensional process. Linkages and interconnectedness between spatial processes and social, cultural, economic, political, and environmental change around the world today. Theory and impacts of economic, social, political, and cultural globalization through case studies at the local, regional, national, and international scales. CA 2. CA 4-INT.

III. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the following new 3000- and 4000-level courses in the W competency:

A. ARTH 3575W Human Rights and Visual Culture

Proposed Catalog Copy

ARTH 3575W Human Rights and Visual Culture

Three credits. Three hours of lecture. Prerequisites: ENGL 1010 OR 1011 OR 2011; Open only to sophomores or higher.

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19th century birth of photography to 21st century social media.

B. HRTS 3200/W International Human Rights Law

Proposed Catalog Copy

HRTS 3200 International Human Rights Law

Three credits. Recommended preparation: HRTS 1007. Open to sophomores or higher.

International and regional human rights law, institutions, and regimes; specialized topics include corporate social responsibility, women's human rights, truth commissions, humanitarian intervention, international criminal law, monitoring, and compliance.

HRTS 3200W International Human Rights Law

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Recommended preparation: HRTS 1007.

Open to sophomores or higher.

C. HRTS 3250/W Human Rights and New Technologies

Proposed Catalog Copy

HRTS 3250 Human Rights and New Technologies

Three credits. Recommended preparation: HRTS 1007. Open to sophomores or higher.

The role of new technologies in the fulfillment, protection and enforcement of human rights; technology-related human rights benefits and risks, including privacy, security, and equality; technical and legal innovations for balancing benefits and risks.

HRTS 3250W Human Rights and New Technologies

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Recommended preparation: HRTS 1007.

Open to sophomores or higher.

IV. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve revisions to the following 3000- and 4000-level courses in the W competency

A. EDLR 3547/W Introduction to Sport-Based Youth Development (Credit change)

Current Catalog Copy

EDLR 3547 Introduction to Sport Based Youth Development

(Formerly offered as EKIN 3547.) Three credits. Prerequisite: Open only by instructor consent; open to Sport Management majors only. Bruening

Requires reading, written journals, class discussion, and significant time out of class for community involvement in Hartford. Transportation is available.

EDLR 3547W Introduction to Sport Based Youth Development

(Formerly offered as EKIN 3547W.) Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; open only by instructor consent; open to Sport Management majors only.

Revised Catalog Copy

EDLR 3547 Introduction to Sport Based Youth Development

(Formerly offered as EKIN 3547.) Three credits. Prerequisite: Open only by instructor consent; open to Sport Management majors only. Not open for credit for students who have passed EKIN 4300.

Bruening

Requires reading, written journals, class discussion, and significant time out of class for community involvement in Hartford. Transportation is available.

EDLR 3547W Introduction to Sport Based Youth Development

(Formerly offered as EKIN 3547W.) Four credits. Prerequisites: ENGL 1010 or 1011 or 2011; open only by instructor consent; open to Sport Management majors only. Not open for credit for students who have passed EKIN 4300.

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

A. ART/AASI/INDS 3375 Indian Art and Popular Culture

Respectfully Submitted by the 14-15 Senate Curricula and Courses Committee: Pamela Bedore – Chair (Fall 2014), Eric Schultz – Chair (Spring 2015), Marianne Buck, Marie Cantino, Michael Darre, Douglas Hamilton, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Samuel Martinez, Daniel Mercier, Shayla Nunnally, Maria Ana O'Donoghue, Jaci Van Heest, Jake Broccolo (graduate student rep), Dustin Lavoie (undergraduate student rep)

2/23/15

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
February 2, 2015

I. Dean of Students or designee

A. Background

This proposal will affix the words “or designee” to “Dean of Students Office” or “Dean of Students,” where appropriate. This language acknowledges that actions carried out by the Dean of Students Office are often done so through designees at the Storrs and regional campuses. These changes affect the following sections of the By-Laws, Rules, and Regulations of the University Senate: II.B., II.B.11, and II.E.6. Several small editorial changes that do not affect process are also included in this motion.

B. Current Relevant By-Laws

II.B. Academic Advising and Registration

Full-Time and Part-Time Students

Students are admitted to the University with full-time status, which requires their carrying at least 12 credits each semester. Students seeking to obtain part-time status, that is, carry fewer than 12 credits, must obtain written approval from the deans of the schools/colleges in which they are enrolled. Part-time students may not participate in any extra-curricular activity involving intercollegiate competition except by permission of the Dean of Students. Part-time status also affects financial aid, scholastic probation and dismissal, and could affect eligibility for University housing.

II.B.11 Withdrawals and Leaves of Absence

A student who withdraws from the University at any time before the final examinations in a semester shall receive no credit for courses taken nor be charged with any failures during the semester.

No student who withdraws after the end of the sixth week of a semester will be permitted to register for a subsequent semester without the permission of the Dean of Students or designee. It is understood that when such permission is sought, the Dean or designee will ascertain the standing of the student at the time when he or she withdrew. For purposes of application for readmission such students shall be treated as a dismissed student if his or her standing at the time of withdrawal is such that if it were continued to the end of the semester he or she would then be subject to dismissal.

A student in good standing who leaves the University at the end of a semester and is out of residence for one or more semesters may re-enter at the beginning of any later semester upon application to the Dean of Students Office. The attention of such students is called to the fact that special permission is needed to count courses taken more than eight years before graduation (see II.C.1.e).

All students withdrawing from the University for any reason must complete the proper forms through the Dean of Students Office.

Students in good standing who wish to withdraw from the University may apply to the Dean of Students Office for Leave of Absence, which will permit them to resume their studies in a semester specified by mutual agreement. Normally the period of such leaves would not exceed three semesters. Students called to active duty are afforded additional consideration and should contact the Dean of Students Office to review their circumstances.

II.E.6 Grades of Incomplete and Absent

The grade of Incomplete shall be reported only when a portion of the assigned work has not been completed because of the necessary absence of the student or other reason equally satisfactory to the instructor, and then only when the instructor judges the work already done by the student to be of passing quality.

A student who is absent from a semester examination shall be given a grade of Absent if in the opinion of the instructor the student might by means of a satisfactory performance on the examination complete the work of the course with a passing grade; if in the opinion of the instructor such a student would fail the course regardless of the result of the examination, the student shall be given a grade of F. When a grade of Absent is given, the student may have a later opportunity to take an examination if the absence is excused by the Dean of Students. Excuse will be granted only if the absence is due to grave cause such as the student's serious illness, or the serious illness or death of some member of the immediate family.

Students may obtain credit for courses in which their grades are Incomplete or Absent only by completing the work of the course in a satisfactory manner before the end of the third week of the next semester. If this is not done the grade in the course becomes a failure. The report of the satisfactory completion of such a course shall be by letter grade. In exceptional instances an extension of time for making up Incomplete or Absent grades may be granted by the Dean of Students after consultation with the instructor.

An Incomplete or Absent grade signifies that credit has not been earned at the end of the semester and may subject the student to scholastic probation or dismissal.

C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows: (Deleted items in ~~strike through~~; new language underlined).

II.B. Academic Advising and Registration

Full-Time and Part-Time Students

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An Incomplete or Absent grade signifies that credit has not been earned at the end of the semester and may subject the student to scholastic probation or dismissal.

Retention of Underrepresented Faculty and Staff



Presented by Maria Luz Fernandez, PhD
(Diversity Committee Chair)
to the University Senate



March 2, 2015

Senate Diversity Committee



- ☞ The Committee was created on **November 10, 2008**
- ☞ **Charge:** This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among **students, faculty, and staff**. This committee may recommend any desirable expressions of Senate opinion on these matters, and it shall make an annual report at the April meeting of the Senate

UConn Efforts for Diversity



Why are we still having so many problems in the retention of diverse faculty and staff ?

Underrepresented Students at UConn

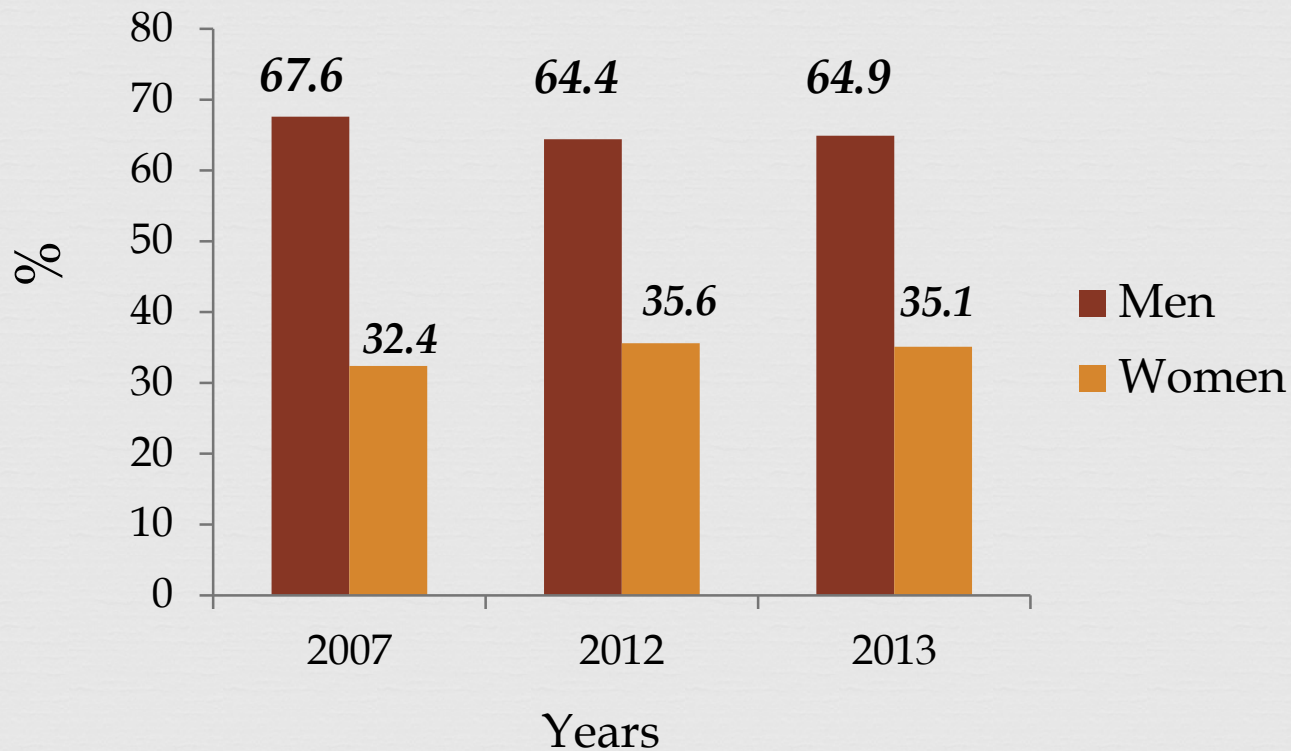
- ⌘ Highly successful Undergraduate recruitment
- ⌘ High rates of retention (82% for 2013)
- ⌘ What are we doing right with students?



