

UNIVERSITY SENATE MEETING
February 1, 2016
ROME BALLROOM, Storrs Campus

1. Moderator Clark called to order the regular meeting of the University Senate of February 1, 2016 at 4:00 pm.
2. Approval of Minutes
 Senator Bansal moved acceptance of the 12/7/2015 minutes; Senator Tilton seconded.
Motion to approve passed.
3. Report of the President (presented by Provost Choi)

Provost Choi began his remarks with an update on the Chief Diversity Officer search. The search is now closed and resulted in many qualified applicants from academia to industry. Top candidates will be invited for airport interviews. Finalists will be invited to campus in mid-spring.

The University has received an award of a \$4 million for a major human rights initiative. Philanthropist George Soros and UConn alum Gary Gladstein with his wife, Dr. Phyllis Gladstein, announced a \$4 million gift to the UConn Human Rights Institute, the largest donation to the internationally renowned program. The gift, which requires the UConn Foundation to raise an additional \$2 million in matching funds, would give the Institute a \$6 million endowment and provide scholarships to undergraduates majoring in human rights.

Provost Choi was pleased to announce the Board of Trustees has approved a new five-year contract with the University of Connecticut Professional Employees Association (UCPEA). Both sides agree the negotiation process produced a fair contract. He thanked members of the bargaining team.

An announcement regarding the next round of Academic Plan investment awards will be made in the coming weeks. There will be two categories. The first category will produce up to five awards of up to \$200 thousand. The second category will award up to \$100 thousand to up for ten proposals.

Moderator Clark invited questions from the floor.
 There were no questions.

4. Report of the Senate Executive Committee (presented by SEC Chair Gary English)
(Attachment #23)

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

5. Consent Agenda
(Attachments #24 & 25)

Report of the Nominating Committee
 Report of the Curricula & Courses Committee

The Senate voted to approve the Consent Agenda

6. Report of the Scholastic Standards Committee (presented by SSC Chair Hedley Freake)
(Attachment #26)

A. Action on motion to amend the By-Laws, Rules and Regulations of the University Senate
II.B.10, Adding or Dropping Courses

The motion carried.

B. Action on motion to amend the By-Laws, Rules and Regulations of the University Senate
II.A, Admissions

Senator von Hammerstein shared concern about the use of “units” rather than “credits.”

Senator von Hammerstein made a motion to amend.

- Two units (generally corresponding to two years) of a single foreign language or the equivalent

Discussion followed. Senator Zack suggested using “Carnegie units.” Senator Tilton added that inserting a footnote with the definition of “Carnegie units” would provide clarification.

Senator von Hammerstein withdrew the original motion to amend.

Senator Zack made a motion to amend.

- Four Carnegie units of English (composition and literature)
- Three Carnegie units of mathematics (one Carnegie unit of each of the following or their equivalents: algebra I, algebra II, geometry)
- Two Carnegie units of laboratory science
- Two Carnegie units of social science or history
- Two Carnegie units of a single foreign language or the equivalent
- Three Carnegie units of electives (two units must be college preparatory)

Footnote to be included: “Per its original definition, the Carnegie Unit is 120 hours of class or contact time with an instructor over the course of a year at the secondary (American high school) level. Strictly speaking, this breaks down into a single one-hour meeting, on each of five days per week for a total of 24 weeks per year.”

The motion failed.

Further discussion followed.

Senator von Hammerstein resubmitted her original motion to amend.

- Two units (generally corresponding to two years) of a single foreign language or the equivalent

By a show of hands, **the motion to amend passed.**

Senator von Hammerstein made a motion to amend.

English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not the first language.

Senator Lillo-Martin suggested the wording should be “a first language” rather the “the first language.”

Senator von Hammerstein withdrew her motion to amend.

Senator von Hammerstein made a motion to amend.

English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not a first language.

The motion to amend passed.

There being no further discussion, a call to vote on the motion as amended was taken.

The Senate voted to pass the motion with amendments.

7. Annual Report on Undergraduate Education and Instruction
Presented by Vice Provost Sally Reis

(Attachment #27)

Moderator Clark invited questions from the floor.
There were no questions.

8. New Business

Moderator Clark called for new business being brought to the University Senate.
There was none.

9. Annual Report of the Provost on Regional Campuses
Presented by Vice Provost Sally Reis

(Attachment #28)

Following the report, Vice Provost Reis introduced Terrence Cheng, recently appointed Director of the Stamford Campus.

Moderator Clark invited questions from the floor.
There were no questions.

10. There was a motion to adjourn.

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

The meeting was adjourned at 5:20 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 February 1, 2016 meeting:

Accorsi, Michael
Agwunobi, Andrew
Aneskievich, Brian
Benson, David
Bull, Nancy
Cetegen, Baki
Cobb, Casey
Coulter, Robin
Coundouriotis, Eleni
DiGrazia, Lauren
Dominguez, Teresa

Elliot, John
Herbst, Susan
Hertel, Shareen
Jordan, Scott
Kaminsky, Peter
Kendig, Tysen
Langer, Austin
Lavoie, Dustin
Lim, Timothy
Mellone, Barbara
Nunnally, Shayla

Rios, Diana
Roccoberton, Bartolo
Sanchez, Lisa
Skoog, Annelie
Teitelbaum, Jeremy
Van Heest, Jaci
Wagner, David
Wei, Mei
Wogenstein, Sebastian
Yelin, Susanne

Report of the Senate Executive Committee
To the University Senate
February 1, 2016

Good Afternoon,

The Senate Executive Committee has met twice in the new semester. In our meeting with the Senate committee chairs, Pam Bedore, Chair of the Senate Curricula & Courses Committee, reported that the Gen Ed Assessment Task Force has shared their preliminary findings. A formal report will follow soon. The task force will continue their work this semester by preparing surveys and coordinating focus groups.

Karen Bresciano, chair of the Student Welfare Committee, reported that the committee had a very informative and helpful meeting with the University Office of Emergency Management (OEM). As a result of that meeting, the Department of Public Safety and OEM has been invited to present at an upcoming University Senate meeting. During the meeting, the SEC issued the following charge to the Senate Student Welfare: "Due to concerns that have been brought to the SEC, we are asking Student Welfare Committee to look into the effects of sponsored events through the Fraternity and Sorority system at UCONN. These concerns revolve around under-age drinking and irresponsible behavior at football game tail-gate parties and other activities that may not be fully sanctioned or supervised by UCONN. The main question may be whether or not the Greek system is currently operating in the best interests of student welfare, health and well-being." This charge will be discussed at the next Student Welfare committee meeting.

With the Senate constituency elections currently underway, the Growth & Development Committee led by Larry Renfro, has been asked by the SEC to review the current By-laws related to election constituencies. The question of representation came to light when it was found that there is only one Senate eligible faculty member in the Torrington constituency. The by-laws mandate that there be representation from each of the regional campuses. The Growth & Development Committee will study related of the by-laws and will report back to the SEC with their findings.

The Faculty Standards Committee has announced that the 13th Annual Promotion, Tenure & Reappointment Forum will be held on Friday, April 1st from 3:00-5:00pm. More details to come.

Also, in the SEC meeting with committee chairs, compliments were paid to Mike Jednak and his staff at Facilities Operations for the noticeable improvements in response time, functionality and work planning. Improvements in the area of preventive maintenance are particularly appreciated.

Please note that the deadline for nominations for the Annual Faculty Excellence Awards has been extended to February 29, 2016. Information about the awards can be found via the link of the Senate website. The UConn Spirit Awards are also open for nominations with a submission deadline of February 8, 2016. Information can be found at spiritawards.uconn.edu

Senator Wang has asked us to share that UConn Spring Weekend will be held on April 21-23. Campus event requests are currently being accepted via the link shown on the PowerPoint slide. The Spring Weekend Committee welcomes submissions from academic departments, perhaps for something along the lines of a Battle of the Majors. Please email Senate Wang with any questions.

Lastly, I will share with you this afternoon that I will be away from March 1 through April 9. Mark Boyer has agreed to serve as interim Chair of the Senate Executive Committee during that time. Our next Senate meeting will be held on Monday, March 7.

Respectfully submitted,

Gary English, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate**

February 1, 2016

1. For the information of the Senate, the Undergraduate Student Government has appointed Haddiyah Ali to the Senate Diversity Committee a term ending June 30, 2016:

Respectfully submitted,

Andrea Hubbard, Chair
Janine Caira
Teresa Dominguez

Cameron Faustman
Hedley Freake
Katharina von Hammerstein

**University Senate Curricula and Courses Committee
Report to the Senate
February 1, 2016**

- I. The Curricula and Courses Committee recommends approval to ADD the following new 1000- or 2000-level courses:**
- A. HIST 1250. Sports in History
Proposed Catalog Copy
HIST 1250. Sports in History
Three credits. The sports played and watched around the world from ancient Greece to the present; the meanings of athletic performance and spectacle.
- B. MAST 1993. International Study
Proposed Catalog Copy
MAST 1993. International Study
Credits and hours by arrangement. Consent of program coordinator required, normally to be granted before the student's departure. May be repeated for credit. Coursework completed while abroad.
- C. MAST 2993. International Study
Proposed Catalog Copy
MAST 2993. International Study
Credits and hours by arrangement. Consent of program coordinator required, normally to be granted before the student's departure. May be repeated for credit. May count toward major with consent of advisor and program coordinator. Coursework completed while abroad.
- II. The Curricula and Courses Committee recommends approval to REVISE the following 1000- or 2000-level courses:**
- A. MARN 2002. Coastal Systems Science I (Title change)
Current Catalog Copy
MARN 2002. Coastal Systems Science I
Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.
Biological, chemical, physical, and geological structure and function of coastal systems; a worldwide survey with emphasis on important coastal habitats and processes.
- Revised Catalog Copy*
MARN 2002. Marine Sciences I
Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.
Biological, chemical, physical, and geological structure and function of coastal systems; a worldwide survey with emphasis on important coastal habitats and processes.