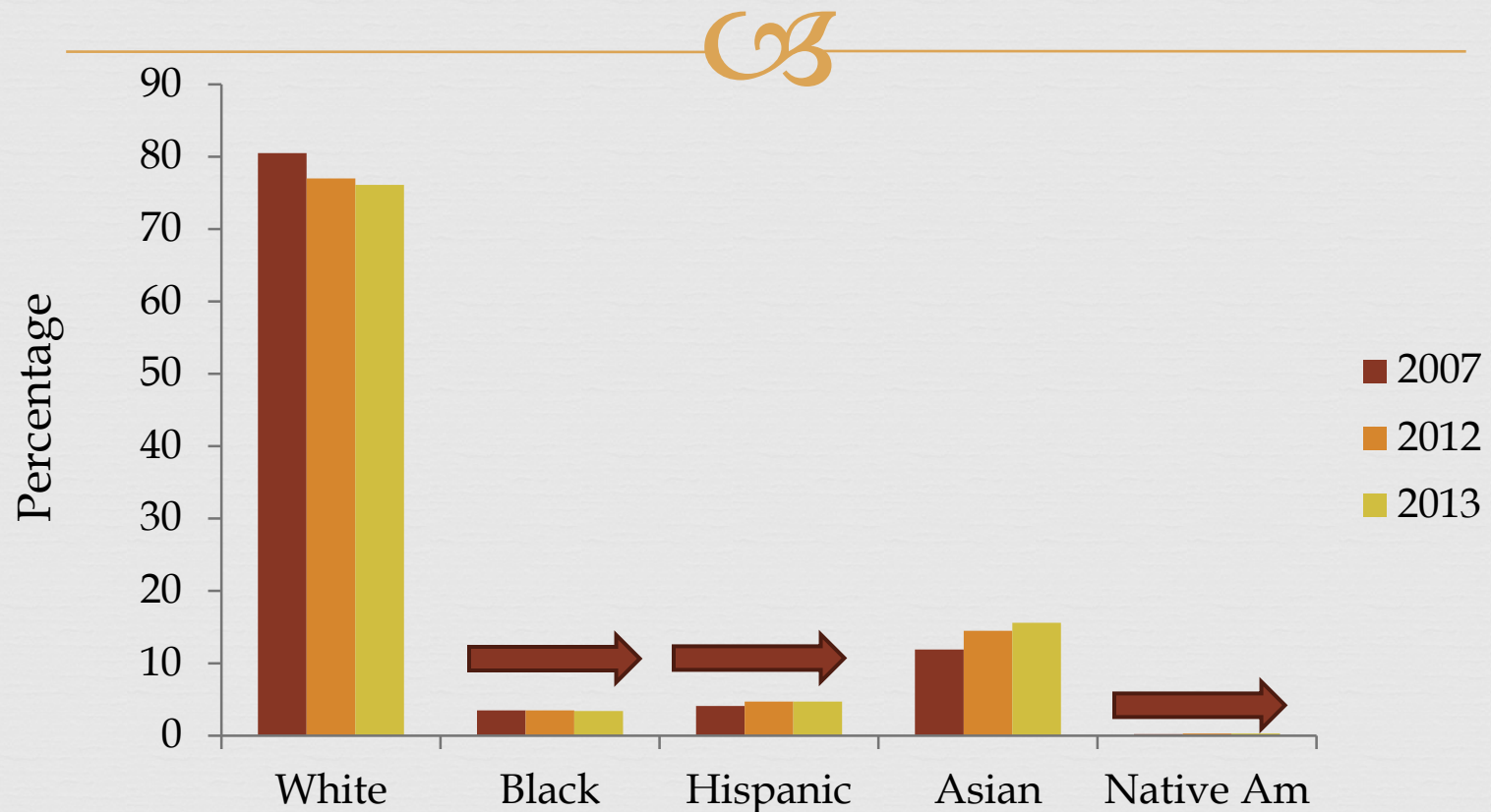


UConn: What the numbers
tell us about faculty and staff

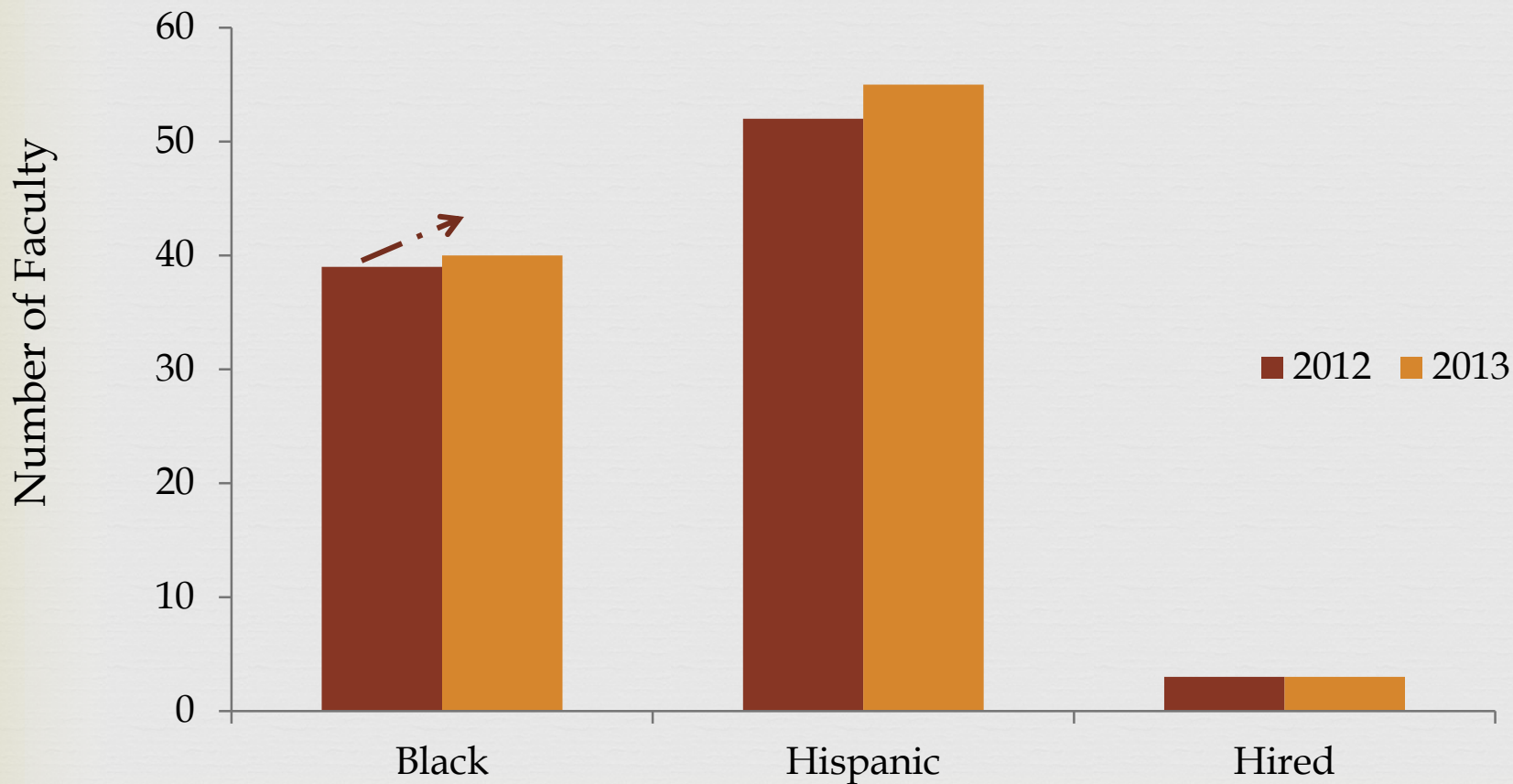
Faculty: Gender



Faculty: Diversity

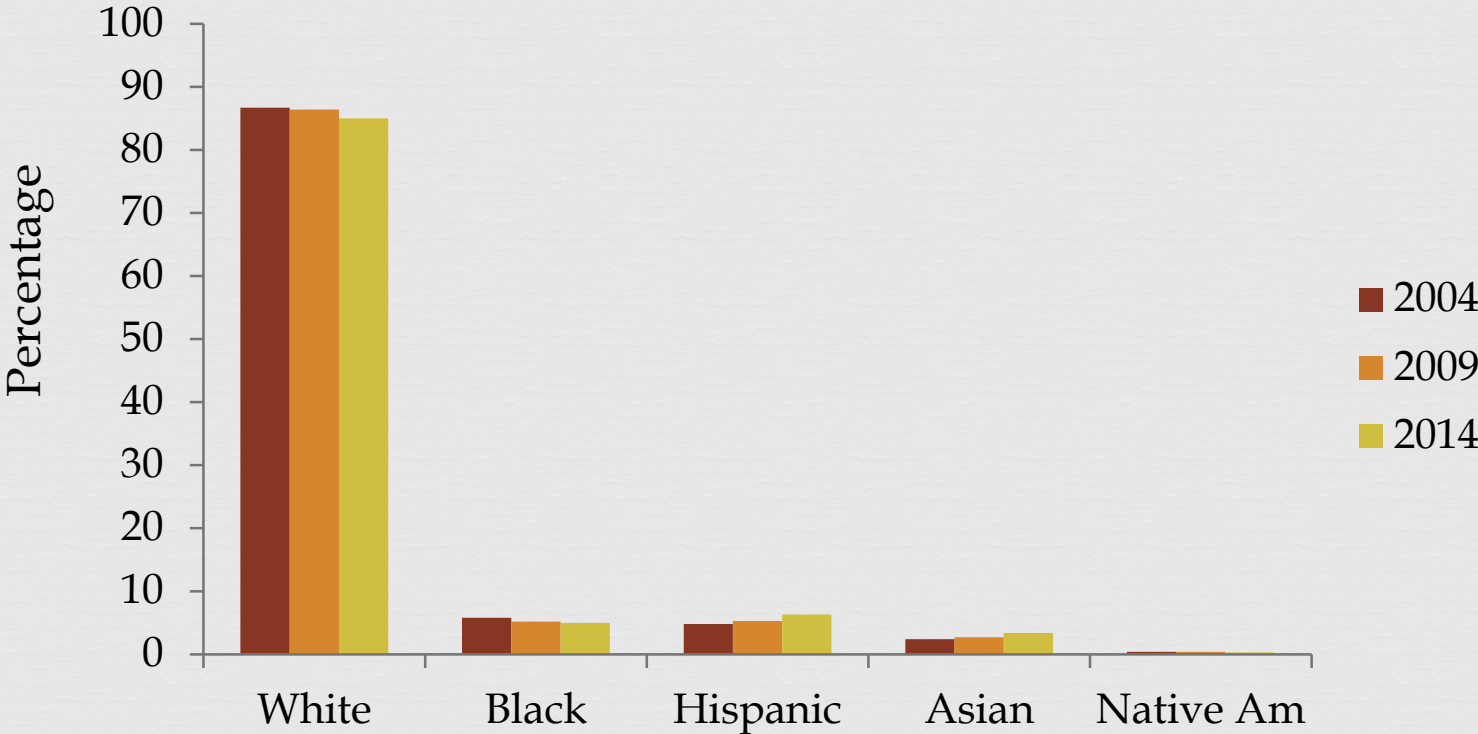


Faculty: Under-represented



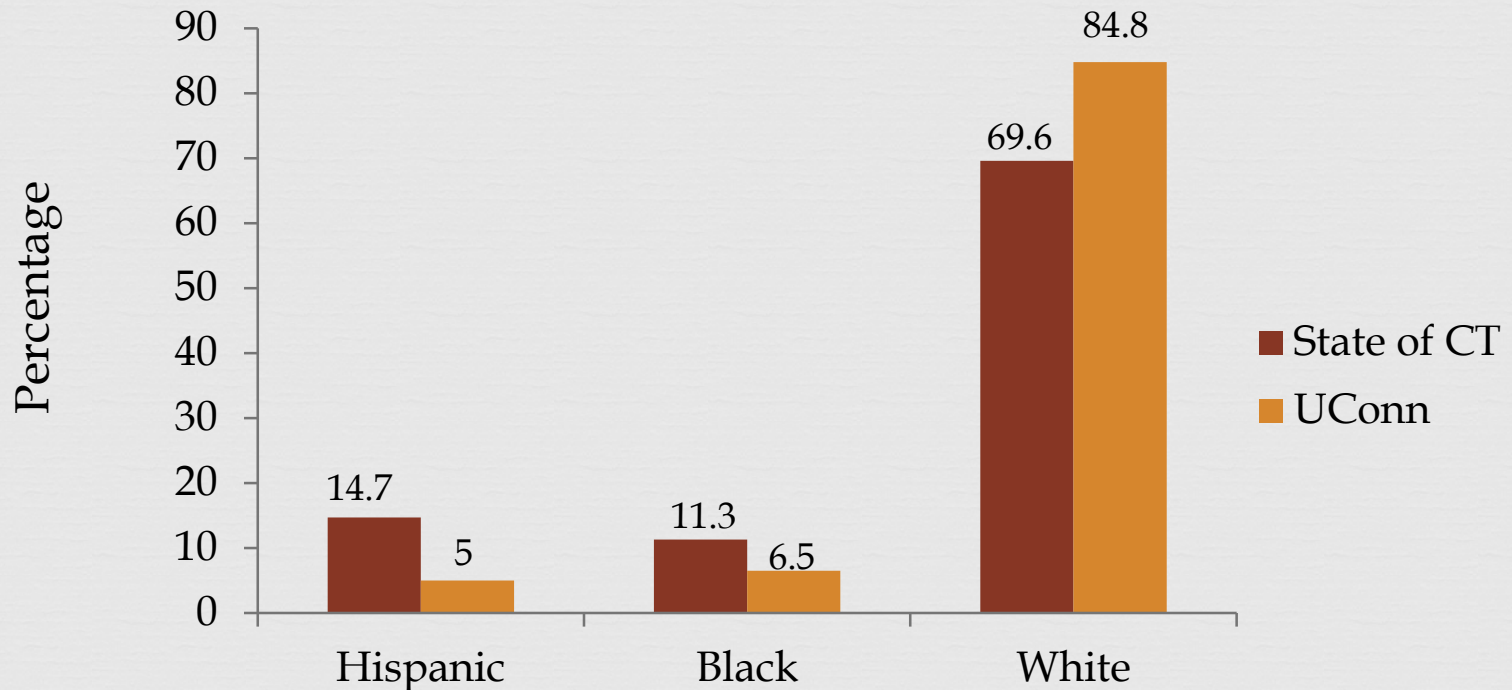
Adapted from the ODE web site

Staff: Diversity



Adapted from the ODE web site

Staff: Comparisons with the State of Connecticut



Adapted from the ODE web site



Retention Strategies



Numerous Initiatives



- ❧ President's Office
- ❧ Office of Diversity and Equity (ODE)
- ❧ Provost Office
- ❧ Human Resources
- ❧ Women's Center
- ❧ Deans
- ❧ Various Committees

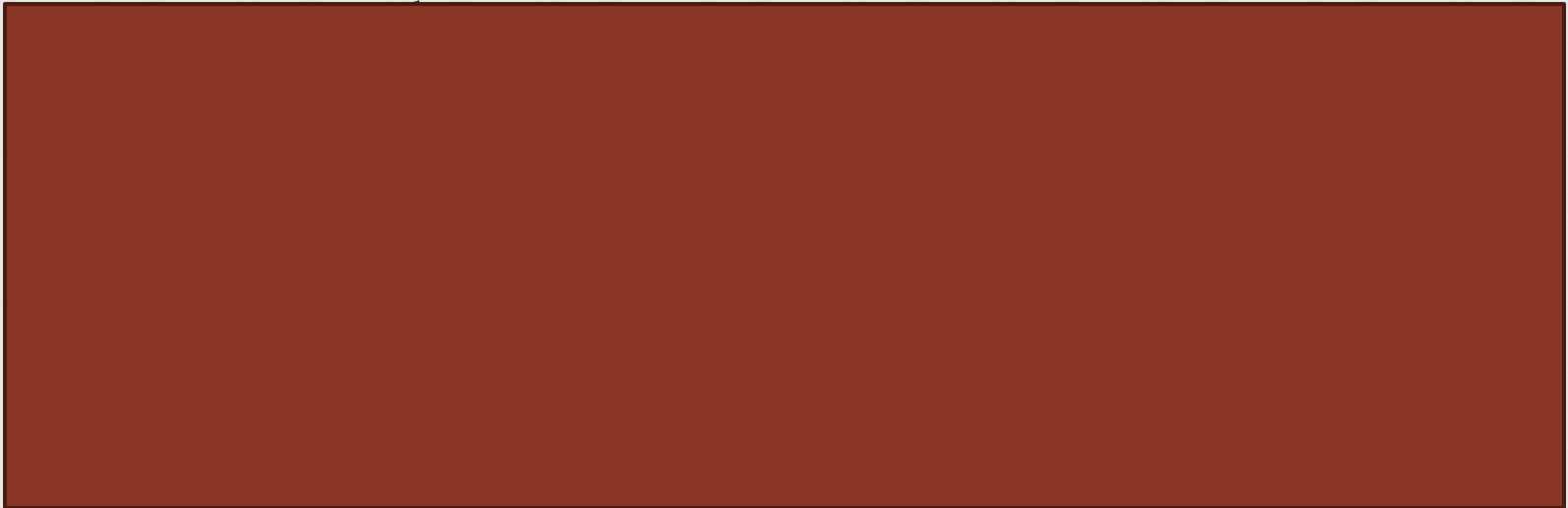


What can we do?