B. NRE 2215. Introduction to Water Resources (Course description on field trips)

Current Catalog Copy

NRE 2215. Introduction to Water Resources

(Formerly offered as NRE 3218 and as NRME 3218.) Three credits. Three class periods and two field trips. Prerequisite: Open to sophomores or higher. Recommended preparation: NRE 1000 and GSCI 1050. Robbins

Introduction to surface and ground water resource assessment, development and management. Integration of scientific, legal, environmental and human factors that enter into developing and maintaining sustainable water resources. Examines current and future plight of water shortages and water quality issues here and abroad.

Revised Catalog Copy

NRE 2215. Introduction to Water Resources

(Formerly offered as NRE 3218 and as NRME 3218.) Three credits. Three class periods and two field trips (two virtual field trips if taken online). Prerequisite: Open to sophomores or higher.

Recommended preparation: NRE 1000 and GSCI 1050. Robbins

Introduction to surface and ground water resource assessment, development and management. Integration of scientific, legal, environmental and human factors that enter into developing and maintaining sustainable water resources. Examines current and future plight of water shortages and water quality issues here and abroad.

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following 3000- or 4000-level courses for inclusion in the Writing (W) Competency:

A. HEJS 3218W/CAMS 3265W/HIST 3330W. Palestine under the Greeks and Romans

Proposed Catalog Copy

HEJS 3218W. Palestine Under the Greeks and Romans

(Also offered as CAMS 3256W and HIST 3330W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. CAMS 1101 or 1102 or CAMS 3253/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEJS 1103 or HEJS 3202 or instructor consent; open to juniors or higher. Taught in English. May not be used to meet the foreign language requirement. Miller

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts; sectarian developments, the rise of Christianity and the Talmudic academies.

IV. New 3000- or 4000-level S/U graded courses:

A. PLSC 3081. Summer Internship Experience

Current Catalog Copy

PLSC 3081. Summer Internship Experience

Zero credit. Hours by arrangement. Must be followed by PLSC 3990.

Consent of instructor required. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory). May be repeated.

Provides opportunity for students to gain practical experience, knowledge, and professional skills in a work environment related to employment and careers in plant science or landscape architecture. Students work with instructor and internship supervisor to develop a learning contract and plan of work to ensure meaningful and educational tasks and experiences.

Respectfully Submitted by the 15-16 Senate Curricula and Courses Committee: Pamela Bedore – Chair, Eric Schultz, Marianne Buck, Michael Darre, Dean Hanink, Kathleen Labadorf, Shayla Nunnally, Maria Ana O’Donoghue, George McManus, Suzanne Wilson, Dan Weiner, Alexander Karl (student rep)

1/20/16

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
December 7, 2015

1. Add/drop regulations

A. Background

When the Senate recently changed the By-laws regulating the adding and dropping of courses the following sentence was removed.

If a particular course requires consent, a student must obtain that consent before adding that course.

Omission of this sentence might mislead students to think erroneously that the requirement of some courses for instructor consent is waived during the add/drop period. Therefore the sentence should be reinserted.

B. Current Relevant By-Laws

Old bylaws

II.B.10. *Adding or Dropping Courses*

Instructions for adding and dropping courses appear in the Schedule of Classes. Within the following regulations, students may revise their course schedules on days and at hours specified by the Office of the Registrar. Though classes may be scheduled on weekends, these are not factored into the following regulations.

Students should consult with their academic advisor prior to adding or dropping courses.

Students may add courses during the first ten class days of a semester without special permissions. In exceptional circumstances only, a student may add courses after the tenth day of classes with the consent of the student's advisor, the course instructor, and the head of the department or program offering the course. After the fourth week, the permission of the student's academic dean or his/her designee is also required for adding classes.

C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows: Insert the underlined sentence

II.B.10. *Adding or Dropping Courses*

Instructions for adding and dropping courses appear in the Schedule of Classes. Within the following regulations, students may revise their course schedules on days and at hours specified by the Office of the Registrar. Though classes may be scheduled on weekends, these are not factored into the following regulations.

Students should consult with their academic advisor prior to adding or dropping courses.

If a particular course requires consent, a student must obtain that consent before adding that course.

Students may add courses during the first ten class days of a semester without special permissions. In exceptional circumstances only, a student may add courses after the tenth day of classes with the consent of the student's advisor, the course instructor, and the head of the department or program offering the course. After the fourth week, the permission of the student's academic dean or his/her designee is also required for adding classes.

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
December 7, 2015

2. Admissions

A. Background

The Admissions section of the By-Laws is out of date and does not reflect desired or current practice.

B. Current Relevant By-Laws

By-Laws, Rules, and Regulations of the University Senate II.A.

II. RULES AND REGULATIONS

A. Admissions

The University does not discriminate in admissions on the basis of sex, race, color, religion, or national origin. This is in accordance with the Civil Rights Act of 1964 as amended, and the Higher Education Act of 1972.

The University does not enter into any *quid pro quo* contracts, either explicit or implied, with admitted students. Services expected shall not be a consideration in admission.

No changes in the course requirements for admission shall be published after February 1 in any year to take effect for students entering in the following September.

The rules for admission as regular students to the various schools and colleges apply to students enrolling in credit courses in Extension and in Summer Session. Students may be admitted with unclassified status under the conditions stated below. *For detailed admission requirements to the several schools and colleges, including certain requirements additional to the minima listed here, see the current University Catalog.*

1. Minimum Requirements

Except as specified in Section II.A.2, the following are the minimum requirements for admission to the freshman class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

a. Each applicant shall have graduated from, or have completed 16 units in, an approved secondary school.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and their scores on the Scholastic Aptitude Tests of the College Entrance Examination Board. In exceptional circumstances, the Director of Admissions may waive the

S.A.T. requirement for mature individuals who show promise of satisfactory performance. Although scholastic performance in high school and S.A.T. scores serve as the primary basis for evaluation, supplementary information and recommendations are also sought and used by the Admissions Office. Admission is determined principally by the applicant's likelihood of success; those applicants with the promise of satisfactory scholastic performance are accepted. Specific minimum requirements for admission will be established by the Senate.

c. At least three-fourths of the normal four-year secondary school program presented for admission shall consist of college preparatory work. This college preparatory work shall include four years of English, two years of mathematics (two years of algebra, or a year of algebra and a year of plane geometry, or the equivalent), one year of laboratory science, and one year of social science or history. It is strongly recommended that in addition to the required courses listed above the college preparatory work include at least the following: a third year of mathematics, a second year of laboratory science, a second year of social sciences or history, and two years of a single foreign language. For students entering in 1986 and later, the required work will be as follows: for 1986 and thereafter, the mathematics requirement will be three years (two years of algebra and one year of geometry, or the equivalent) and the social science or history requirement will be two years, at least one of which must be history; for 1987 and thereafter, the laboratory science requirement will be two years; and for 1988 and thereafter, two years of a single foreign language will be required. The minimum total number of college-preparatory units will be as follows: for 1986, 13 units; for 1987, 14 units; and for 1988 and later, 15 units. The following are strongly recommended: one additional year each of science, mathematics, social science or history, and foreign languages; course work in computer skills, as well as in the visual arts, theater, music or dance.

Tabular Presentation of Phase-In of Requirements

	1984	1985	1986	1987	1988
English	4	4	4	4	4
Mathematics	2	2	3	3	3
Laboratory Science	1	1	1	2	2
Social Science or History	0	1	2	2	2
Foreign Language	0	0	0	0	2
Total College Prep.	12	12	13	14	15

d. Exceptions to the requirements of paragraph II.A.1.c. may be made by the Director of Admissions, with the approval of the Senate Committee on Admissions, for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and S.A.T. scores.

2. Admission of Gifted Students

The University admission officers are authorized to admit a small number of students who do not meet the ordinary requirements for admission but who show unusual promise of success at college work. Such students shall meet the following requirements:

- a. Each applicant must be certified by the principal of his or her secondary school as being outstanding in scholastic ability. While the principal should feel free to use his or her judgment, and no specific rules are laid down to hamper him or her, nevertheless the University wants to

make it clear that it expects to admit under this program only students who appear to be unusual intellectual leaders and who can be expected to be honor students in the University after admission. Each applicant shall further be certified by his or her principal to be of sufficient maturity and stability to make him or her a reasonable scholastic risk as compared with the average graduate of his or her preparatory school.

- b. Each applicant shall have completed a minimum of 12 units in an approved high school, of which at least 9 must be college preparatory in nature.
- c. The preparatory units should ordinarily include at least three units of English, two of mathematics and one of natural science. Any or all of such units may be satisfied by performance on an achievement test administered by the University, under the jurisdiction of the Committee on Curricula and Courses, and may constitute partial fulfillment of the requirements set forth in paragraph b.
- d. Each applicant shall be required to demonstrate outstanding ability by performance on admissions tests. Such tests shall include both general aptitude tests and achievements tests covering subject matter specified in paragraph c, and shall be administered under the jurisdiction of the Committee on Admissions who will make periodic reports to the University Senate on the techniques and procedures used.

3. New England Regional Program

First priority on admission to the University's undergraduate program is given to qualified residents of the State of Connecticut. In line with the policy of developing certain specialized centers at New England Land Grant Universities on a regional basis in order to secure improved quality at reduced cost, the University gives second priority for admission to qualified applicants from the other New England states who are identified as seeking admission to programs which have been approved as regional programs by the Board of Trustees. Those out-of-state undergraduate students admitted to and actively enrolled in an approved regional program will be considered Connecticut residents for purposes of fees and tuition.

4. Transfer of Credit

Students whose records are acceptable may be admitted from other collegiate institutions having requirements similar to those of the University of Connecticut. The number of transfer credits such students receive depends upon the character, quantity, and quality of the work they have done. Each applicant for admission with advanced standing must present a complete official transcript of all work, which he or she has previously taken at other colleges or secondary schools.

Transfer credit will be given only for courses in which the student earned a "C" grade or higher (2.0 on a 4.0 scale). Transfer students shall be required to meet the scholastic standards of their semester classification. The grade point average of transfer students will be computed on the work taken at the University of Connecticut only.

Work done in other collegiate institutions is evaluated by the University Examiner.

New students must submit complete transcripts of all work taken at other institutions as a part of their admission procedure whether or not they desire credit for such work, and students who take such work after their admission to this University must submit transcripts covering it as soon as the work is completed whether or not they desire credit for the work.

In addition to other procedures, and with the approval of the appropriate department and the President or designated representative, College Entrance Examination Board (C.E.E.B.) Advanced Placement or College-Level Examination Program Tests or other examinations may be used as a basis for granting

advanced standing to students at the time of admission. In such cases, the Admissions Office shall forward the records compiled by the C.E.E.B. or the Bureau of Educational Research to the department teaching the subject matter covered by the test. The department, having examined the materials submitted, shall determine whether the student (1) is to be granted full credit for a specified course as a transfer course, or (2) is to be permitted to use a specific course in meeting prerequisite requirements for more advanced courses or in fulfilling course requirements for graduation, or (3) neither of the preceding alternatives.

Students registered at the University who desire to take work in other collegiate institutions to be applied toward their degrees at the University should obtain approval from the University Examiner before taking such work. Work of college grade given in or under the direction of an accredited college or university as part of one of the armed services' programs will be accepted for credit on the same basis as other transfer work.

5. Advanced Standing for Superior High School Students

The President, or an administrative officer assigned this task, may designate selected secondary schools in which specially selected members of the secondary school staff will offer regular University courses at the freshman-sophomore level to superior students. The program is limited to students whose past scholastic records have been outstandingly good and who have been admitted by the President or by another designated administrative officer.

The content of the courses will be determined by the appropriate University department and the examinations must be approved by those departments. Students who successfully complete such courses will receive the regular University credit for them.

Students may withdraw from a course or from the program at any time; also the University or the secondary school may require withdrawal from specific courses or from the entire program at any time.

No grade lower than C shall receive credit toward a degree or be entered into the student's permanent University record.

6. Unclassified Undergraduate Students

- a. Persons who wish to pursue a minimal amount of college work without being formally admitted as candidates for an undergraduate degree at the University may register for courses with unclassified status. Such persons must have been graduated from an approved secondary school or hold a state high school equivalency diploma.
- b. Unclassified students may register for courses at the main campus during the last day of registration for the semester or at the regional campuses at times specified by the regional campus registrar. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. The Registrar must verify the grade point average of continuing unclassified students (see d. below).
- c. Applicants who wish to enroll as unclassified students must submit an unclassified status form together with a residence affidavit to the Director of Admissions at the main campus or to the Registrar at a regional campus where the applicant intends to enroll. Approval for unclassified status and the determination of residence status will be made by the Director of Admissions at the main campus and by the Registrar at the regional campus.

- d. Continued enrollment of an unclassified student is dependent upon the student's maintaining a minimum cumulative grade point average of 2.0 after having registered for 12 credits. This determination is to be made by the Dean of Students.
- e. An unclassified student who wishes to become a degree candidate at the University of Connecticut must apply for admission in the same way as any other prospective student.
- f. When an unclassified student is admitted to regular status, a determination will be made by the Undergraduate Transfer Admissions Office as to whether those credits earned as an unclassified student may be counted toward the degree. Unclassified students who have previously earned credits at institutions other than the University of Connecticut do not receive a transfer credit evaluation of this work unless or until they are admitted to regular status.

C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows.

By-Laws, Rules, and Regulations of the University Senate II.A.

A. Admissions

The University of Connecticut Office of Admissions follows the formal Non-Discrimination Policy Statement and makes admissions decisions in accordance with this policy.

The University does not enter into any *quid pro quo* contracts, either explicit or implied, with admitted students. Services expected shall not be a consideration in admission.

No changes in the course requirements for admission shall be published after February 1 in any year to take effect for students entering in the following Fall semester.

The rules for admission apply to freshman and transfer students who seek to matriculate, i.e. be admitted as degree candidates. The minimum requirements for admission to the University are listed below; the specific requirements for admission to the schools and colleges are provided in the University Catalog online. Separate admissions requirements may apply to the University's articulation agreements with other Connecticut public colleges and universities.

1. Minimum Requirements

Except as specified in Section II.A.2, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

- a. Each applicant shall have graduated from AND have completed 16 units (or the equivalent) in an approved secondary school.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

- Four units of English (composition and literature)
- Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)
- Two units of laboratory science
- Two units of social science or history
- Two units of a single foreign language or the equivalent
- Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and relevant test scores, including the College Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not the language of nurture. All applicants for admissions are holistically reviewed, which includes an applicant's personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and based on the applicant's likelihood of success.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

d. Exceptions to the requirements of paragraph II.A.1.a. may be made by the Director of Admissions for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and test scores. The Director of Admissions may also waive test scores for students who demonstrate maturity and show promise of success.

e. Each applicant may be called upon to provide supplementary information, if it is deemed necessary.

2. New England Regional Program

As a member of the New England Board of Higher Education (NEBHE), the University of Connecticut provides residents of other NEBHE member states a tuition reduction when the student is enrolled in an approved degree program (as identified by NEBHE) that is not available at a public institution in their home state.

3. Transfer of Credit

The Office of Admissions, in consultation with academic departments, will evaluate coursework completed by students at other collegiate institutions, as well as military credit as a result of years of service or training, for eligibility for awarding transfer credit. The number of transfer credits such students are awarded depends upon the character, quantity, and quality of the work they have done. Transfer credit will be given only for courses in which the student earned a "C" grade or higher (2.0 on a 4.0 scale). Transfer credit will not be computed in a student's University of Connecticut GPA.

In addition to other procedures, and with the approval of the appropriate department and the Provost or designated representative, College Entrance Examination Board (C.E.E.B.) Advanced Placement or other examinations may be used as a basis for granting advanced standing to students at the time of admission. In such cases, the Admissions Office shall forward the materials compiled by these testing agencies to the department(s) teaching the subject matter(s) covered by the test. The department(s), having examined the materials submitted, shall determine whether the materials are sufficient to (1) grant a student full credit for a specified course as a transfer course, or (2) permit a student to use a specific course in meeting prerequisite requirements for more advanced courses or in fulfilling course requirements for graduation.

Students registered at the University who desire to take work in other collegiate institutions to be applied toward their degrees at the University should obtain approval from the Office of Admissions before taking such work.

4. High School Students and Credit Bearing Courses

The issuance of UConn credit to high school students is overseen by the Office of Early College Programs (OECF). High school students may enroll in UConn courses either through the dual-enrollment Early College Experience Program (ECE), or with permission, as independent non-degree students.

Students enrolled in high school who want to take UConn courses as non-degree students should contact the OECF prior to registration.

UConn departments are responsible for ensuring the equivalence of ECE courses taught in high schools and at UConn. Instructors must be certified by the University department to teach ECE courses and must follow accreditation criteria established by OECF and NEASC.

University departments offering their courses through ECE are responsible for monitoring grading practices and ensuring that they are comparable to practices in the department. Completed ECE courses will be recorded on a non-degree UConn transcript with grade.

- Students who earn a grade of C or higher receive University credit.
- Students who earn a grade lower than C shall not receive credit; the course grade will appear as “audit” on the student’s transcript.

Upon matriculation, ECE students will be provided the opportunity to move non-degree coursework to the undergraduate record (see 5. below).

Students may withdraw from a course or from the ECE program at any time; also the University or the secondary school may require withdrawal from specific courses or from the entire ECE program at any time, per policies designated in the UConn ECE Policies and Procedures Guide.

5. Non-Degree Students

- a. Persons who wish to pursue college work without being formally admitted as candidates for an undergraduate degree at the University may register for courses as non-degree students.
- b. Non-degree students may register for Spring or Fall courses two weeks prior to the beginning of classes. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester. -Requests for exceptions to this policy may be made to the director or designee of non-degree programs. Students who have been dismissed from the University must seek permission to take coursework with non-degree status from the dean or designee of the school or college from which the student was dismissed. They are not eligible for exceptions to course and credit limits.
- c. Continued enrollment of a non-degree student is dependent upon the student's maintaining a minimum cumulative grade point average of 2.0 after having attempted 12 credits or having been enrolled for two semesters.
- d. A non-degree student who wishes to become a degree candidate at the University of Connecticut must apply for admission in the same way as any other prospective student.
- e. When a non-degree student matriculates, the student will, in conjunction with the dean or designee of his or her school or college, or the director or designee of his or her program, determine whether or not credits earned as a non-degree student will be applied to the degree.

Students who have coursework on their non-degree record that has not been assessed may seek approval by their school or college's dean or designee to have that coursework evaluated and moved to the undergraduate record. Once courses have been moved to the undergraduate record they cannot be removed unless, under exceptional circumstances, permission is given by the Vice Provost for Academic Affairs.

**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.

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, as well as Summer and Winter Programs. Subsequent senate reports will highlight the accomplishments of some components of this report, so in this written summary, I summarize some of the highlights that underlie our success in undergraduate, academic programs.

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

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

The Office of Undergraduate Research (OUR) distributed over \$400,000 in funding to support undergraduate research and creative projects in 2014-15. This figure includes \$136,000 for 35 SURF (Summer Undergraduate Research Fund) awards, \$34,000 for OUR supply and travel awards, \$48,000 to support the SHARE (Social Sciences, Humanities, and Arts Research Experience) research apprenticeship program, and \$20,000 in Life Sciences Honors Thesis Awards. 63 students were selected to participate in the UConn IDEA Grant program, an undergraduate opportunity for creativity, innovation, original research, and service first launched in spring 2013. Student participation in research presentation opportunities continued to grow, with 53 students presenting their work at the 2nd annual Fall Frontiers undergraduate research exhibition and 231 students presenting at the 18th annual Frontiers exhibition in April 2015. In addition to hosting these two annual poster exhibitions and a showcase event for UConn IDEA Grant recipients, the OUR offers student advising, workshops, information sessions, and STEM research seminars as part of its efforts to promote undergraduate research to the university community. The OUR gratefully acknowledges the 133 faculty reviewers who served as committee members or ad hoc reviewers for OUR funding programs during the 2014-15 academic year.