Proposed Initiatives



☞ **Central Diversity Office with a main focus on initiatives for the recruitment and retention of diverse faculty and staff**



Diversity Office



∞ Different from **ODE**

Regulatory, focus on compliance

Gathering of diversity data

∞ Proposed **Diversity Office**

Dedicated to the recruitment and retention of minority faculty and staff

In charge of Implementing strategies to retain diverse faculty and staff

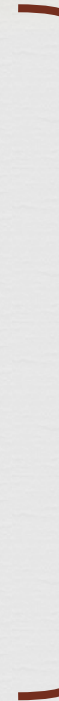
Diversity Office



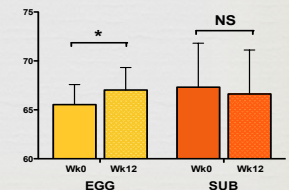
- ❧ **Composition**: Office should have in addition to a Diversity Officer, **active participation** of faculty and staff
- ❧ “Diversity Caucus”
- ❧ *Ideas* come from this office



Implementation



Results

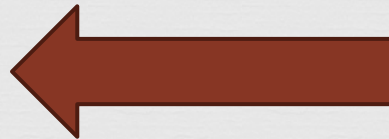


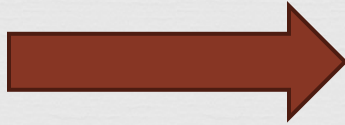
Measurable Outcomes

Presentation of results in a National/International meeting

PhD dissertation/MS Thesis

Publications

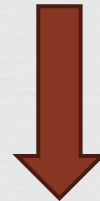




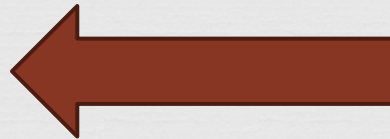
Implementation



Support from
the upper
Administration



Results



Measurable Outcomes

*Show in our numbers that
we have increased
retention*

Increased retention rates

Numerous ideas

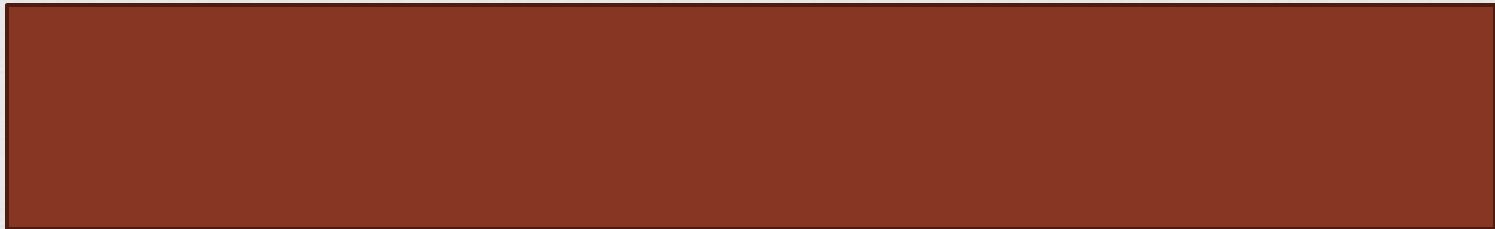


- ❧ *Ambassador Programs*
- ❧ *Spousal Hires*
- ❧ *Teaching support*
- ❧ *Collaborative grants program*
- ❧ *Travel awards to enhance research*
- ❧ *Training workshops*
- ❧ *Invited Speakers*
- ❧ *Exit Interviews*
- ❧ *Celebration of Diversity*

Proposed Initiatives



- ❧ Central Diversity Office with a main focus on initiatives for the recruitment and retention of diverse faculty and staff
- ❧ **Institutionalize a Mentoring Program to support underrepresented faculty and staff through the various stages of their career at UConn**



Mentoring Program



Someone who teaches or gives **help** and **advice** to a less experienced and often but not necessarily a younger person

Mentoring



- ☞ Mentoring beyond Academic Success
- ☞ Social and Personal Components
- ☞ Resource for Individuals

Example:

HEMBRA Program

Mentoring Program



For Faculty:

- ❧ Adapt to the new environment
- ❧ Navigate the tenure process
- ❧ Promotion to full Professor
- ❧ Leadership and Community Service

For Staff

- ❧ Training in the work place
- ❧ Support for Promotion
- ❧ Leadership and Community Service

Proposed Initiatives



- ❧ Central Diversity Office with a main focus on initiatives for the recruitment and retention of diverse faculty and staff
- ❧ Institutionalize a Mentoring Program to support under-represented faculty and staff through the various stages of their career at UConn
- ❧ **Promote diversity among students, faculty and staff by giving excellence in diversity awards on a yearly basis to show that *Diversity matters at UConn***

National Award for Diversity



Higher Education Excellence in Diversity (HEED)



Outstanding Commitment for Diversity and Inclusion

Targeted awards



- ❧ Individuals who have gone above and beyond to promote inclusion, equity and social justice
- ❧ Students (Graduate and Undergraduate)
- ❧ Faculty
- ❧ Staff

Concluding thoughts



Retention of Diversity faculty and staff should not be a topic of discussion but rather a goal that should be actively pursued



Questions?

Comments?

**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 been doing to improve and enhance Undergraduate Education and Instruction (UE&I) at UConn. During the last four years in which I have served as the Vice Provost for Academic Affairs, many changes have occurred due to the efforts of many of our outstanding staff and faculty.

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 and in the last year, the provost's office has also integrated Summer and Winter Programs into Academic Affairs. Subsequent senate reports will highlight the accomplishments of some components of this report, so in this written summary, I will summarize only some of the highlights that underlie our success in undergraduate, academic programs.

**HONORS AND ENRICHMENT PROGRAMS (ORAL REPORT TO BE
DELIVERED IN MAY)—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 \$377,000 in funding to support undergraduate research and creative projects in 2013-14. This figure includes \$223,000 for 58 SURF (Summer Undergraduate Research Fund) awards, \$31,000 for OUR supply and travel awards, \$40,000 to support the SHARE (Social Sciences, Humanities, and Arts Research Experience) research apprenticeship program, and \$21,000 in Life Sciences Honors Thesis Awards. 29 students were selected to participate in the UConn IDEA Grants program, an undergraduate opportunity for creativity, innovation, original research, and service first launched in spring 2013. A new undergraduate research exhibition, Fall Frontiers, was introduced to offer an additional venue for students to present their research; 30 students presented at the inaugural event. The 17th annual Frontiers poster exhibition featured 209 posters and 225 student

presenters, which mark the highest level of student participation in that event to date. In addition to hosting these two exhibitions, 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 Office of National Scholarships & Fellowships (ONS&F) recorded 488 student appointments in the 2014 calendar year, resulting in 29 applications for prestigious national scholarships requiring nomination (Marshall, Mitchell, Udall, Rhodes, Beinecke, Goldwater, Truman, Carnegie Jr. Fellows, NCHC Portz). ONS&F has continued to see a rise in student applications for graduate fellowships and other prestigious national awards for undergraduates that do not require nomination, including nearly double the number of Fulbright applications (27) and a record number of known NSF GRFP applicants (30). 47 UConn faculty members from 21 departments assisted our office by serving on screening committees and/or mock interview panels. The labor intensive process of supporting national scholarship applicants and nominees benefits students regardless of the outcome, and finalists and winners bring great prestige to UConn. Among major competitions in 2014, UConn had 3 winners and 1 Honorable Mention in the Goldwater, 3 NSF GRFP winners and 3 Honorable Mentions, 1 NNSA Graduate Fellowship recipient, 1 Mellon Sawyer Pre-doctoral Fellowship Recipient, 1 Truman Scholar, 1 Udall Scholar, 3 Fulbright recipients, 5 Gilman recipients, a Mitchell Scholar, 3 Marshall Finalists and 2 Rhodes Finalists. Spring results are pending for the 2015 Goldwater, Truman, Fulbright, Udall and NSF GRFP (and other graduate fellowship) competitions.

The Individualized and Interdisciplinary Studies Program supports students in a rigorous process of creating individualized plans of study with an interdisciplinary focus. With about 140 students and 59 graduates in 2014, the IISP supports students in majors focused on a wide variety of themes, with social science themes being the most common. In 2014, 33 percent of students pursued an individualized major as a second major and 20 percent were Honors students; these figures are consistent with five year averages. IISP continues to focus on improving the quality of the students and the quality of their experience. Notably, in 2014, the program's one-credit gateway course, first taught as a special topics course in Fall 2013, was approved as a regular course. Because of the significant number of internationally themed individualized majors, IISP is collaborating with Global Affairs as it considers the introduction of a global studies major.

The University Scholar Program allows students to design and pursue an in-depth research 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. 2014, 28 juniors were selected from a pool of 49 applicants, the largest applicant pool in recent years.

The Pre-Law Center is committed to assisting students and alumni interested in pursuing legal careers. The Pre-Law Advisor assists and guides students with determining whether or not to apply to law school, choosing law schools, and preparing personal statements and resumes. This year, the Pre-Law Center continued to grow opportunities for pre-law students. The number of law schools attending the annual Law School Fair grew again this year, as did the number of student attendees. We launched "Lunch with Lawyers", a new speaker series giving small groups

of students the opportunity to talk with practicing attorneys in a variety of fields. Pre-Law student groups have also grown. The Law Society has hosted significantly more events this year, including a successful visit to three Boston law schools. Moot Court performed extremely well at the Regional Competition, with one student earning a Top Orator award and one team advancing to the National Competition held in Miami in January. The Pre-Law Center is again offered new courses, including “Morality Police” as part of the Honors Program UNIV series, and “Applied Legal Analysis” to help students improve their legal argument skills. The Pre-Law Advisor also serves as Director of the Special Program in Law, which provides incoming freshman honors students with conditional acceptance to UConn Law School, one-on-one counseling, and special events and programs. In addition to UConn Law, UConn Pre-Law students have been accepted to many top law schools, including Georgetown, UVA, UPenn, Cornell, NYU, and many more.

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 2014/2015 application cycle, the Pre-Medical/Pre-Dental Center completed 263 composite letters for applicants and provided all attendant advising services for students considering the health professions. Eleven students enrolled in the inaugural year of the Pre-Medical/Pre-Dental Post Baccalaureate Certificate Program accepted by the Board of Trustees in the fall of 2013.

The Honors Program welcomed 508 incoming students in the fall of 2014 and now has approximately 1975 students. The new STEM Scholars community within Honors, part of NextGEN CT, welcomed 79 STEM Scholars in the fall of 2014. The Honors Program staff members have engaged in strategic planning this year to prepare for this new group of students. Matriculating an additional 50 freshmen was accomplished while maintaining the quality of the first-year student population, which boasts an average SAT (critical reading and math) of 1405 and a high school class rank of 96%. Many students entered UConn with advanced standing through AP/ECE/IB credits; 60% of students had second semester standing or above, and 28% of students had sophomore standing or above. 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.

The Honors Program is currently engaged in creating a new residence hall as part of the NextGen CT initiative. Plans are for the hall to house 650 students on south campus. The facility includes a dining hall, two classrooms, programming rooms, and the offices of the Honors Program, creating a hub for Honors education on campus. The building is scheduled to open in Fall 2017. Currently there are four Honors Living Learning Communities, with 60% of all Honors students living in one of these communities.

The Honors Program has strengthened its ties with regional campuses, by increasing recruitment and course offerings at Avery Point, Greater Hartford, Stamford, Torrington, 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 342 students graduated with Honors in 2013 – 2014, an increase of almost 50 graduates from 2012 – 2013. 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) 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 2013-2014 ACES served approximately 2,650 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 (900) were incoming freshmen. Over the course of the year, ACES advisors met with over 7,450 students through a combination of scheduled and walk-in appointments. Fourteen percent or 1060 of these students were not “officially” in the program, thus underscoring the critical role ACES plays in servicing undergraduate students at the University.

The year was marked by efforts in three areas: Regional Campus Student Transition, Scholastic Probation/Dismissal, and Staffing.

Regional Campus Student Transition – We know that some regional campus students struggle with the transition to the Storrs campus. This past year we piloted a new program that requires these transitioning students to attend a meet and greet. The events were held in the 3rd and 4th week of the spring/fall semesters. As part of the events, students heard from their peers, were addressed by a student who had transitioned in a previous semester, and had a meeting with their academic advisor. We plan to continue this program for the upcoming year and hope to build momentum with respect to these students building and relying on a Storrs based support system quicker.