The Office of National Scholarships & Fellowships (ONS&F) recorded 455 student appointments in the 2015 calendar year, resulting in 55 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 the number of Fulbright applications (34), Gilman applications (27), and a record number of known NSF GRFP applicants (34). 51 UConn faculty members from 23 departments assisted the 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 2015, UConn had 7 NSF GRFP winners (4 current students and 3 alumni) and 8 Honorable Mentions (7 current students and 1 alumnus), 1 NNSA Graduate Fellowship recipient, 1 Goldwater Honorable Mention, 2 Truman Finalists, 1 Udall Honorable Mention, 8 Fulbright recipients, 4 Gilman recipients, 1 UCHC Portz recipient, and 1 Marshall recipient. Antonio Campelli '15 (SFA) is one of 32 Marshall Scholars nationwide for 2016 and the 4th Marshall Scholar in institutional history. Spring results are pending for the 2016 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 138 students and 57 graduates in 2015, the IISP supports students in majors focused on a wide variety of themes, with social science themes being the most common. In 2015, 30 percent of students pursued an individualized major as a second major and 19 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. Enrollment in the program's one-credit gateway course, approved in 2014 is gradually increasing, with approximately 20 percent of applicants having completed the course in 2014-15. Because of the significant number of internationally themed individualized majors, IISP continues to collaborate with Global Affairs as it plans 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. 2015, 25 juniors were selected from a pool of 42 applicants. The University Scholar Program continues to expand its outreach efforts to students and faculty in the arts, humanities and social sciences as it seeks to increase its applicant pool in these fields.

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 annual Law School Fair was well attended by students, with 40 law schools and 2 test prep centers represented. The "Lunch with Lawyers" series continues, affording small groups of students the opportunity to talk with practicing attorneys in a variety of fields. Pre-law students continued to perform well at the regional Moot Court competition, with three of the five teams advancing to

the National Competition held at California State University - Long Beach in January. The Pre-Law Advisor assists with 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 2015/2016 application cycle, the Pre-Medical/Pre-Dental Center received 333 requests for composite letters and completed 276 letters for applicants, and provided all attendant advising services for students considering the health professions. Fourteen students enrolled in the second year of the Pre-Medical/Pre-Dental Post Baccalaureate Certificate Program.

The Honors Program welcomed 519 incoming students in the fall of 2015 and now has approximately 2100 students. The STEM Scholars community within Honors, part of NextGEN CT, welcomed 75 additional STEM Scholars in the fall of 2015 bringing the total number in this community to 152. Matriculating a larger class was accomplished while maintaining the quality of the first-year student population, which boasts an average SAT (critical reading and math) of 1406 and a high school class rank of 96%. Honors has continued to work with schools and colleges to ensure that Honors sections and Honors courses are available for Honors students as well as high-achieving non-Honors students who wish to enroll. Currently there are four Honors Living Learning Communities, with 60% of all Storrs campus Honors students living in one of these communities.

The Honors Program continues to strengthen its ties with regional campuses, by increasing recruitment and course offerings at Avery Point, Greater Hartford, Stamford, 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 334 students graduated with Honors in 2014 – 2015. This is the second largest class of students to graduate with the Honors Scholar designation in the history of the Honors Program.

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

The Academic Center for Exploratory Students (ACES)

ACES staff provides academic advising to students who want to explore the University's academic opportunities before deciding on a field of study. They also work with students who must complete specific requirements before applying to pre-professional majors. ACES serves as a gateway to the university for incoming students and as a support system for continuing students. The advisors assist students transitioning to the University through academic advising, educational planning, and referral. In 2014-2015 ACES served approximately 2,600 students. ACES introduced over 1,200 new students to the University through their participation in the summer and spring orientation programs. The majority of the students (825) were incoming freshmen. Over the course of the year, ACES advisors met with over 8,100 students through a combination of scheduled and walk-in appointments. Fifteen percent or 1205 of these students were not “officially” in the program, thus underscoring the critical role ACES plays in serving undergraduate students at the University.

Professional Development - Over the past year we have had a number of opportunities for professional development for our staff. One member of the staff attended the ACPA (College Student Educators International) annual meeting in Tampa, Florida. All staff attended the NACADA Drive-In Conference held at Goodwin College in East Hartford, CT in late April. Kimeta Straker presented data on the structure and outcomes of the workshop at this Conference. Our annual training for all Storrs and regional campus based advisors was held again in May. Over the past year, the University Advising Network has provided professional development opportunities for professional and faculty advisors throughout the University. Many campus resources have been included in these opportunities for learning and understanding of our university – this has been well received by the staff and well supported by the administration. We hope that with the support of our administration we can continue to offer these programs to all of our advisors. Julie Lynch, an experienced ACES advisor with a strong commitment to professional development will continue to serve as the Chair of the University Advising Network for the coming academic year.

Regional Campus Collaborations - Over the past year we continued our commitment to support our ACES colleagues at the regional campuses. Last year the Torrington campus adopted the use of the ACES Notes Database. The Student Arrival Notification Database (SAND) is now being used at over 45 locations within the University including at all 5 regional campuses. We also continued our practice of having a staff member who devotes time keeping our regional campus colleagues apprised of any changes, and our website now provides a common avenue for dissemination of information. We look forward to further development of these relationships and hope to incorporate approaches from the regional campuses at Storrs.

Development of a Study Groups Website – As a means of supporting students and colleagues in the Academic Achievement Center, a study groups website was developed over the past academic year. The site allows students to create their own study groups and join existing groups. Study Groups were initially started for each of the Supplemental Instruction Sections administered by the Academic Achievement Center, and then students began creating their own

groups. The project has been well received by students across the University, and will be implemented at a number of the regional campuses over the next academic year.

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

The 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.

The UNIV courses -- UNIV 1800, University Learning Skills; UNIV 1810, Learning Community Seminar; UNIV 1820, First Year Seminar; and UNIV 1840, Learning Community Service-Learning; and UNIV 3820, Advanced Learning Community Seminar -- continued to expand in scope and rigor. In collaboration with the Writing Center, 1,583 First Year Experience (FYE) students participated in a critical reflection assignment that required involvement in the academic community, directed academic peer review, and practice with meaningful writing revision. This number has increased more than 8% from Storrs campus FYE student participation in fall of 2014. And through collaboration with the Center for Career Development (CCD) 1,734 FYE students learned how to develop a base resume for applications and as a developmental tool. Of those students, 1,587 completed the process with a CCD-supported, peer-critiqued resume. Most notably, this year FYE collaborated with the Women's Center's Violence Against Women Prevention Program to provide timely discussion about consent, bystander prevention, and follow up on other topics presented in Orientation Husky Pride sessions to 100% of fall 2015 FYE courses.

To support faculty and staff in providing innovative, robust instruction in these FYE sections FYP&LC offered 30 teaching and learning workshops in summer and fall 2015, and hosted more than 100 staff, faculty, and graduate students from across campus at the 2nd Annual Institute for Curricular Innovation conference on May 13th, 2015. Drs. Eric Hines and Crystal Park delivered keynote speeches on the conference theme of "Resilience and 'Grit'." This conference also marked the official launch of the [First Edition UConn FYE Student Success Guidebook](#) with contributions from 33 other university offices, a tailored textbook available at no cost to all first-year students. The 3rd Annual conference with the theme of "Teaching Community" will be held May 11th, 2015.

FYE continued to develop curriculum rooted in UConn's core values through a Gallup StrengthsQuest for first-year students intended to increase student self-awareness, leadership potential, civility, and appreciation of diversity. In fall, 2015 more than 700 students and peer mentors involved with First Year Experience through UNIV 1800 or UNIV 1810 benefitted from this initiative.

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

FYP&LC also continued to connect students to the President's UConn Reads initiative through a UNIV 1820 UConn Reads course, participation in the UConn Reads Committee, and a fall 2015 Race in America event with the Connecticut Forum. Commitment to first-year student engagement with this initiative has increased annually since the program's launch in 2011.

FYP&LC staff presented "I Have to Write a Résumé Now?: Using the Résumé as a Career Development Resource for First-Year Students," at the 2015 national ACPA (Tampa, FL) and NASPA (New Orleans, LA) conferences last spring in collaboration with staff from UConn CCD.

Learning Communities

The 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 27 Learning Community offerings which range in theme from Humanities House to Public Health House to WiMSE (Women in Math, Science & Engineering). Seventy-three LC courses were taught in the Fall and 38 in the Spring with an enrollment of over 1,600. Provost Mun Choi addressed over 1,700 faculty, staff and students at the August Husky WOW LC Kickoff event.

Dr. Sally M. Reis, Vice Provost for Academic Affairs and David Ouimette, Executive Director for First Year Programs & Learning Communities were awarded a three-year \$300,000 grant from the Booth Ferris Foundation to support the launch of a new Living Learning Community to serve African American and black males in fall 2016. Dr. Erik Hines, Assistant Professor in Educational Psychology with a research focus on African American male academic achievement was recruited to serve as Faculty Director of **ScHOLA²RS House (Scholastic House Of Leaders who are African American Researchers and Scholars)**. ScHOLA²RS House is designed to support the scholastic efforts of male students who identify as African American/black through academic and social/emotional support, access to research opportunities, and professional development. The intent of this Learning Community is to increase the retention and persistence of students using educational and social experiences to enhance their academic success at UConn and beyond in graduate and professional school

placement. SchOLA²RS House will encourage involvement with the larger university community to foster peer and mentor relationships and will actively engage students in inclusion efforts at UConn.

Dr. James L. Moore III, an EHE Distinguished Professor of Urban Education and Executive Director of the Todd Anthony Bell National Resource Center on the African American Male at The Ohio State University, was invited to campus in November to discuss his research on black males in higher education.

Work continues on the **NextGen Residence Hall** scheduled to open in fall 2016. The building will house 727 first- and second-year students participating in 8 STEM-focused Learning Communities (*EcoHouse, Engineering House, Eurotech House, Honors STEM Scholars, Innovation House, Public Health House, SchOLA²RS House, and WiMSE – Women in Math, Science & Engineering*). Students will have access to a 1500 square foot Innovation Zone maker space designed to engage them in hands-on workshops and projects, an Idea Lab set up for team work, and a number of community spaces that will encourage them to work together across disciplines.

In fall 2015, an average of 14 events were held weekly across Learning Communities to engage first- and second-year students. For example, 3 of the 12 students selected to attend the UN's Climate Change Conference in Paris in December were from EcoHouse and Global House. Global House Faculty Director, Oksan Bayulgen, associate professor of political science, organized two Global Forum events, "Deal or No Deal: The US-Iran Nuclear Diplomacy" and "The Syrian Refugee Emergency." Students in the Pre-Teaching LC participated in a Mark Twain House literary tour with Dr. Jason Courtmanche, Director of the Connecticut Writing Project. Students in Business Connections House participated in a Price WaterHouse Cooper Challenge Competition responding to real life scenarios. In week 5 of the semester, 1st-year students in Innovation House pitched business ideas in groups to a panel of alumni entrepreneurs who provided feedback and advice. LC students in three communities also completed 3,154 hours of service (*EcoHouse, Human Rights & Action House, and Public Health House*).

The 1st Annual Learning Community Research Connections event was held on October 29, 2015. Over 100 first- and second-year students were introduced to undergraduate research opportunities by faculty and directors representing 14 programs across campus (Center for Career Development, Health Career Opportunity Programs, McNair Scholars Program, Office of Undergraduate Research, Office of National Scholarships & Fellowships, Animal Science, Business Management, Chemical & Biomolecular Engineering, Human Rights Institute, Molecular & Cellular Biology, Physiology & Neurobiology, Plant Science & Landscape Architecture, Political Science, Technology Incubation Program).

Learning Community students received over \$113,000 in research/project grants and scholarships (such as SHARE/SURF awards and IDEA grants). EcoHouse alum, Colin Carlson '13 (M.S. CLAS) '12 (B.S. CLAS; B.A. Individualized), currently a Ph.D. candidate at the University of California, Berkeley, was named one of Forbes 2016 30 under 30 in Science for his work on how parasites interact with ecosystems.

The Center for Academic Programs (CAP)

CAP continues to deliver high-quality academic support services and programming for first-generation, low-income, and other underrepresented populations at the Storrs and regional campuses, and in various target cities throughout the state. CAP 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. There are currently forty-four students participating in the academy. The First Star Academy completed its third summer program in 2015. Since 2013, a total of 65 students have participated in the academy; 90% have continued in the program. This past year, 100% of seniors graduated from high school and 100% are attending a college of their choice. During the school year, students 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. 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. This grant is complementing funding from DCF.

The **ConnCAP** program currently serves 115 students from high schools in Hartford and Windham; the students participate in summer residential and academic year components. This year 100% of seniors graduated from target high schools and 92% will enroll this fall in a college of their choice. Many seniors graduated in the top 15% of their class. There was one student who was Salutatorian and also accepted the UConn Day of Pride Scholarship. One student from Hartford received the Jacob L. and Lewis Fox Foundation Scholarship for Outstanding Academic Achievement. Another student from Hartford received the Ivan Backer Scholarship for Outstanding Academic Achievement and being an active member in his community. In addition, many juniors have been accepted into the National Honor Society and we expect this class to be very strong next year as seniors. Recruitment for a new cohort has begun, as well as preparation for the upcoming summer 2016 component.

The **Educational Talent Search** program provided an early college awareness program to 77 Windham Middle School students and college preparation services to 554 high school students in New Haven and Windham. In districts where high school graduation rates range from 70% to 80%, ETS graduated 97% of its high school seniors in 2014-2015; 88% of them enrolled in a postsecondary education program.

In the fall of 2014 ETS was invited to participate on the American College Application Campaign Committee in New Haven. This was a collaboration with Wilbur Cross, James Hillhouse, Career, and Metropolitan High Schools to get first generation low income students to apply to at least one college by December. The program continued to support this campaign by

taking an active role in the planning and facilitation of events the fall of 2015. In an effort to increase the college going rate of minority male students at inner city schools a series of workshop sessions were held at Wilbur Cross and Hillhouse High Schools. Topics on how to dress for success, how to face challenging situations, and the importance of obtaining an education were discussed.

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. Fourteen rising sophomores and juniors (McNair Fellows) participated in a rigorous two-week STEM introductory program in May 2015 to become acquainted with research and internship options on campus, to build leadership and academic presentation skills, and to learn about becoming a McNair Scholar. In June and July of 2015, ten of the continuing nineteen McNair Scholars conducted their STEM research projects during the nine-week, research-intensive McNair summer experience after defending their project proposals in April. In July, the UConn McNair program, in collaboration with The Graduate School, hosted the Inaugural New England McNair Scholars Program Conference for Undergraduate Researchers at the Storrs campus for more than forty Scholars from the six New England McNair programs to present their work, network with UConn faculty, and learn about graduate student life from current students. Several McNair Scholars have traveled to various conferences to present their work, and many alumni are enrolled in graduate or medical school. Additionally, many seniors are applying to various graduate school programs. One particularly exciting accomplishment is that four seniors have earned first authorship on each of their manuscript publications related to their McNair undergraduate projects.

The **Student Support Services** program provided academic support and programming to over 1,200 UConn students at the Storrs and regional campuses; a total of 311 incoming freshmen participated in the 2015 summer pre-collegiate programs. In the summer, SSS students gained early exposure to the Academic Achievement Center through a workshop series which focused on study skills and introduced them to tutoring services. SSS continued its three-week Education Abroad program in London and also ran a new four-week program in Cape Town, allowing more students to participate. Global Affairs has increased its commitment from \$50,000 to \$70,000 to support SSS students studying abroad. There also has been an increase in Education Abroad participation for SSS students from regional campuses. SSS regional coordinators continue to collaborate with area schools to increase awareness of the SSS program.

SSS students meet with their counselors at various points during their time at UConn to stay on track both academically and professionally, as well as to further develop their financial literacy; Sophomore Reviews and Senior Exit Interviews are two tools that help counselors prepare students for internship and job opportunities, review graduation requirements, and calculate accumulated loan debt. In addition to these initiatives, Junior Programming events were launched to help prepare students for job searches and graduate school applications through professional development. Of the 75 attending the SSS Leadership Conference held in August 2015, 47 were campus change students. Participants were able to network with peers and staff, build leadership skills, take part in workshops, and benefit from the keynote address delivered by SSS alumna, Tiffany Goines.

From Fall 2014 through the conclusion of the 2015 summer program, there were 6,492 sign-ins on the Student Arrival Notification Database (SAND) at the Storrs campus. The regional campuses have begun to collect this data as well. By reaching students at various stages and providing innovative programming from the summer program through graduation, we are seeing students retain at an average rate of 90%. In addition, SSS alumni are continuing to receive honors and awards; in 2015, Rene Rosado (SSS '01) won the National TRIO Achiever award for his outstanding accomplishments as an actor, and Johnnie Bird III (SSS '05) and Dr. Jose Santana (SSS '01) were honored as Connecticut Association of Educational Opportunities Program (CAEOP) Achievers for their professional accomplishments and for their commitment to giving back to the community. Many SSS alumni have also returned to UConn to work in all divisions, including Academic Affairs, Student Affairs, Enrollment Management, the UConn Health Center, and the Police Department.

Louis Stokes Alliance for Minority Participation

The Louis Stokes Alliance for Minority Participation (LSAMP) program underwent restructuring as it transitioned from the School of Engineering to the Institute for Student Success in the spring 2015 semester. UConn's LSAMP program, one of five in the New England Louis Stokes Alliance for Minority Participation (NELSAMP), is funded by the National Science Foundation (NSF), its mandate being to recruit and support underrepresented students in STEM disciplines. UConn's LSAMP program, in its 14th year, serves 140 scholars, primarily Black and Hispanic students.

LSAMP maintained daily operation of the program while taking on new tasks related to the transition: the NSF grant proposal for 2016-2021 was submitted on November 20, 2015. Under the new grant, UConn will serve as the lead institution.

The transition of the LSAMP program to ISS has already provided many benefits for its scholars and staff given the collaborative opportunities available within the unit. Now housed with other academic support programs, the potential for mutually beneficial collaborations abound. Two important partnerships have already developed. LSAMP's mission, closely aligned with that of the McNair Scholars program, fosters mutually supportive activities, thereby maximizing financial and staffing resources. Mentorship is a key component of LSAMP's contribution to the STEM community; scholars are provided the opportunity to tutor and mentor high school students in the ConnCAP program.

In an effort to keep students connected to the program, new initiatives such as the LSAMP Peer Advisor program have been established. ISS is also reinstating the LSAMP Advisory Board in order to provide campus support and guidance for staff and scholars. Since NSF funding stipulates the critical role of undergraduate research at a global level, LSAMP is working with Education Abroad to provide research opportunities for its scholars.

The transition of LSAMP to ISS has already proven to be an important factor in achieving the goal of NSF as well as UConn - to increase the numbers of students from underrepresented groups in STEM disciplines.