Scholastic Probation/Dismissal – Over the past year, we focused greater attention on our students on Scholastic Probation/Dismissal. We continued our intrusive based approach to advising these students – forcing them to visit/consult with us at the start of the semester and meet with us at least once more during the semester. We have also continued to require students returning after a ‘successful’ dismissal appeal to have an additional meeting with the Chair of the ACES Academic Standards Committee. A collaborative effort between the Chair of the Academic Standards Committee and our HESA graduate student resulted in the development of a 7 week mandatory workshop for those students that successfully appealed their dismissal – this program enters its third semester during this Spring 2015 term. Individual meetings and the workshop focused on strategies to avoid further academic jeopardy. We have solid support from our partners (CPIA, etc.) in this endeavor.

Staffing –As part of the reorganization associated with the Continuing Studies program, the Director of ACES assumed some of the administrative responsibilities for the Bachelor of General Studies (BGS) Program. In January 2014, Patricia Harkins and Gaila Zupnik, two Storrs campus staff affiliated with the BGS Program, relocated to physical space within the ACES advising program and assumed some small ACES roles in addition to their BGS responsibilities. Their ACES roles constitute approximately 1/4 of their overall responsibilities in terms of time allocation.

As a group we continued our efforts to teach and mentor students through our ACES Ambassadors program, and bolstered our commitment to educating Graduate Students (HESA and others) about the art and impact of academic advising. Staff in the ACES program served on a number of Advisory Boards, Oversight Committees, Scholarship Committees and Search Committees within the University Community.

The First Year Programs & Learning Communities (FYP&LC) unit 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 **about 80%** 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.

This year the **UNIV courses offered** continued to expand in scope and rigor to include 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. In collaboration with the Writing Center, 1,305 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. This number has increased **more than 25%** from Storrs campus FYE student participation in fall of 2013. And through collaboration with the Center for Career Development (CCD) 1,704 FYE students learned how to develop a base resume for applications and as a developmental tool. This number has increased **more than 61%** from Storrs campus FYE student participation in 2013-2014. Of those students, 1,568 completed the process with a CCD-supported, peer-critiqued resume.

To support faculty and staff in providing innovative, robust instruction in these FYE sections FYP&LC hosted more than 100 staff, faculty, and graduate students from across campus at the **1st Annual Institute for Curricular Innovation conference** on May 14th, 2014. Key goals were 1) to connect them with resources available them as UNIV instructors and Learning Community Faculty Directors; 2) to share common and best practices with colleagues; 3) to enhance programs for the 2014-2015 academic year; and 4) to collaborate with curricular and student development experts. The 2nd Annual conference will be held May 13th, 2015.

In August, 2014, our First Year Experience launched a holistic **international student transition support** initiative through a **pilot of 10 UNIV 1800 sections** tailored for international student success. This pilot has thus far 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.

FYE continued to develop curriculum rooted in UConn's core values in year two of a **Gallup StrengthsQuest** Academic and Student Affairs collaborative pilot intended to increase first-year student self-awareness, **leadership** potential, civility, and appreciation of **diversity**. In fall, 2014 **more than 600 students** and peer mentors involved with First Year Experience through UNIV 1800 or UNIV 1810 benefitted from this initiative.

FYP&LC also continued to connect students to the President's **UConn Reads initiative** through Assistant Director Shawna Lesseur's UNIV 1820 UConn Reads course, Lesseur's ongoing service to the UConn Reads Committee, and receipt of a small grant for EcoHouse Learning Community. Commitment to first-year student engagement with this initiative by FYP&LC has increased annually since the program's launch in 2011.

The FYP&LC Learning Communities (LC) program engages about **40% of the incoming class**, totaling over **2,500 students** in faculty/expert-led courses and programming designed to enrich the undergraduate experience. **Over 200 faculty, staff, and student leaders** make up the teams coordinating **26 Learning Community** offerings which range in theme from Humanities House to Public Health House to WiMSE (Women in Math, Science & Engineering).

This year collaboration was fostered between Community Outreach and the Human Rights Institute which will evolve the Community Service LC into **Human Rights & Action House**, launching in fall 2015. A Faculty Director is being recruited to work with the leadership in Community Outreach to engage first- and second-year students in service-based learning around human rights issues.

Work continues on the state-of-the-art **STEM Learning Community Residence Hall** scheduled to open in fall 2016. Community spaces such as seminar rooms, LC faculty-student meeting spaces, and an innovation zone with equipment and materials to support student projects have been designed. These resources were carefully selected with the intent to encourage students in developing innovative habits of mind, discovery, and entrepreneurship through engagement with world-class faculty, industry partners, and alumni.

FYP&LC has increased co-curricular support to LCs to offer Faculty Directors additional opportunities to extend learning beyond the classroom. In fall 2014 an average of six events were held weekly across Learning Communities to engage first-year students. In addition, LC (primarily first-year, first-semester) students completed **3,435 hours of service** (*Community Service House, EcoHouse, Public Health House, Women in Math, Science & Engineering-WiMSE House*). An **LC Executive Council** was launched, selecting nine outstanding students to

serve in positions that will develop initiatives to achieve the goals of the LC program. In addition, WiMSE Associate Director and Physiology & Neurobiology fourth year doctoral student, Rebecca Acabchuk received a **100 Years of Women Scholarship** for her commitment to women's issues through her work with the LC.

Undergraduate Learning Community student participants also received a number of **prestigious awards and scholarships** this year, including about **\$49,000** in grants.

Awards/Scholarships	% Recipients who Participated in LC	Grant Amount
Leadership Legacy	28%	n/a
2015 University Scholars	21%	n/a
McNair Scholars	36% (2015); 9% (2014)	n/a
2014 McNair Fellows	13%	n/a
2015 SHARE Awards	8%	3,000
2014 SURF Awards	12%	28,000
IDEA Grants	24%	10,000
Prestigious Scholarships*	26%	7,750-8,500
Total Awards to LC Students:		\$48,750-49,750

**Rhodes Scholarship and Marshall Scholarship: Peter Larson, Nominee,*

Pathobiology LC

Goldwater Scholarship, Peter Larson, Recipient; Rebecca Wiles, Honorable

Mention, Chemistry LC

Udall Scholarship, Emily McInerney, Nominee, Environmental Science LC

Beinecke Scholarship, Robert Anderson, Nominee, Humanities House

NCHC Portz Fellowship, Robert Anderson, Nominee; David Pereira, Nominee,

Humanities House

100 Years of Women Scholarship, Rebecca Acabchuk, Recipient, WiMSE House

Our FYP&LC program research findings suggest that over the past decade (2003-13) student participation in the Animal Science LC, in particular, **contributed to graduation from and retention** in the department and the university. Animal Science majors who participated were **20% more likely to persist** in the Animal Science program until graduation and were **11% more likely to graduate in four years** than Animal Science majors who did not participate. This research by Melissa Foreman, Assistant Director, LC; David Ouimette, Executive Director, FYP&LC, and Steven Zinn, Department Head, Animal Science, along with two students is forthcoming in a **peer-reviewed article**, "Learning Communities: Animal Science at the University of Connecticut," accepted for publication in *Natural Sciences Education* (<https://www.agronomy.org/publications/nse>). This research was also presented at the **21st National Conference on Students in Transition** in Denver, Colorado in October, 2014.

Beyond the classroom and residence halls, our **Academic Achievement Center** is a service staffed by professionals and trained undergraduates who coach students in effective, efficient ways to study, develop goals, and manage both time and stress. This program is open to all UConn students who want to maximize their efforts to excel academically. In the fall of 2014 **more than 3000 students** benefitted from individual appointments, class presentations, or

workshops. The center also provided community service by providing workshops for two area middle schools and one High School. These service opportunities were very successful and have resulted in additional requests.

UConn Connects provides one-on-one assistance for students on academic warning or probation to help them improve their academic performance. In its 22nd year, UConn Connects has assisted **more than 7,000 students** seeking to realize their academic potential. This spring **over 80 faculty, staff and administrators** have volunteered to help a student get back in good academic standing and approximately 300 students are registered to participate in the program. The Academic Achievement Center also supports Supplemental Instruction course offerings for PSYC 1100, MATH 1131, Math 1132, BIOL 1107, CHEM 2444, CHEM 1128Q, and CHEM 2443.

Beyond this core office programming, in an ongoing effort to support University's Academic Vision, FYP&LC with the support of the Office of the Provost has launched a new initiative to foster a culture of **creativity and innovation at UConn, YOU | create**. This seven-month extracurricular program (October, 2014 - April, 2015) with a focus on enhancing the experience of first-year students by fostering a spirit of innovation and inquiry beyond the classroom early in their academic careers. Participating students are in the process of solving three challenges that involve opportunity recognition, creative thinking, and teamwork. Over 175 students submitted their email and information expressing their interest in YOU | create. The program kicked off on October 23rd, with over 75 students in attendance. (Video of this event taken by Leo Lachut can be found [HERE](#).) Today there are 46 diverse, talented students currently active in YOU | create: 31 female, 15 male; 28 Learning Communities students; 19 STEM majors, 27 non STEM majors; 38 freshmen, 5 sophomores, 1 junior, and 2 seniors.

The Center for Academic Programs (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 includes the First Star Academy, ConnCAP, Educational Talent Search, 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 from a four-year college or university. A total of forty-one students participated in the 2014 summer component; fourteen returned for their second year and twenty-seven new students joined. During the school year, students continue to receive services such as academic advising, tutoring, mentoring, and monthly Saturday Academic Days. Although the newest of the four First Star Academies that have been established nationwide, UConn's program already is a model for other institutions as a result of its creative and innovative academic-based programming, and its collaborations with key internal and external partners. In October 2014, UConn took the leadership role in organizing a highly successful and productive first-ever retreat for First Star Academy leaders from across the nation. The retreat, which was coordinated by UConn HDFS Professor Preston Britner and First Star staff, enabled participants to share ideas about program evaluation and models, academic curriculum, and summer programming. Attendees included Peter Samuelson, President and Co-

Founder of First Star, and First Star representatives from UCLA, Loyola University, and the University of Rhode Island. Funding was provided by Professor Britner, Philip E. Austin Endowed Chair from Human Development and Family Studies. The retreat proved to be a highly productive endeavor in creating a common mission on how best to address the needs of foster youth. On January 21, 2015, the Center for Academic Programs received a Connecticut Health and Educational Facilities Authority (CHEFA) grant of \$72,370 for First Star Academy to provide additional support and services during the academic year.

The **ConnCAP** program currently serves 75 students from high schools in Hartford and Windham; the students participate in summer residential and academic year components. This past spring, 100% of participating seniors graduated from target high schools and 93% enrolled in a college of their choice in fall 2014. Recruitment for a new cohort has begun, as well as preparation for the upcoming summer 2015 component.

The **Educational Talent Search** program continues to provide an early college awareness program to over 100 Windham Middle School students and college preparation services to almost 500 high school students in New Haven and Windham. In districts where high school graduation rates range from 60% to 70%, ETS graduated 88% of its high school seniors in 2013-2014; 91% of them enrolled in a postsecondary education program. In summer 2014, ETS offered UConn ENGL 1004 to rising seniors through the ECE program for the first time. A total of 25 students took advantage of this opportunity. A partnership with UConn's School of Nursing enabled students who successfully completed the course to receive a \$500 stipend. The stipend was incentive for students who normally would work in the summer to instead engage in an academically rigorous experience. The six week course took place at Hillhouse High School and Windham Middle School.

The **McNair Scholars Program**, designed to prepare STEM majors for Ph.D. degrees, was launched in early 2013 with a five-year, \$1.1 million grant from the U.S. Department of Education. By January of 2014, the program doubled in size with the acceptance of eleven new McNair Scholars. In June and July of 2014, ten of the twenty continuing McNair Scholars conducted their STEM research projects during the nine-week, research-intensive McNair summer experience after defending their project proposals in April. An additional twenty-three rising sophomores and juniors participated in a rigorous two-week STEM introductory program (McNair Fellows) in May 2014 to become acquainted with research and internship options on campus, and to build leadership and academic presentation skills. Eleven new McNair Scholars were accepted in October of 2014, and five senior McNair Scholars are currently applying to graduate programs for August 2015 start. Of special note is Scholar Robert Stickels, a MCB major whose undergraduate research manuscript, of which he is first author, was published in the journal *Biology of Reproduction*; this is an enormous feat for an undergraduate student.

The **Student Support Services** program provided academic support and programming to over 1,100 UConn students at the Storrs and regional campuses; a total of 333 incoming freshmen participated in the 2014 summer pre-collegiate programs. Due to the success of the SSS Summer in London education abroad program, SSS is launching a four-week Summer in Cape Town program in 2015, which will run concurrently with the London program. Sophomore Reviews were implemented to assess whether students are on track academically, fully utilizing campus resources, making professional connections, and preparing for internships; holds were placed on

the students' accounts by the Registrar's Office to ensure 100% participation. Additionally, 25 SSS campus change (regional to Storrs) students attended the SSS Leadership Conference held in August, connecting them with peers and staff, and familiarized them with the campus prior to the start of the fall semester.

COLLEGE OF LIBERAL ARTS UNDERGRADUATE PROGRAMS— KATRINA HIGGINS, DIRECTOR OF THE ACADEMIC SERVICES CENTER IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences undergraduate program serves the majority of students at UConn. During any given semester the College has between 10,000 and 11,000 CLAS majors and teaches approximately 70% of the credit hours offered at the undergraduate level. At Commencement, between 50% and 60% of the graduating class are CLAS students.

Course Availability:

The vast majority of CLAS resources are devoted to teaching undergraduate courses because, even beyond general education courses, 91.5% of which are taught by CLAS departments, all schools and colleges include CLAS courses in their major requirements:

School/College	CLAS required courses	
Bachelor of General Studies	114/120	95%
School of Pharmacy	66/120	55%
School of Education	~60/120	50%
School of Business	~60/120	50%
School of Nursing	52/120	43%
School of Engineering	46/120	38%
College of Agriculture and Natural Resources	33/120	27.5%

Curriculum Updates

- In collaboration with the School of Business, the College added the following new Mathematics-Actuarial-Finance major bringing our total number of majors to 49.
- Biology, Communication, Economics and Psychology continue to grow, with each having over 1000 majors.