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

ADVISING:

In April 2015, the University Academic Advising Taskforce submitted its final report, including recommendations, to Vice Provost Sally Reis. These recommendations included:

- Appointing a chief advising officer
- Creating a university-level advising oversight committee
- Developing a mission statement and goals for advising at the University
- Adopting an institution-level mission statement and goals for advising and establishing student learning outcomes for advising
- Assessing advising
- Develop a program for professional development for both staff and faculty advisors

In response to these recommendations, we have begun work on the following initiatives:

- **Advising Oversight Committee:**
 - A committee comprising faculty and a few key constituents from the UConn community has been formed and will work through the spring, reviewing and responding to the Taskforce recommendations.
- **Advising website:**
Advising.uconn.edu is being overhauled:
 - Monica van Beusekom and her committee has worked diligently to develop an advising portal. In Spring, based on recommendations provided by a taskforce of students from Rob Henning's PSYC 3601 Human Factors Design course, the site will be further refined to ensure that student advising needs are being addressed.
- **Centralization of programs:**
 - The dismissal appeal and review process was centralized for Fall 2015 dismissals.
 - In the Spring, we will begin work developing a centralized notes system.
- **Assessment**
 - The CAO will work with the AOC during the Spring to develop an assessment plan for advising

Statistics:

Graduation

May and August 2015

Engineering Business	8
Fine Arts	98
School of Nursing	121
Neag School of Education	135
Bachelor of General Studies	185
School of Pharmacy (Pharm.D. & Pharmacy Studies)	194
School of Engineering	429
School of Business	516
College of Agriculture, Health and Natural Resources & Ratcliffe Hicks	549
College of Liberal Arts and Sciences	2272
TOTAL	4507

Current Enrollments:

Engineering-Business	136
School of Pharmacy	195
Neag School of Education	270
Bachelor of General Studies	275
School of Nursing	478
School of Fine Arts	712
College of Agriculture, Health and Natural Resources & Ratcliffe Hicks	1970
School of Business	2295
School of Engineering	3049
ACES	3272
College of Liberal Arts and Sciences	10627
Total	23279

Dismissals

University-wide dismissal statistics, Fall 2015:

Campus	# subject to dismissal	# dismissed	# retained
Avery Point	8	5	3
Hartford	28	22	6
Stamford	23	12	11
Storrs	237	108	129
Torrington	1	1	0
Waterbury	16	10	6
Totals	313	158	155

By gender

	Retained	Dismissed	Total
Females	71	55	126
Males	84	103	187

By ethnicity:

	Retained	Dismissed	Total
Asian	25	31	56
Black	23	36	59
Hispanic/Latino	21	18	39
Unknown	12	8	20
White	69	65	134

Low Income/First Generation:

	Retained	Dismissed	Total
CAP	25	18	43

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 effective teaching strategies, and provides institutional-wide support to enhance teaching and learning outcomes across all modalities (online, blended, flipped, and face-to-face courses). CETL is comprised of eCampus, Faculty Development Programs, Instructional Resource Center, Educational Technologies, Testing Center, Writing Center, Quantitative Learning Center, 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 300 online courses at the undergraduate and graduate level, having helped directly develop 30 new undergraduate online courses, 34 graduate level online courses, and consulted with faculty on more than 20 'flipped' and "hybrid/blended" courses in the last year.
- UCONN now has 24 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 (Neag), Nonprofit Management (CLAS-Public Policy), Survey Research (CLAS-Public Policy), Occupational Safety and Health (CAHNR-Allied Health), Puppet Arts (Fine Arts), Digital Media (Fine Arts), Arts Administration (Fine Arts), Advanced Certificate and Bridge Program in Accounting (Business), Sustainable Environmental Management and Planning (CAHNR-NRE), Disability Studies (Public Health/Papanikou Center), Post-Secondary Disabilities (Neag), Holistic Nursing (Nursing), School Law (Neag), together with a growing number of hybrid/blended and low residency programs in Gifted and Talented Education (Neag), Educational Technology (Neag), Human Resource Management (Business), and Neonatal Acute Care (Nursing). New programs this past year included graduate Certificates in Program Evaluation (Neag), Power Engineering (ENGR), Global Financial Risk Management (Business), and Pain Management (Nursing). We anticipate development of an additional 5 to 7 programs over the next year, with continued emphasis on marketing and enrollment management support.
- The School of Business Master's in Accounting program was ranked # 2 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.
- Modified and streamlined 'Exploring Online Learning' fully online facilitated short-course for faculty interested in designing and teaching an online course. Seventy-five faculty enrolled in the course this past year. The two week duration has proven very attractive and convenient for faculty. Faculty feedback continues to be very positive (perhaps the most frequent and transformative comment reflects how taking this course has reshaped the way faculty approach their traditional f2f courses) and contributes to

ongoing course modifications.

- Expanded faculty development, course design, and online pedagogy support for Extension faculty teaching non-credit courses for School of Agriculture and Resource Economics
- Based on 2014 pilot efforts, expanded support of hybrid/blended and flipped course design to all regional campuses through a series of workshops supported by CETL and eCampus staff directly meeting with over 200 faculty. Continued to support faculty and regional campuses through online materials, one-on-one consultation, and follow up workshops on specific technology and/or pedagogy for use in flexible teaching scenarios.
- Based on attendance at national conferences and subsequent research of peer institutions faculty development models, developed and piloted Faculty Development Action Plan and associated Faculty Development Competencies to direct and focus all eCampus efforts and to provide faculty with a set of outcomes associated with their consultation with eCampus. Included numerous institutional stakeholders in the iterative process (eCampus Steering Committee, eCampus Program Committee, university faculty and staff)
- eCampus staff were active presenters at a number of national conferences including the Online Learning Consortium and Quality Matters

Faculty Development Programs -- Director, Aynsley Diamond. Faculty development within CETL 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.

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

Initiatives

- Website – the new website was launched in July and continues to be enhanced and developed to ensure clear and concise information and ease of use by faculty and teaching assistants. (<http://itl.uconn.edu/>)
- Teaching Assistant Certificate in College Instruction – In collaboration with faculty in Neag, work continues on developing a more robust TA teaching training program. Tier I of the program provides all TA's with a broad introduction to core practices of effective teaching and related university policies. Tier II of the program provides TA's with an opportunity for professional development with more refined focus through a year-long series of topic specific hands-on workshops. Tier III of the program provides more advanced development opportunities through a reworked 12 credit hour graduate certificate in College Instruction. This program is still in developmental form and we will continue to work collaboratively with department colleagues with responsibility for TA development to ensure that program offerings are synergistic and non-duplicative.
- Departmental Outreach - A concerted effort has been made by the director to meet with departments across campus to promote and engage faculty with programs and services

offered at CETL. Presentations were made to faculty in CLAS, HDFS, CANR, School of Business, and LC&L.

- Regional Campus Outreach – There is a growing need for outreach to our regional campuses and work was done during the fall semester to build and strengthen relationships. Tailored presentations (e.g. strategies for dealing with weather related closures, flexible teaching strategies) were offered to faculty in Waterbury, Avery Point and Hartford (spring)

Programs

- Innovation in Teaching and Learning Showcase – This new bi-monthly series is designed to provide a faculty to faculty platform for sharing best practice, to highlight new ideas and practices throughout the university, and to stimulate cross-disciplinary and interdisciplinary thinking.
- Faculty Teaching Workshop – This is a day long program in May devoted to teaching effectiveness and teaching excellence. More than 100 faculty attended the inaugural program in 2015. Presented a few days after the close of the spring term, this professional development workshop focuses on research-informed strategies to improve and enhance teaching.
- Lunchtime Seminars – In fall of 2015 it was decided to offer more timely and sought after lunchtime seminars. The outcomes were 18 workshops with topics ranging from “Developing and Facilitating Engaging Online Discussions” to “Alternative Final Exams”. Two of the workshops, “Writing a Teaching Philosophy” and “Spoken English Pronunciation for International Instructors and Teaching Assistants” were so popular they filled within an hour and additional sessions were offered to accommodate the demand.
- Service Learning Seminars – Many of the faculty development staff have affiliations with or have served as service learning fellows. In order to foster these relationships this year, we have partnered with Service Learning to offer and support six service learning seminars which will also be incorporated into an offering in the Teaching Assistant Certificate in College Instruction.
- Reed Fellowship: Dr. Mitch Green, Professor of Philosophy is the inaugural Reed Fellow. Dr. Green was supported by eCampus and CETL staff in the development and launch of a truly innovative and extensive flipped course (PHIL1104) delivered for students enrolled at Storrs and Waterbury.

Staff

- Suzanne LaFleur, as the new Associate Director of Faculty Development Programs, contributes to the growth and support of faculty across disciplines by managing faculty consultations, providing presentations for departments and faculty observations. Her capacity to foster relationships and professionally manage the increasing numbers of faculty seeking one-on-one support is critical to the mission of faculty development at UConn.
- New this year, we have contracted with several departments to secure faculty willing to share some of their time to serve as faculty liaisons supporting special projects and programs including pursuit of external funding opportunities. The breadth and depth of

pedagogical expertise this group of faculty (Tom Van Hoof, Xinnian Chen, John Redden, Andy Ballantine, Amit Savkar, and Alexandra Bell) possess, will be instrumental in allowing CETL to continue to deliver innovative and academically aligned programs.

Instructional Resource Center IRC) -- Janet Jordan. The (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. Utilization of the University's BlackBoard learning management system (LMS)--- huskyCT, is at an all-time high by faculty.

Educational Technologies -- Karen Skudlarek. Mediasite utilization by faculty continues to increase year over year (250 new account requests since January 2015). Mediasite training sessions were conducted in Storrs, and Hartford with additional sessions planned for Storrs and the remaining regional campuses. Faculty have enthusiastically embraced the new Lightboard on the 4th floor of Rowe for producing high quality video rich short lectures and tutorials. More than 50 faculty have been trained on how to use the new technology. More than 300 lecture presentations have been produced in the past 4 months. We continue to conduct workshops for faculty in Storrs and the regional campuses about how to use a wide variety of educational technologies including WebEx, SmartBoard, Office365, GoogleApps, Skybox and Skype for Business. We have also worked with the dozen faculty who are teaching in the collaborative learning classroom.

Testing Center -- Gary Wilson. This past year, the testing centered administered more than 20,000 exams for 15 different courses with 225 different sections efficiently and with little to no incident (9500 exams during spring 2015 and 11400 exams during fall 2015). New this year, the testing center will be finalizing an agreement with ProMetric that will allow UConn to be an officially approved testing center for scheduled MCAT exams.

Writing Center -- Director, Tom Deans.

- We had our busiest year ever (e.g. fall semester tutorials: 2497 individualized, 45-minute appointments). Student ratings of tutorial quality remain excellent.
- We piloted a new program with FYE that had our tutors visiting FYE classes to orchestrate peer review, and that reached an additional 741 students.
- With Global Affairs, we're piloting a new Writing Fellows program that serves international students enrolled in First-Year Writing. Ongoing partnerships with Athletics, CAP, and high schools across the state remain successful.
- Over the past year we've placed outgoing graduate assistants in outstanding jobs related to their Writing Center work: Kristina Reardon (LCL) hired as Director of the Writing Center at Holy Cross; Jelena Runic (Linguistics) hired as Director of the Writing Center at the Peabody Institute of Johns Hopkins University; and Gordon Fraser (English) started as a tenure-track Assistant Professor of English at North Dakota State.
- We are featured as a national model for a writing center/writing-in-the-disciplines hybrid in the forthcoming book *Working Writing Programs: Innovations, Issues, and Opportunities*

- We continue to support graduate student writers with individualized tutorials, support a variety of writing retreats, workshops---including the dissertation bootcamp, things that have garnered national recognition: Reardon, Deans, & Maykel, “Finding a Room of their Own: Programming Time and Space for Graduate Student Writing.” *WLN: A Journal of Writing Center Scholarship* 40:5-6 (Jan/Feb 2016): 10-17. Finally, editors of a forthcoming book have also solicited a chapter on our graduate writing support model.

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

Tutoring

- The Q Center handled 9853 visits in Fall 2014 and 7946 visits in Spring 2015 for a grand total of 17799 visits (up slightly from last year). In addition we had 347 visits in the Summer of 2015.
- In fall of 2014, a total of 2074 individual students used our services at a rate of about 4.75 visits per student. In the spring of 2015, a total of 1618 individual students used our services at a rate of 4.91 visits per student. Most visits (~50%) were in Mathematics

Review sessions

- 40 Review sessions in the Fall of 2014 with a total of 1554 attendees; 21 Review sessions in the Spring of 2015 with a total of 796 attendees.

Workshops for tutors

- Overall training workshops for tutors in Fall 2014---32 (course content--22, tutoring skills--10); Overall training workshops for tutors in Spring 2015---14 (course content--7, tutoring skills--7).

Summer & Winter Programs—Director, Susanna Cowan.

Overview

The Office of Summer and Winter Programs (summerwinter.uconn.edu) oversees the largest number of classes offered to undergraduates outside of fall and spring semesters. These students comprise both incoming and continuing UConn students; they also include a sizeable number of visiting students from institutions around the country and world. Within the Summer Program, we continue to nurture the new UConn First Summer program, which grew 77% percent in its second year.

Although overall enrollments were essentially flat for 2015, this flattening is simultaneous with a tightening of the curriculum—that is, we made progress toward decreasing the number of sections low-demand courses as we work to identify the core of high-demand summer/winter classes. Additionally, we continue with our partners in CETL to increase the number of online offerings in order to meet student demand. We have moved to more “intelligent” marketing strategies that harness smart technologies such as Google Analytics and Google AdWords combined with lead generation and marketing automation tools. Our flat numbers reflect national trends (outside of new online program development) and economic realities. Local analysis and user feedback suggests we are fulfilling student demand and sustaining a high-level program.

A look at enrollments shows a flat overall picture but also highlights how winter term continues to show substantial growth year to year:

Enrollments & Headcounts

- Total enrollment for May/Summer 2015 was 9667, down 1% from 2014; Enrollment for Winter 2016 was 1709¹, an increase of 8% from the previous year. Looking at the calendar year 2015, total enrollments Winter and May/Summer 2015 reached 11,247, down slightly (.5%) from calendar year 2014.
- In Summer 2015, 6286 individual students took courses. Of those, 4864 (77%) were UConn undergraduates, 384 (6%) were UConn graduate students, and 1038 (17%) were visiting/non-degree students.
- In Winter 2016, 1662 individual students took courses. That number comprises 1521 (92%) UConn undergraduates, 9² UConn graduate students, and 132 (8%) visiting students.

Courses & Modes Taken

- Students took over 700 different classes during Summer 2015 and over 100 classes in Winter 2016³.
- 22% of all Summer 2015 courses were offered entirely online; enrollment in online courses equaled about **33%** of total enrollment in all courses.
- 42% of all Winter 2016 courses were offered entirely online; enrollment in those online courses represented **67%** of total enrollment.
- Hybrid/Blended courses made their first appearance this year. Summer 2015 had 284 students in 14 hybrid courses; Winter 2016 saw 50 students take 2 hybrid courses.
- General Education courses represented over 40% of all classes offered in Summer 2015 and 52% of summer enrollments; GenEds represented 53% of Winter 2016 classes and 66% of winter enrollments.

UConn First Summer

UConn First Summer had a second, successful year, enrolling 76 students (a strong 77% increase from 43 students the first year). We continue to seek input from students who attend the program as well as our core instructors and other academic partners (the advising community, the honors program, CPIA, International Student Services) in order to strengthen both the academic and experiential pieces of the program. In Summer 2015 we added several interactive presentations to the core out-of-classroom activities, including an Education Abroad presentation, a Lightning Round involving many campus services, and custom-built program designed for First Summer by the Office of Wellness and Prevention Services, among others. As we continue to explore how best to meet First Summer student needs through peer and other staffing models, we are moving in the direction of using both peer undergraduates and a graduate student coordinator to facilitate the program.

¹Winter 2016 has just ended and we have yet to validate final enrollment numbers.

² Statistically nil, 0%

³ This is the grand total, including independent studies and the like.

Data Gathering and Marketing

The Summer & Winter programs office has stepped up activities in areas of student feedback, data analysis, and marketing. On the marketing front, we have dramatically increased our use of Google Analytics, Google AdWords and CRM/marketing automation tools to hone our message and improve our advertising campaigns. Other, complementary data work includes the following:

- We have begun to mine data about summer/winter students and courses in order to understand more precisely what academic needs summer and winter courses meet.
- We have ramped up our outreach to students themselves, and a post-summer survey we ran in the early fall generated a broad range of useful data regarding how students choose courses and how they evaluate their summer academic experience across all areas, including registration, marketing, course availability, and ratings for overall course quality

A sample of findings from the survey, which had 897 respondents (approximately 14% of all summer students):

- 51% of surveyed students identified in person as their preferred mode for summer courses; 35% preferred online and 14% preferred hybrid/blended
- 39% of respondents took Summer '15 courses to fulfill final graduation requirements
- The primary reasons students took courses were to complete requirements for their degree (51%), to graduate on time/in four years (28%), to fulfill a general education requirement (29%) and to lessen their fall/spring course load (28%)
- 96% of respondents said they were able to sign up for the classes they wanted
- 44% of students surveyed heard about summer courses at UConn from their academic advisor (compared to 37% who learned about the Summer Program from emails we sent)
- 64% of respondents “graded” their overall summer program experience (courses, registration, marketing, etc.) with an A-, A, or A+.

Office of Early College Programs (OECF)---Director, Brian Boecherer. UConn Early College Experience (ECE) is the oldest concurrent enrollment program in the nation celebrating 60 years of continuous operation in 2015. It is also one of the largest programs in the nation with almost 11,000 students and about 1,300 certified instructors in 2015-2016. UConn ECE is a founding member and nationally accredited through NACEP (National Alliance of Concurrent Enrollment Partnerships). UConn ECE works with five UConn Schools and Colleges, 30 Departments, and will offer 65 courses in 2015-2016. The ten-year program student growth rate for the program is 200% and the ten-year program student growth rate of urban schools is 735%. **The participation/engagement rate of public Connecticut high schools is 93%** (180 partner schools total, including several parochial, private, and technical high school partners) and 15% of junior and senior high school students statewide participate in the ECE program. UConn ECE offers approximately 250 hours of professional development annually, with over 30 day-long professional development workshops, along with specialty three-day Summer Institutes for our high school ECE Instructors.

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, keynote addresses, and task forces in Connecticut, throughout New England, and nationally. UConn ECE has completed the second 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	200%
Ten-Year Urban Student Growth Rate	735%
UConn ECE Alumni at UConn Storrs	29% 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. The program doubled in 2015 and this year we anticipate doubling again with approximately 250 students anticipated over 4 weeks.

CENTER for CAREER DEVELOPMENT JAMES LOWE—ASSISTANT VICE PROVOST

Last year the Center for Career Development (CCD) reported on the successful finalization of a complete restructure of the department. Over the past two years, seven areas of best practice were established, supported and further developed with staffing changes, realignment of specific assigned areas including staff accountability and the tracking and reporting of core metrics.

Some key results of this restructuring included increased employer interactions on campus ranging from a newly-engaged and active Corporate Advisory Council (CAC) and a 20% increase in career fair attendance. The 16-member CAC was created to provide a forum for corporate recruiters to meet regularly to discuss and address trends in college recruiting and career center initiatives. The two-pronged goals of the council are: to provide value to UConn through sharing local and national recruiting trends and best practices in guiding our students' professional development; and to provide professional development and networking opportunities for CAC members to increase their effectiveness in talent acquisition to better support their organizations. CAC members represent some of the largest employers in Connecticut and are engaged in all CCD events and activities, including co-presenting at workshops, CCD staff development initiatives, career fairs, on-campus hiring, and job postings.