Advising:

- Advising in the college is coordinated by the CLAS Academic Services Center, with the majority of curriculum and career advising occurring in the departments. Currently the College has 20 staff advisors, who serve 18 departments.
- During the Spring and Fall, the advisors based in the CLAS Academic Services Center meet with approximately 500 probation and dismissal students.

- In addition to supporting departmental-based advisors and advising throughout the college, the advisors in the CLAS Academic Services Center meet with approximately 300 students per month, handle over 300 requests for curriculum and registration exceptions and advise and register over 1000 freshmen and 500 transfer students during the Fall and Spring orientation programs.

University-wide dismissal statistics, Fall 2014:

Campus	# subject to dismissal	# dismissed	# retained
Avery Point	10	5	5
Hartford	36	21	15
Stamford	24	20	4
Storrs	254	140	114
Torrington	3	2	1
Waterbury	12	7	5
Totals	339	195	144

By gender, across campuses:

	Retained	Dismissed	Total
Females	54	74	128
Males	90	121	211

By ethnicity:

	Retained	Dismissed	Total
American Indian		1	1
Asian	16	37	53
Black	15	25	40
Hispanic	6	7	13
Mexican American	0	1	1
Puerto Rican	10	5	15
South American	9	6	15
Unknown	8	17	25
White	80	96	176

Low Income/First Generation:

SSS	20	19	25
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CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)— PETER DIPLOCK ASSISTANT VICE PROVOST

The **Center for Excellence in Teaching and Learning (CETL)** facilitates development and implementation of innovative academic programs and teaching strategies, and provides institutional-wide support for faculty in the development of flexible learning options, including online, blended, flipped, and face-to-face courses. CETL includes four units, eCampus, the Institute for Teaching and Learning (ITL), Summer & Winter Programs, and the Office of Early College Programs (OECF).

eCampus---Director Peter Diplock, Associate Director Desmond Mccaffrey. 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.

- eCampus now supports more than 250 online courses at the undergraduate and graduate level, having helped directly develop 33 new undergraduate online courses, 36 graduate level online courses, and 8 'flipped' and "blended" courses in the last year.
- UCONN currently has 20 graduate online programs (<http://online.uconn.edu/>) powered by eCampus, including degree programs in Accounting (Business), Survey Research (CLAS-Public Policy), and post-baccalaureate certificate programs in Geographic Information Systems (CLAS-Geography), Gifted Education and Talent Development (NSoE-Ed Psych), Nonprofit Management (CLAS-Public Policy), Survey Research (CLAS-Public Policy), Occupational Safety and Health (CANR-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 (CANR-NRE), Disability Studies (Public Health/Pappanikou Center), Post-Secondary Disabilities (NEAG-Ed Psych), Holistic Nursing (Nursing), School Law (NEAG-Ed Psych), together with a growing number of hybrid/blended and low residency programs in Gifted and Talented Education (NEAG-Ed Psych), Educational Technology (NEAG-Ed Psych), Human Resource Management (Business), and Neonatal Acute Care (Nursing). We anticipate development of an additional 7 to 10 programs during the next year, with continued emphasis on marketing and enrollment management support.
- The School of Business Master's in Accounting program was ranked # 3 nationally by U.S. News and World Report, and the School of Business Master's in Human Resource Management was ranked #9 nationally by Top Management Degrees.
- We piloted the development of Team Developed online courses drawing on the expertise of 5 Department of Economics faculty members for the creation of ECON 1201 Online and continuing with 8 Department of Economics faculty members for ECON 1202 Online. This increased both the possible number of sections that can be offered in Summer Session and the consistency of curriculum across those course sections.

- Supported several “flipped course” pilot projects:
 - PHIL 1104 with Mitch Green piloted in Fall 2014 with the goal of further revision and implementation for Fall 2015.
 - Engineering courses ECE 3101 with Cuong Do and CE 2110 with Sarira Motareff.
- We created a brand new “Self-Guided Online Course Design and Development” website to provide flexibility and customization for faculty in creating their online courses (<http://ecampus.uconn.edu/DIY/index.html>).
- We have also greatly expanded the availability of online faculty resources by rolling out the eCampus Knowledge Base (<http://kb.ecampus.uconn.edu/>), a repository of supporting articles, tutorials, and other resources essential for supporting the design, development, and teaching of online, hybrid/blended and flipped courses.
- Increasing faculty development opportunities are now available for online, blended and flipped methodologies through new and existing workshops at Storrs and Regional campuses:
 - What Does an Online Course Look Like?
 - Instructional Design Toolbox
 - Developing Community in Online Courses
 - Connecting Your Students: Facilitating Quality Online Discussions
 - How Do Students with Disabilities Navigate Online and Blended Courses?
 - Preparing for Liftoff: Implementing Your Online Course
 - Flipped Course Design
 - Flipped Courses & Other Technology Solutions
 - What Does a Blended Course Look Like?
- We have modified and streamlined ‘Exploring Online Learning’ fully online facilitated short-course for faculty interested in designing and teaching an online course. The two week duration has proven more convenient for faculty with no reported decrease in effectiveness from participants.
- We have established an Online Program Council, chaired by Jen Dineen (Public Policy) and comprised of program directors and support staff to facilitate continuous improvement and provide a forum for identification and sharing of best program practices.
- eCampus staff were active participants at a number of national conferences including the Online Learning Consortium and the Continuing and Online Education forum of the Education Advisory Board.

The Institute for Teaching and Learning (ITL)---Director Dan Mercier. The Institute for Teaching and Learning provides pedagogical and technology support for faculty and graduate TA’s in a wide variety of ways including faculty workshops, individual faculty consultations, faculty teaching enhancement plans, faculty learning communities, and orientation programs for newly hired faculty and teaching assistants. We extend our support to undergraduate students through our writing (W-Center) and math (Q-Center) tutoring centers.

This past year, efforts to support faculty development and success have continued to grow:

- Staff additions – Dr. Aynsley Diamond has joined ITL as a full-time Director of Faculty Development. Aynsley will be leading many of ITL’s new development initiatives including a new teaching certificate program available to UConn’s teaching assistants aimed at providing a more robust classroom experience for our undergraduates and also a new faculty mentoring program.
- Interest in optional and voluntary faculty consultations to enhance and improve teaching remains very high. Teaching Enhancement Plans – Dozens of faculty members have taken advantage of this program over the last year. http://itl.uconn.edu/itl_web/tep.html
- ITL continues to offer lunchtime programs at a rate of approximately one per week. Attendance averages 18 participants per session. Offerings have ranged from best practice in the classroom to integration of technology to teaching online.
- Preparing Future Faculty Pilot- A program designed for graduate students who are headed out into the job market, offers a panel of five geography faculty members from various colleges and universities in the area. ITL is working closely with the Graduate School to expand the breadth and depth of support for graduate students including more extensive training and development opportunities.
- The Instructional Resource Center’s (IRC) main focus continues to be support for faculty adopting and utilizing technologies to support instruction, primarily HuskyCT. The center has offered discipline specific support to many schools and colleges across campus. This past year, support for undergraduates using HuskyCT was transitioned from the Digital Learning Center (ITL) to HuskyTech (UITS) resulting in the closing of the DLC.
- Videoconferencing and desktop lecture capture - the demand for the use of our and video streaming services keeps growing – we currently administer thirty-five synchronously delivered videoconference classes per semester and non-course related videoconferencing exceeds 300 per semester. We have 700 requested and enabled Mediasite accounts of which 150 (up from 60 this time last year) are actively being used this semester by faculty. The Mediasite lecture capture system is used to record course content. Direct student views are averaging 2000 per day ~730,000 annually up from 275,000 last year with more than 6,150 individual presentations (3,500 last year) and more than 5000 hours of content (2,700). Forty-five faculty are currently using WebEx for such things as virtual office hours and review sessions. This unit continues to investigate new and emerging educational technologies to be used in instruction.
- Testing Center - The fall 2014 semester saw the official opening of UConn’s testing center in the Arjona building. Managed by staff from ITL, the 65-seat center administered nearly 8,000 exams using HuskyCT in a proctored environment. Scheduled usage is nearly doubled for the upcoming semester.
- The Writing (W) Center:
 - 4190 one-on-one, 45-minute tutorials, representing a 4% increase over last year.
 - These tutorials continue to serve our first-year students well – tutorials with freshmen accounted for 37% of our appointments. This year we also supported more seniors (887), accounting for 22% of tutorials.
 - Tutorials related to W courses and students writing in majors for courses without a designated “W” held steady, at 44%.

- Continued work with writers across all of UConn's colleges, and across the STEM fields. This year we saw more writers from UConn's engineering, business and agriculture colleges. We are also seeing more STEM-related writing, which is now the focus of nearly 25% of our tutorials.
- More than 90% of students rate their experience at the Writing Center as "excellent" or "good."
- Quantitative Learning Center (Q) Center:
 - Tutoring: The Q Center handled 9004 visits in Fall 2013 and 8574 visits in Spring 2014 for a grand total of 17578 visits. In Fall 2013, a total of 1948 individual students used our services at a rate of 4:6 visits per student. In Spring 2014, a total of 1654 individual students used our services at a rate of 5:2 visits per student. Most visits were in Mathematics.
 - Review sessions:
 - Review sessions in Fall 2013: 26 with a total of 507 attendees.
 - Review sessions in Spring 2014: 25 with a total of 408 attendees.
 - Workshops for tutors:
 - Overall training workshops for tutors in Fall 2013: 30 (all course content).
 - Overall training workshops for tutors in Spring 2014: 39 (course content: 29, tutoring skills: 10).

Summer & Winter Programs---Director Susanna Cowan. The Office of Summer and Winter Programs (<http://summer.uconn.edu>) oversees the largest number of classes offered to new, continuing, and visiting students during our summer term and the winter intersession. Between May and August 2014, we had over 9700 enrollments and, including Winter 2014, and achieved an enrollment of 11,304 for the entire year. Although the overall enrollment increase from 2013 was 3.4%, this is a noteworthy achievement, given that many of our peer institutions are seeing flat or extremely small (1-2%) summer enrollment growth.

A clear trend continues toward increasing enrollments in online courses in all terms. During Summer 2014, approximately a third of enrollment was online (2862 out of a total of 9761), up from about 23% in 2013 (2212 out of 9554). Even more striking is the rise in the proportion of online enrollments during the winter term. In Winter '14, almost exactly half (770) of total enrollments (1543) online (accounting for about 1/3 of the courses offered). In Winter '15, we had an increase to approximately 54% of enrollment going to online courses (representing just over 25% of course offerings). Winter is also seeing the greatest overall enrollment increase, having risen from 1543 in 2014 to 1645 in 2015—a rise of over 6.5%.

In addition to continued growth across all terms, the new MOU for faculty compensation went into effect for the Winter '14 term and has resulted in increased stipends overall to the vast majority of faculty. A survey of Summer '14 teaching faculty shows support for the reintroduced 5-week session as a viable length pedagogical course length, although we continue to evaluate the effectiveness of *all* winter-summer term lengths for both students and faculty as we continue to optimize the program. Along these lines, we are proposing an additional 5-week online-only

Winter 2016 session as an option for the winter break that will allow for different type of intensive teaching and learning pace for on-line learning.

In Summer of 2014, we successfully launched our new UConn First Summer program, which was built specifically for incoming UConn freshmen and transfer students. We hoped to enroll twenty-five students in the inaugural year, so were pleased to have forty-three students admitted to five of the six UConn campuses attend the program. Students took academic courses, which count toward their UConn degree, and also participated in a wide array of activities, from Dairy Bar hands-on tours to paddle-boarding on a nearby lake to attending workshops on college success skills and a puppet-making activity at the newly relocated Ballard Institute and Museum of Puppetry. A popular event was an EcoHusky tour, led by the Office of Environmental Policy's Director Rich Miller, which highlighted some of UConn's work in sustainability by taking students to a series of sites on and around the Storrs campus, including the reclaimed wetlands, the compost site and the student-run Spring Valley Farm. We are making the program even better for 2015 (<http://www.firstsummer.uconn.edu/firstsummer/>) and are looking forward to a larger group this summer—including the ability to welcome international admitted undergraduates to the program for the first time.

Office of Early College Programs (OEC)---Director Jill Thorne. 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 almost 10,000 students and about 1,040 certified instructors in 2014-2015. UConn ECE is nationally accredited through NACEP (National Alliance of Concurrent Enrollment Partnerships). UConn ECE works with five UConn Schools and Colleges, 28 Departments, and will offer 65 courses in 2015-2016. The ten-year program student growth rate for the program is 193% and the ten-year program student growth rate of urban schools is 735%. The participation/engagement rate of public Connecticut high schools is 91% (176 partner schools total, including several parochial and private partners) and 15% of junior and senior high school students statewide participate in the ECE program.

Approximately 1,400 ECE alumni matriculate to UConn each year (29% 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 and task forces in Connecticut, throughout New England, and nationally. UConn ECE has completed

the first year of a complex transition to an online student registration system, Compass, with the assistance of the Registrar's Office.

UConn Early College Experience – By the Numbers	
Ten-Year Student Growth Rate	193%
Ten-Year Urban Student Growth Rate	735%
UConn ECE Alumni at UConn Storrs	28% 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 at UConn (<http://precollege-summer.uconn.edu/>). The inaugural program launch was very successful, with approximately sixty students in residence taking one of six intensive courses, as well as experiencing an array of workshops. The summer of 2015 will feature choices among eleven academic areas and is expected to double in size.

CENTER for CAREER DEVELOPMENT JAMES LOWE, ASSISTANT VICE PROVOST

The past year has been a period of tremendous positive change and improvement for the Center for Career Development. Based on research of peer and aspirant institutions, coupled with the results of the 2013 National Association of Colleges and Employers (NACE) Best Practices Survey, The UConn Center for Career Development (CCD) identified seven (7) main areas for increased focus, improvement, and best practice implementation early last year:

- Career Development Programs
- Student Coaching & Counseling
- Experiential Learning
- Corporate Partner Relations
- Internal Relations
- Marketing/Communications
- Technology

At the start of the year, The Center for Career Development lacked the staffing, physical space, and resources that were needed to establish itself as a national model of excellence. While the total number of staff was in line with national averages, several critical areas of expertise were missing. Additionally, in order to create a service offering that UConn students expect and deserve, a new staffing model was developed and has been fully implemented with a reallocation of staffing resources to better service the seven areas of best practice. Staff responsibilities were redefined to include clearly stated objectives, action plans, and measurable outcomes.

Equally as critical as the staffing model was the physical space of the Center. Three separate locations created a less than optimal environment for students, employers, and the staff itself.

Planning for a workable solution began over a year ago and the formal “dedication” of the newly configured CCD space took place on September 10th.

The following overviews some of the tremendous results that the CCD has had over the past year (calendar year 2013 vs. 2014):

- Formal presentations to students on everything from resume writing to interviewing skills to job search techniques increased by 21% while students attending those presentations grew by 27%. 33% more students attended the FYE Group Résumé Critique sessions with formal presentations to FYE classes increasing by 39%.
- Career coaches met individually with close to 3,000 students, a 14% increase over the prior year.
- In regard to career fairs, 523 employers were on campus at 6 distinct career fairs sourcing student talent; a 7% increase over the prior year. Overall, student attendance at career fairs increased by 27%. The fall career fair alone, held in Gampel Pavilion for the first time in many years, resulted in a 63% increase in student participation.
- Our proprietary web site, that not only allows students to connect with employers and apply for jobs but also provides a robust interactive portal for career skills development, saw a 41% increase in jobs posted with student applications for those jobs increasing by 98%. Total page views of the newly designed web site increased by 89% to 252,570.
- A141% increase occurred in students earning certificates through the Certificate of Professional Development Program.

Work remains to be done to support the intellectual growth of our students by providing programs and experiences that promote self-awareness and engagement as they identify a course of study and pursue opportunities to become contributing members of the state, national, and world communities. Several key initiatives that are in the planning and implementation stages include:

- The development of a robust virtual delivery model for formal presentations and workshops. This initiative is well under way with pilot testing occurring during the Spring 2015 semester.
- The development of an electronic “swiping” system that will enable the CCD to better capture and track individual student involvement in career development related activities. Initial testing has been completed and limited rollout has begun.
- A newly created function to support graduate level students was initiated and has been staffed with one career consultant. Early feedback has been extremely positive as programs geared specifically to this population have been delivered.

- A new model for customer engagement entitled L.E.A.D. (Listen, Engage, Assess, and Develop a plan) was created to guide staff interactions with all of our constituents. Training of all full-time staff and student workers has been completed and the program was rolled out at the beginning of the Spring 2015 semester.

The Center for Career Development is also actively engaged in an extensive variety of initiatives and programs that are aimed at engaging external constituencies in sustainable dialogue for the betterment and well-being of the University, the students we serve, and our external partners. The following are presentations the CCD has delivered, elected leadership positions held in industry associations and external awards received.

Presentations: Regional and National Conferences

- ACPA - *I Have to Write a Résumé Now? Using the Résumé as a Career Development Resource for First Year Students*
- NASPA - *I Have to Write a Résumé Now? Using the Résumé as a Career Development Resource for First Year Students*
- ASEE Conference for Industry and Education Collaboration (CIEC) *Overcoming Barriers to Co-op/Experiential Education*
- EACE: *Successful Peer Advisor & Student Worker Programs*
- CEIA: *Internships: Focus on Education, not Compensation*
- CEIA: *Leveraging Alumni in Experiential Learning*
- NEACEFE: *Internships: Focus on Education, not Compensation*
- NEACEFE: *Campus Partner Commitment Continuum*
- NEACEFE: *Read a Good Book Lately? Titles to Make You Ponder, Wonder and Think*
- MCEIA: *Focus on Education, not Compensation*
- Merrimack College: *Five Steps to Finding an Internship*

Regional and National Leadership Positions

- Vice President, CEIA
- President, CCEIA
- Technology Committee, EACE
- Regular Contributor, Blog Posts, EACE
- Event Chair, HSEP College2Career Fair
- 2014-15 NACE Leadership Advancement Program.

Best Practice Advice/Requests/Referrals

- University of Southern Maine, University of Albany, University of New Hampshire, Bryant University, Fordham, Villanova, UConn Law School

Awards

- ACPA, National Best Practice Award
- UConn Veteran of the Month Award
- Student Support Services – “Staff Recognition Award”

Through continued partnership with employers, alumni, faculty and staff, the CCD will continue to connect students to quality career development resources, internships, experiential learning and post-graduate opportunities. The results to date have been impressive and the plans for the future will truly position UConn as a model of excellence for career centers nationwide.



UConn (Storrs) Research 2015

Report to the University Senate

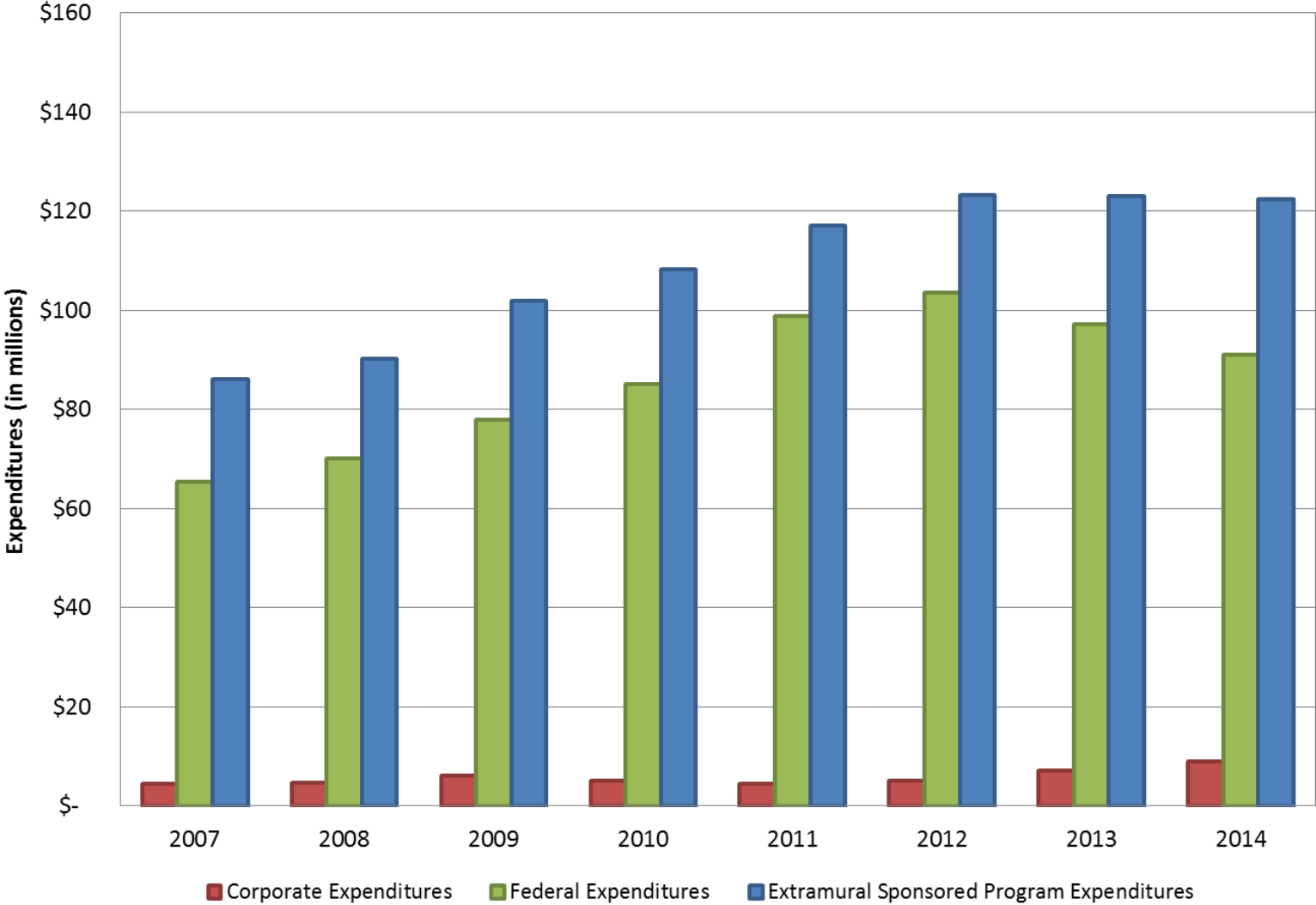
Dr. Jeff Seemann

Vice President for Research

March 2, 2015

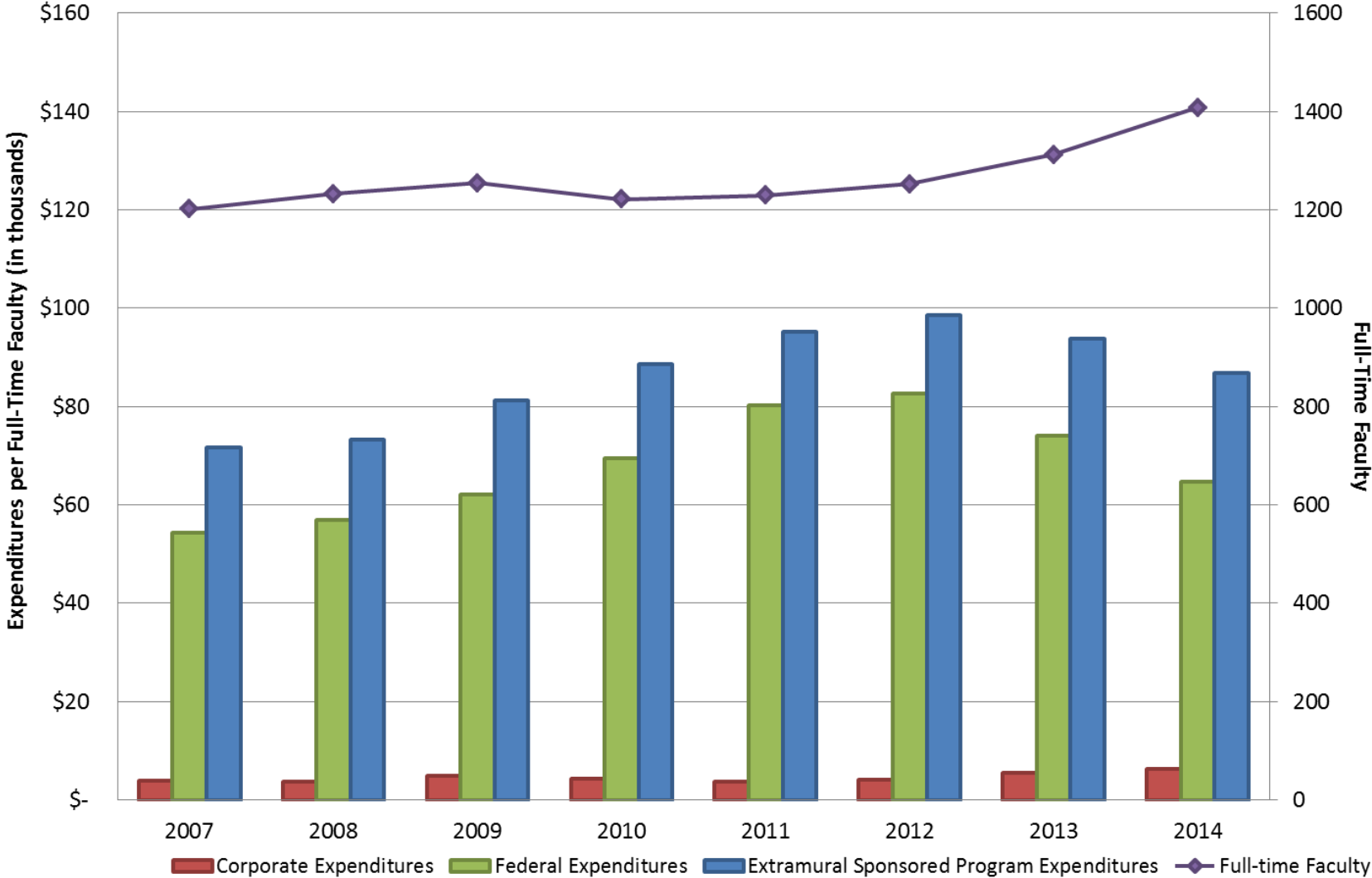
Office of the Vice President for Research

University of Connecticut Storrs Sponsored Program Expenditures, FY2007- FY2014

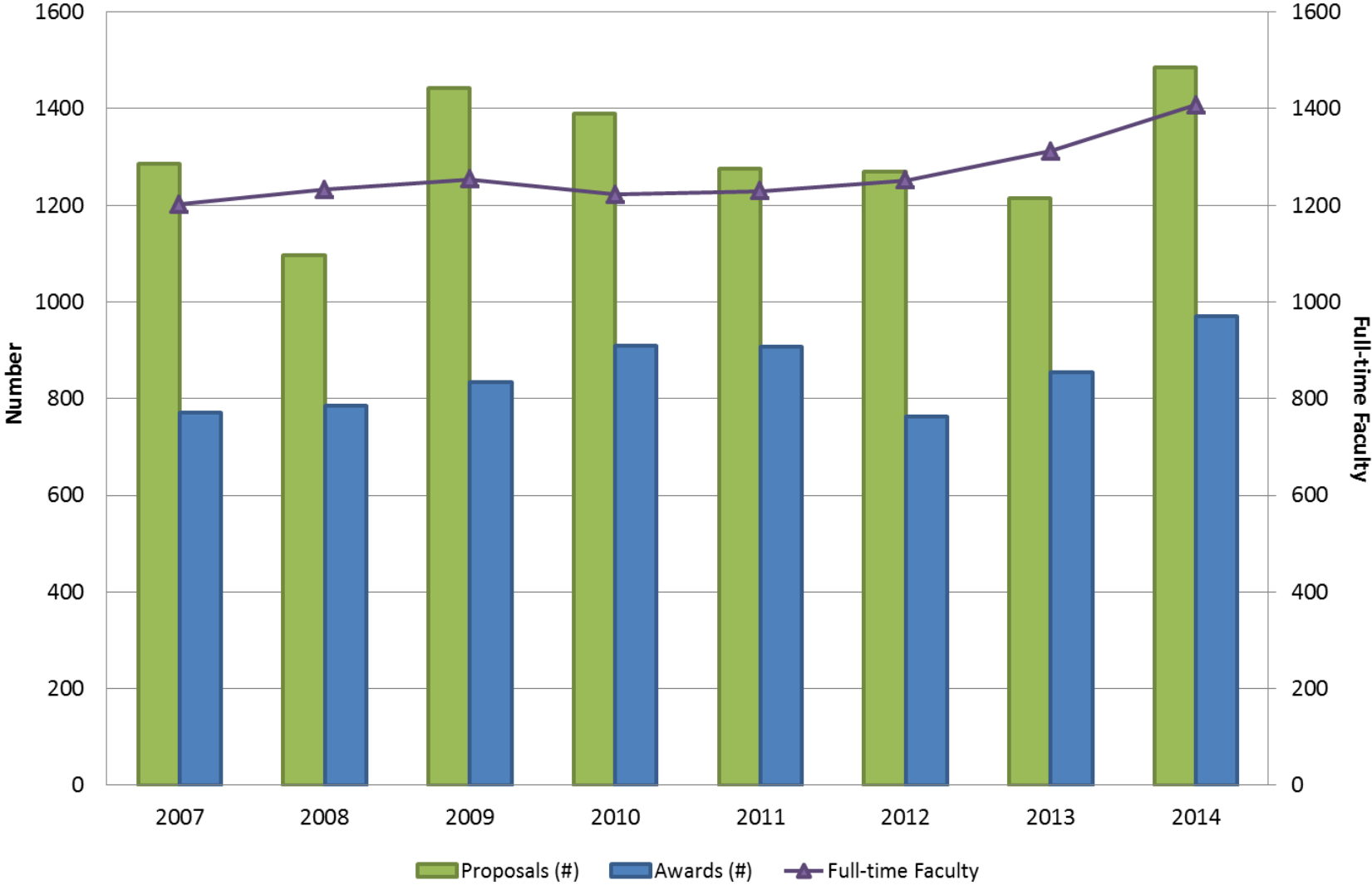


University of Connecticut Storrs

Sponsored Program Expenditures per Full-Time Faculty, FY2007- FY2014

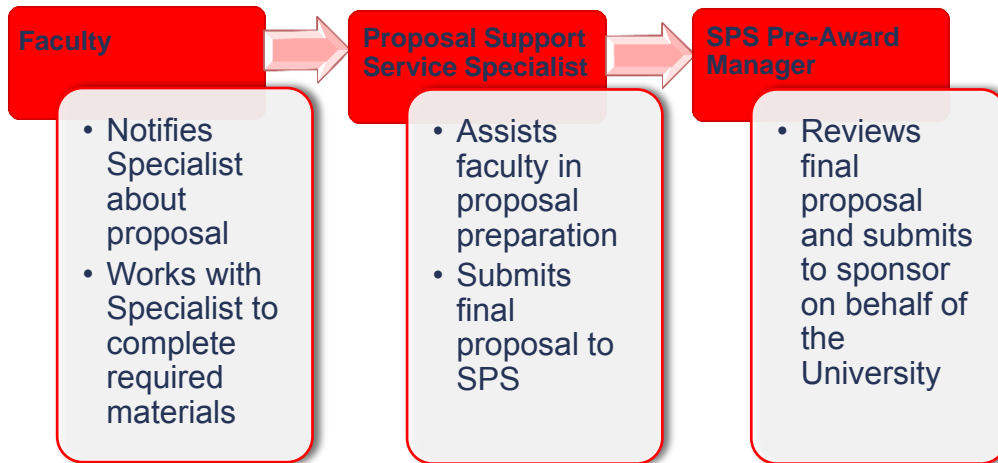


University of Connecticut Storrs Sponsored Program Proposals and Awards, FY2007- FY2014



OVPR Proposal Support Services

Goal: To support and grow the research enterprise by providing excellent, consistent proposal development support for University faculty



Proposal Support Services:

- Provides **exceptional administrative support** from proposal assembly to submission from expert resources
- Allows faculty to focus on the **scientific development** of the application
- A team of specialists ensures **support is always available** to faculty during University hours
- Helps faculty produce **higher quality proposals** in greater numbers

- Two units are currently supported
- Three additional units are in preparation for onboarding

OVPR Faculty Funding Programs FY15

- **Faculty Travel**
 - \$525,000 allocated
- **Research Excellence Program (REP)**
 - 108 proposals submitted
 - \$3.2 M in requested funding
 - \$1.0 M to be awarded 3/20/15
- **Scholarship Facilitation Fund (SFF)**
 - 62 applications; \$110,000 in requested funding
 - 55 funded; \$85,000 allocated
- **Bridge Funding & Match on Grants**
 - \$276,000 currently funded
 - \$1.1 M pending in support of submitted proposals

OVP R eResearch Support 2015

- **100G connectivity**
 - For intra-campus and inter-campus (Storrs-Farmington) collaborations
- **Electronic systems coming soon (Spring/Summer 2015)**
 - Financial Conflict of Interest – eFCOI (InfoEd)
 - Effort Reporting and Certification – eERC (InfoEd)
 - Environmental Health & Safety – eEHS – for staff training and facility inspections (Homegrown)
 - Animal protocol development, review, and management (Elements by Topaz Technologies)
 - Animal ordering and billing (Elements, Fall 2015)
 - Grant proposal routing and submission (InfoEd, Fall 2015)

OVPR Research Development Services FY15

- **Grant Writing Workshops**
 - March 2014 (All schools/colleges except SOM)
 - 2 workshops offered
 - 255 participants
 - March/April 2015 (All schools/colleges)
 - 5 workshops offered
 - Currently 282 registrants
- **Hanover Research**
 - External consultants to assist faculty with grant proposal development
 - Provide expert consultation, technical assistance, and institutional analyses
- **Funding Info Resources**

OVPR Funding Info Resources FY15

research.uconn.edu/funding

- **Extramural Sponsors**

- Federal Agencies
- New England Agencies
- Connecticut State Agencies
- Foundations & Corporations
- Student Funding
- Early Career Development
- Limited Submissions Guidelines

- **Current Funding Announcements**

- **RSS Feeds (NIH, NSF, STTI)**

- **University-Wide Access to Funding Databases**

- Foundation Directory Online (corporate, private, non-profit)
- Grants.gov
- Pivot (federal, state, public, private)

University of Connecticut Graduate School Annual Report to the University Senate March 2, 2015

The global competitiveness of the United States and our capacity for innovation hinges fundamentally on a strong system of graduate education. *The Path Forward: The Future of Graduate Education in the United States*, Council of Graduate Schools & Educational Testing Service, pp. 1-2.

Research, scholarship, and creative activity at the University of Connecticut have a national and international impact, and excellence in these areas is inseparable from excellence in graduate education. The University of Connecticut is a great research university because it has both world-class scholars and world-class graduate programs, awarding 17 graduate degrees (4 research doctorates, 2 clinical doctorates, 11 masters) in nearly 80 fields of study. The Graduate School administers admissions, maintains records, and confers degrees for all of these programs (more than 6800 students), and on October 2nd, 2014 we celebrated our 75th anniversary.

With the Graduate Faculty Council and its Executive Committee, The Graduate School ensures the academic integrity of graduate programs, oversees the development of new programs, and develops new ideas and new approaches to graduate education. In addition, the Graduate School provides financial support for graduate students through fellowships administered by individual graduate programs and through our own Giolas/Harriot, Crandall/Cordero, and Outstanding Scholar programs. We are responsible for resolving cases of academic misconduct that are referred to us, and we work with the Graduate Student Senate and the Graduate Students of Color Association to enhance support for the graduate student community at the University.

The Graduate School's academic plan articulates our role as the heart of graduate and postdoctoral education. We commit ourselves to nurturing a vibrant **community** of graduate students and postdoctoral scholars, fostering **collaboration** across departments, programs, and campuses in research and teaching, and facilitating the **preparation** of graduate students and postdoc-

toral scholars for their future careers. We look forward to working with faculty throughout the University in realizing these goals.

Highlights of activities in 2014/2015

- We continued our commitment to **enhancing the diversity** of graduate students and postdoctoral scholars at the University.
 - We represented the University at national meetings for recruitment of underrepresented minorities, e.g., SACNAS, ABRCMS, the Compact for Faculty Diversity, and the Institute for Recruitment of Teachers.
 - Charmane Thurmand, our graduate diversity officer, now chairs the Deans Advisory Council of the Institute for Recruitment of Teachers.
- We led a variety of **activities for graduate students and postdoctoral scholars** focusing on discipline-independent, transferable skills and professional preparation.
 - Co-sponsored “The academic job search—Brown bag lunch & learn series” with the Center for Career Development
 - Sponsored “Lessons learned,” Distinguished Faculty Lecture Series
 - Sponsored workshops on health and wellness, including mental health awareness
- We are collaborating with the Center for Excellence in Teaching and Learning to develop a new Certificate in College teaching.

Tier I: Mandatory, on-line short course for all new teaching assistants.

Tier II: All teaching assistants will be strongly encouraged to participate in a series of 90-minute face-to-face and hybrid workshops.

Tier III: Teaching assistants who complete Tier II will be eligible to enroll in a re-designed, 9-credit Certificate in College Teaching.

Recruitment

In 2003 The Graduate School received only 6092 applications. In 2014 we received 10,274, and we are projecting just over 10,300 this year, an increase of nearly 70% (Table 1). After falling from 3265 to 2205 from 2003 to 2004, the number of international applications has grown steadily to approximately

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Applications	7281	7823	8326	9145	9105	9794	8292	9899	9722	10274	10316*
Admissions	3052	3164	3262	3410	3282	3414	3380	3635	3755	4053	
% admitted	42	40	39	37	36	35	41	37	39	39	
New enrollments	1679	1745	1984	1829	1901	1853	1833	1976	1909	1919	

*Projected

Table 1: Applications and admissions for graduate study from 2005 through 2015.

4800. Applications from U.S. citizens and permanent residents have also increased, with the largest increase in applications coming from those who self-identify as an underrepresented minority (79% among underrepresented minorities *versus* 30% in whites and 60% in Asian-Americans).¹ The fraction of applicants offered admission has hovered around 40% since 2005 (Table 1). The combination of increasing applications, a roughly constant admission rate, and a decreasing yield² resulted in a 14% increase in new graduate enrollments from Fall 2004 through Fall 2013 (the columns for 2005 and 2014, respectively, in Table 1).

Enrollment

The University of Connecticut enrolled 6981 graduate students in Fall 2014.³ Of these, 324 were enrolled in certificate programs, 3611 were enrolled in masters programs, and 2586 were enrolled in doctoral programs (Table 2). Enrollments in certificate and degree programs have shown relatively continuous growth over the past decade, with enrollment in certificate programs showing an especially large increase from 2013 to 2014. The number of non degree students has fluctuated substantially, reaching a high of 718 in Fall 2008 and its current low of 460 in Fall 2014.

The number of international students enrolled in graduate programs increased markedly from Fall 2013 to Fall 2014 (1781 *versus* 1560; Table 3). Similarly the number of U.S. citizens and permanent residents self-identifying as Asian or an underrepresented minority continues to show a steady increase, while the number of U.S. citizens and permanent residents self-identifying as

¹Underrepresented minorities include those who self-identify as black, Hispanic, Native American, or Pacific Islander, or who self-identify in multiple categories. Roughly 350-450 applicants decline to indicate a racial/ethnic status each year.

²The ratio of new enrollments to admission fell from 57% for Fall 2005 to 51% for Fall 2014.

³The University of Connecticut reports a total of 6830. The discrepancy arises because the Fact Sheet uses a headcount, while the figures reported here are enrollments. They differ because a graduate student might be simultaneously enrolled in two different degree programs or in a degree program and a certificate program. Such students are counted only once in the headcount, but they are counted twice if they are enrolled in two degree programs.

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Non degree	526	553	723	702	718	660	710	674	634	468	460
Certificate	162	183	195	201	229	230	240	239	228	208	324
Masters	3166	3257	3261	3393	3489	3525	3515	3454	3435	3470	3611
Doctoral	2242	2231	2184	2187	2220	2292	2395	2416	2462	2552	2586
Total	6096	6224	6363	6483	6656	6707	6860	6783	6759	6698	6981

Table 2: Enrollment in graduate programs by degree program from Fall 2004 through Fall 2014.

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Asian	191	227	238	257	293	306	330	331	332	314	350
Minority*	501	514	542	605	603	638	451	541	625	652	732
White	3355	3545	3639	3701	3878	3973	4038	3768	3685	3595	3599
International	1302	1233	1218	1232	1276	1250	1267	1327	1437	1560	1781

*Includes those who self-identify in multiple categories beginning in 2010.

Table 3: Enrollment in graduate programs by race and national origin from Fall 2004 through Fall 2014

white has decreased to 3599 from 4038 in 2010.⁴ The fraction of U.S. students identifying themselves as Asian or as an underrepresented minority increased from 17% in Fall 2004 to 23% in Fall 2014.

Retention and training

The Graduate School leads and coordinates a variety of activities to enrich the experience of graduate students and postdoctoral scholars. Our vision for training of graduate students and postdoctoral scholars rests on three pillars as outlined in our academic plan.

- **Community** – The Graduate School will enhance the quality of life for graduate students and postdoctoral scholars by nurturing an engaged community of scholars that includes all disciplines and all campuses.
- **Collaboration** – The Graduate School will foster the development of inter-, cross-, multi-, and trans- disciplinary research and teaching programs by removing barriers to cross-departmental, cross-program, and cross-campus graduate and postdoctoral education.
- **Preparation** – The Graduate School will enhance career and professional development of graduate students and postdoctoral scholars through programs designed to enhance discipline-independent, transferable skills.

⁴The decline in number of students identifying themselves as white cannot be attributed to a change in the number of students choosing to identify their racial/ethnic identity. The number of students choosing not to identify their racial/ethnic identity declined from 549 to 512 over the same period.

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Certificate	57	89	103	106	115	147	130	134	172	140	155
Masters	1120	1469	1374	1426	1417	1504	1443	1477	1574	1531	1640
Doctorate	257	261	306	339	285	267	313	323	341	340	342

Table 4: Certificates and degrees conferred from 2004 through 2014.

These activities help students and postdoctoral scholars acquire the knowledge, skills, and abilities they need for success in the next stage of their career. For example, The Graduate School supported programs to enhance the written and oral communication skills of graduate students. We continue to provide funding support to the Writing Center that enables it to offer programs specifically for graduate students.

This year The Graduate School also worked closely with the new graduate career officer in the Center for Career Development to offer a variety of programs to help graduate students prepare for life after graduate school. In particular, we co-sponsored and co-led a brown bag series on “The academic job search.”

Starting last fall, The Graduate School worked with many partners across campus to offer an orientation to introduce to graduate study at the University of Connecticut. The orientation program, which was offered during the week before the start of classes in August and again just before classes began in January, involved Global Affairs, the Institute for Teaching and Learning, Environmental Health & Safety, the Office of Diversity and Equity, and the Graduate Student Senate.

Degrees

The Graduate School offers graduate degrees in almost 80 subject areas, representing 4 research doctorates, 2 clinical doctorates, and 11 masters degrees. The Graduate School is responsible for verifying that students meet all of the applicable degree requirements and conferring the degrees. Nearly 2000 masters and doctoral degrees were awarded in 2014/2014 (Table 4). In 2004 the University awarded fewer than 1400 masters and doctoral degrees. The number of masters degrees increased by more than one-third, from 1120 to 1640, and the number of doctoral degrees awarded increased by nearly 45%, from 257 to 342.



State of the UConn Libraries

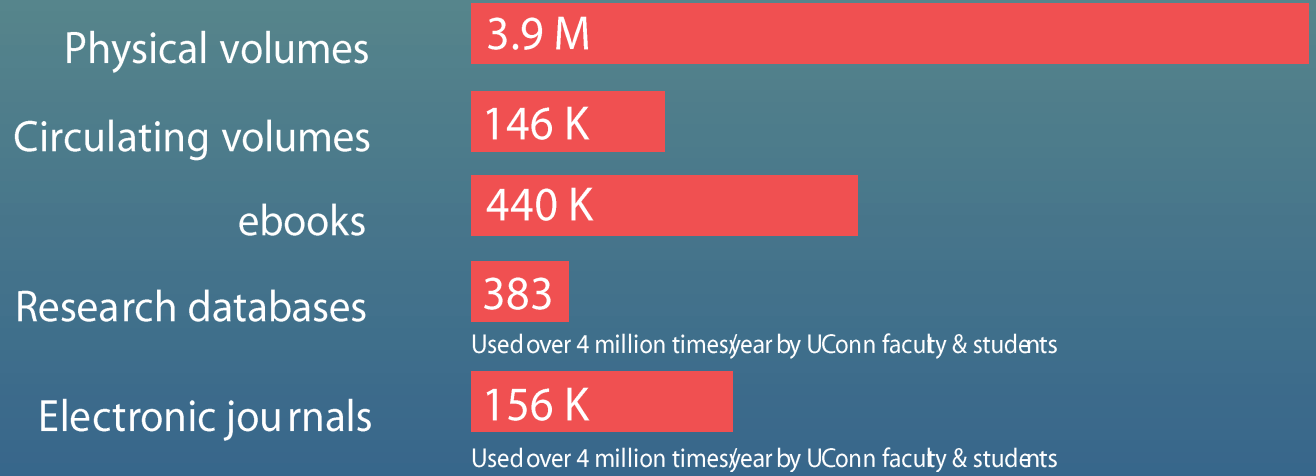
Martha Bedard
Vice Provost for Libraries

University Senate Meeting
March 2, 2015



Fast Facts

Our Collection



1,562,073 total webpage views

8% of our traffic comes from mobile devices

96

55

96 staff, including 55 librarians



Fast Facts

Document Delivery/Interlibrary Loan

Borrowed 56,000 items

Lent 35,000 items

Materials have been loaned and borrowed as far away as Denmark, Turkey and New Zealand

Scanned (on demand) 10,000 items

1,202

instructional sessions
with over 23,000
participants

18,000

questions/
consultation



The Heart of the Academy – We Face a Wonderful Problem

- Respect for the Ethos of a Library
 - Gate counts continue to steadily rise
 - Decrease in Weekday Hours
 - Change from 2am to midnight in the Fall' 2014 was met with many unhappy students



“The library is not just a place, it is a mindset.”

- Potential Music & Dramatic Arts Library Consolidation

“Library funding should be the last of any budget list to be cut. They are the symbol of education, the ideal that anyone can find the knowledge they seek if they have the drive to search for it. I understand that money is hard to come by nowadays, and sometimes this requires sacrifice, but there must be some route to compromise.”

- Essential Service Designation for HBL



The Heart of the Academy – We Face a Wonderful Problem

- Collection Usage
 - Full text journal requests up by approximately 30% since 2012 (over 5 million full-text article requests in 2014)
 - 83 more research databases added this year
- Increased Demand on Services
 - Course reserves
 - Document Delivery/Interlibrary Loan (DD/ILL)
- Natural place to Collaborate
 - Connecticut Digital Archive
 - Scholars' Collaborative
 - Provost's pre-proposals – multiple conversations and requests for support around joint innovative ventures



Current Initiatives

- Data Management
 - Data management workshop series
Data organization, data security, legal & ethical issues, etc.
 - Reorganization of staff resources for Scholars' Collaborative efforts
- Digital Access
 - Includes nearly 175,000 digital assets, growing at a rate of between 2-3% per week
 - 28 partners currently adding content ranging from public libraries, historical institutions, and state institutions
 - A 'Service Hub' for CT based institutions for the Digital Public Library of America (DPLA), allowing world-wide access for the resources





Managing Our Future

Space

- Master Planning – embarking on a year long plan that includes visioning the library of the future and an existing facilities assessment
- Preservation Facility – business plan completion





Managing Our Future

Collections

- Massive Analysis Projects (MAPs)
 - Web Of Science (WoS) / Scopus Analysis
 - 200+ hours of analysis
 - 69% of WoS searching can be replicated elsewhere
 - 55% of faculty use citation tools outside of WoS
 - 4th highest e-resource cost, only one in top 5 without full-text content
- E-Resource Renewal Review and Assessment
 - Facilitate the timely renewal/cancellation and assessment of all our electronic resources
 - Provide information to subject specialists to enable data-informed decisions





Managing Our Future

Collections

- Growth and Maintenance of our Treasured Collections
 - Two major donations to the Northeast Children's Literature Collection
 - Author/Illustrator Ed Young
 - Billy Levy collection of Maurice Sendak materials
 - Civil War soldier's war chest and personal collection
- Library Management System Implementation
- New Coordination of Collections & Discovery Unit
 - Leading initiatives such as a comprehensive collection strategy and analysis projects





Managing Our Future

Services

Need to find a new balance of resources between Teaching & Learning and Excellence in Research

For example - decrease the over reliance on electronic course reserves

- Reverse the replacement of course packets through electronic reserves
- Make better use of HuskyCT
- Make better use of commercial services such as Netflix, Amazon
- Host streaming services elsewhere

82,000

items in course reserves in 2013. Video streams have increased over 1000% since 2009



Managing Our Future

Need to find a new balance of resources between Teaching & Learning and Excellence in Research

For example – keep pace with the need for growth in research level resources in STEM fields

- Manage higher reliance on DD/ILL
 - Graduate students represent 60% of all ILL activity (2011-2012)
- Constantly re-evaluate electronic journal subscriptions based on usage and cost as subscription rates rise
 - Subscription prices changes in '11-'12
 - Physics +15.4%
 - Technology +10.5%
 - Psychology +2.3%
 - History 0%

(2012 Study of Subscription Prices for Scholarly Society Journals – Average price increase by subject)



Managing Our Future

Diversify Funding Sources

- Co-fund highly specialized databases, journals and other primary sources in demand through Facilities & Administrative (F&A) designation or cost sharing across administrative units and schools
 - Foundation/Vice President for Research sponsorship of Foundation Directory Online
 - School of Business support for specialty databases
 - Pharmacy librarian support
- Student library fee
- Access to capital funds for facility improvements
- Collaborative grants/programs
- Donor development





Managing Our Future

National Strategies for Addressing Challenges in Academic Research Libraries

- Collective Collections
- Scholarly Dissemination Engine
- Libraries that Learn
- ARL (Association of Research Libraries) Academy
- Innovation Lab





Managing Our Future

Provost's Library Advisory Committee

Pamela Bedore, English

Monica Bock, Art & Art History

Richard Bohannon, Chair, Kinesiology

Mary Caravella, Marketing

Maureen Croteau, Journalism

Colleen Delaney, Nursing

Erica Elechicon, Undergraduate Student Government

Ann Marie Garran, Social Work

Shinae Jang, Civil & Environmental Engineering

Kyu-Hwan Lee, Mathematics

Carolyn Lin, Communication Sciences

Edward Neth, Chemistry

R. Thane Papke, Molecular & Cell Biology

Sylvia Schafer, History

Joan Smyth, Pathobiology & Veterinary Science

Mary Truxaw, Curriculum & Instruction

Olga Vinogradova, Pharmaceutical Sciences

UNIVERSITY OF CONNECTICUT
Senate Executive Committee
Motion to the University Senate
March 2, 2015

Distribution of University Senate Meeting Agenda

A. Background

This proposal will change the required distribution date for the University Senate meeting agenda. The current by-law requires that the meeting agenda be distributed a minimum of five days in advance of a Senate meeting. This timeframe was appropriate when the agenda was distributed via campus or postal delivery. The proposed change recognizes that the agenda is now distributed electronically and does not require the additional mail processing time.

B. Current Relevant By-Law

By-Laws of the University of Connecticut, IV.G.1

Article IV – The University Senate

Section G.1 The Senate Executive Committee

The SEC is responsible for organizing and coordinating the business of the Senate and of Senate committees. To this end, it shall maintain a clerical staff and an office. **It shall distribute an agenda for each Senate meeting to the faculty and professional staff at least five days before the meeting.** (Items of an extraordinary nature may be considered at a Senate meeting which have not been included in the agenda for that meeting.) It shall receive the reports of Senate committees before they are forwarded to the Senate. It also shall be available to be consulted as the voice of the Senate, especially in reference to resolutions of the Senate, which are designed to be transmitted ultimately to the Board of Trustees. SEC members shall also constitute the faculty membership of the Trustee-Administration-Faculty-Student Committee (see Section VIII.C.).

C. Proposal to Senate: Motion

To amend the By-Laws of the University of Connecticut as follows: (Deleted items in strikethrough; new language underlined).

The SEC is responsible for organizing and coordinating the business of the Senate and of Senate committees. To this end, it shall maintain a clerical staff and an office. ~~It shall distribute an agenda for each Senate meeting to the faculty and professional staff at least five days before the meeting.~~ It shall electronically distribute an agenda for each Senate meeting to the faculty and professional staff in a timely manner in advance of the meeting. (Items of an extraordinary nature may be considered at a Senate meeting which have not been included in the agenda for that meeting.) It shall receive the reports of Senate committees before they are forwarded

to the Senate. It also shall be available to be consulted as the voice of the Senate, especially in reference to resolutions of the Senate, which are designed to be transmitted ultimately to the Board of Trustees. SEC members shall also constitute the faculty membership of the Trustee-Administration-Faculty-Student Committee (see Section VIII.C.).

If approved, recommended by-law will read:

The SEC is responsible for organizing and coordinating the business of the Senate and of Senate committees. To this end, it shall maintain a clerical staff and an office. It shall electronically distribute an agenda for each Senate meeting to the faculty and professional staff in a timely manner in advance of the meeting. Items of an extraordinary nature may be considered at a Senate meeting which have not been included in the agenda for that meeting. It shall receive the reports of Senate committees before they are forwarded to the Senate. It also shall be available to be consulted as the voice of the Senate, especially in reference to resolutions of the Senate, which are designed to be transmitted ultimately to the Board of Trustees. SEC members shall also constitute the faculty membership of the Trustee-Administration-Faculty-Student Committee (see Section VIII.C.).