More employers were engaged on campus in many other areas as well, including the first-ever STEM Career Fair, held back-to-back with the all-university fair. In all there were an unprecedented 220+ employers filling Gampel Pavilion over the 2 days. The CCD also introduced "Navigating the Career Fair" panels with employers helping prepare students for the fairs; and a first-ever "Reverse Career Fair" in which student organizations were invited to be exhibitors for employers to meet. Both employers and student groups reported great satisfaction with the event, which will be held again in fall 2016.

The collection of first-destination data is an important initiative being spear-headed by the CCD. The demand for evidence of student success and employment outcomes has never been greater and university-wide collaboration is vital to the successful collection of this data.

In 2015 the CCD piloted a first-destination survey of December 2014 and May 2015 graduates based on the standards set forth by the National Association of Colleges and Employers (NACE). The survey was extremely successful yielding a statistically valid response rate of 18%. The overall results reflect that 87.12% of responding graduates achieved some form of placement within 3 months of graduation. This includes full time jobs (48.98%), part-time jobs (3.39%) and continuing educational pursuits (27.29%), for a total of 79.66%. This number climbs to 87.12% when we include military service and volunteer (Peace Corps, AmeriCorps, etc.) "placement." The total number of May 2015 graduates who were still seeking employment during the 3 months post-graduation period was 12.54%. The balance (a mere .34% of respondents) were not seeking employment or additional education during this period.

To further support this initiative, the CCD hired an Assistant Director of Assessment and Technology to collect, analyze, report and provide the university community with actionable data that will contribute to the overall success of our students. In addition, the CCD has identified a new Career Services Management platform with enhanced capabilities that will help us reach our

goal of sustaining our previous efforts and increasing our capacity to collect, analyze and report on this data.

Another significant outcome of the restructuring included building mutually beneficial partnerships and relationships within the University community. The CCD has become more widely known as a critical department on campus to collaborate with not only students, but also with faculty and staff. Faculty and staff are contacting the CCD regularly throughout the year to collaborate and present to their classes and/or student groups. The following examples illustrate other key partnerships that have been established:

- The Foundation and Alumni Association are key partners with the CCD. This partnership continues to grow stronger as we work together with alumni, employers, donors and parents/guardians. Members of the CCD team regularly attend alumni events to address the importance of career development and how UConn alumni play a vital role in employment outcomes for our students. The CCD created an informational piece, “Huskies Helping Huskies” to promote recruiting, internships and co-op opportunities, UConn’s brand, and inform alumni on how they can give back such as hosting industry and major-specific career panels, attend networking events, or hosting a company site visit for small groups of students or unique 1:1 experiences.
- The CCD held an all-day training around cultural competency. All of the cultural center directors were critical to this training, agreeing to sit on a panel, provide an overview of their areas and answer questions from staff. The CCD plans to continue professional development in the area of cultural competency by including topics in upcoming career consultant meetings, having open discussions on current events and articles and continuing to partner with the cultural centers on career-related topics important to their constituents. The training was a resounding success, but just the start of a dialogue that will be on-going within the department which can only be effective with the collaboration of others around campus.
- The CCD has been instrumental in the development, growth and success of a collaborative internship program between the CCD and the UConn Extension office. The program began as a pilot in the summer of 2014 with 2 paid internship positions with UConn Extension. The joint effort of the departments yielded such positive results that 13 students were hired in the summer 2015. It is anticipated that 25 students will intern with UConn Extension during the summer of 2016. These paid internships range from 25-30 hours per week and extend over the summer months. Some of the positions and roles include: agribusiness, nutrition, youth education, sustainability, research, health and other areas. Examples of duties include assisting with Extension program development and implementation, program delivery, research and data analysis.

In 2016 the CCD will implement a new Career Services Management technology platform that will provide an end-to-end career management system that is fully UConn branded. It will offer all of the necessary elements to support the daily functions of the CCD and the services made available to students and employers and enhance our ability to serve students, University staff and faculty.

Currently the CCD has two separate interfaces, one connecting students with employment/internship opportunities and the other containing career development tools and resources. Through the new platform we will be able to offer students the combined capabilities of these two systems in a single and fluid interface with a modern, user-friendly experience. Additionally, a customized mobile app will be rolled out to connect students via their smart phones and tablets to all available CCD resources. This new functionality will further enhance our ability to collect, analyze and report on data such as student outcomes, attendance at CCD events and student interactions with employers. The new system capabilities will enable the CCD to collect first destination data through surveys as well as an integrated “report your hire” function that can be customized to intake the exact information we require for reporting purposes.

The following initiatives were reported last year as being in the planning and implementation stages. At this time, they are well underway and are currently being assessed for effectiveness.

- *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.*

UPDATE: CCD On Demand was fully launched in fall 2015 making available 6 core CCD Presentations in virtual format. This content was also integrated into our Certificate of Professional Development program. Students pursuing the certificate can now view online presentations, take an assessment and receive credit toward their certificate without having to attend an in-person presentation. In 2015, the CCD offered virtual and in-person feedback for students recording practice interviews via InterviewStream. This virtual practice interviewing technology supports student preparation for both in-person and virtual interviews. HuskyCareerPrep (HCP), a full service career development resource from assessment to job search is available to students online and can be used independently and/or to enhance student counseling sessions. HCP also offers students access to Going Global and Vault, two valuable resources connecting students to career opportunities and company information.

- *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.*

UPDATE: After limited usage of an electronic “swiping” system in the spring 2015, electronic “swiping” has been fully rolled out enhancing our ability to capture and track individual student involvement in career development-related activities. Students can now swipe when checking into the front desk for appointments, career fair entrance, and

workshop/presentation attendance. Swiping into CCD events has alleviated many hours of data entry and allowed more on-time and accurate capturing of statistics and data. The ability for students to check-in electronically at career fairs has also allowed the CCD to provide printed name tags for students and employers. This replaced handwritten name tags that were often hard to read and contained limited information.

- *A newly created function to support graduate level students was initiated and staffed with one career consultant. Early feedback has been extremely positive as programs geared specifically to this population have been delivered.*

UPDATE: The work the CCD is doing with graduate and postdoc students was formally recognized for innovation at last year's annual NACE conference. In working closely with academic department liaisons, staff, and student groups, the CCD customized career preparation programming based on the needs of the participants. Additional programming included a 1-day summer academic job search boot camp, delivery of spring and fall job search series, and tailored programming to international and postdoc populations to address unique needs. The graduate school page on the CCD website was enhanced to include essential workplace competencies as indicated by NACE and graduate student success stories.

- *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.*

UPDATE: Customer service remains a priority in the CCD. The department has continued to support L.E.A.D with on-going discussions during staff and student meetings. In addition, stories regarding exemplary customer service are shared among staff that exemplify this model. A physical design has been developed, printed, framed and displayed in staff offices and various locations around the department as a reminder to staff and student workers about the CCD customer service model as a department priority.

Based on the success of the realignment of resources and the implementation of the seven areas of best practice, the CCD has been recognized as a national example of career center excellence through their selection as a highlighted presenter at the NACE 2016 National Convention. The CCD is looking forward to integrating with our new technology partner, as this innovative management software will play a large role in continuing to establish the CCD as a nationally recognized leader in collegiate career development. Its top-of-the-line reporting capabilities, along with its easy interface for all users, will help the CCD maximize its relationships with all continuants. The CCD will continue to adjust methodologies and content offerings as the needs of our students evolve.

Report to the University Senate on

Regional Campuses

Sally Reis

Vice Provost for Academic Affairs

Thank you for the opportunity to present some highlights of the programs offered at our Regional Campuses. In this report, we summarize pertinent data and information about our regional campuses. An overview of new initiatives will also be presented during a PPT presentation at the Senate meeting and the new Stamford campus director, Terrence Cheng, will also be introduced to the senate.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change Fall 2014 to Fall 2015
¹ First-time Freshmen - Regional Campuses						
Avery Point	251	256	212	274	259	-5.5%
Hartford	443	443	377	466	445	-4.5%
Stamford	255	264	231	337	383	13.6%
Torrington	62	62	66	54	53	-1.9%
Waterbury	284	276	218	275	223	-18.9%
² Undergraduates Total - Regional Campuses						
Avery Point	784	765	682	709	717	1.1%
Hartford	1,430	1,461	1,409	1,355	1,347	-0.6%
Stamford	1,275	1,377	1,363	1,485	1,564	5.3%
Torrington	244	249	211	177	153	-13.6%
Waterbury	924	921	898	852	800	-6.1%

Source: Fall 2015 Tenth Day University Census, Frozen 9-14-15. UConn Health M.D. and D.M.D. final as of 9-25-15.

OIRE/9-15-15

The hyperlinked workbook has the regional campus enrollment by major for Fall 2010 to Fall 2015.

[Workbook Regional Campus Enrollments by Campus](#)

UConn Avery Point

CAMPUS OVERVIEW

MISSION STATEMENT

The Avery Point campus places special emphasis on marine and maritime oriented undergraduate and graduate curricula and programs responsive to the needs of our significant corporate and industrial constituencies and Southeastern Connecticut's unique regional economic and cultural characteristics.

DEGREE OFFERINGS

Undergraduate:

The campus provides students the opportunity to begin most of UConn's more than 100 majors and offers four undergraduate majors:

- English
- Marine Sciences
- Maritime Studies
- General Studies

Graduate and Certificate:

- Oceanography (both MS & PhD)
- Engineering – Masters in Engineering (MENG)
- Nursing – Certificate Entry into Nursing (CEIN)
- Teacher Certification Program for College Graduates (TCPCG)

RESEARCH CENTERS

Connecticut Institute for Resilience and Climate Adaptation
Connecticut Sea Grant
Marine Sciences Technology Center
Northeast Underwater Research Technology & Education Center
Technology Incubation Program

HIGHLIGHTS AND PUBLIC ENGAGEMENT

Staffing

- New Interim Campus Director: Dr. Joseph Madaus.
- Successful search and hire for new Program Assistant for Academic Services.

Enrollment

- Student Support Services: Largest summer program on record with 29 students.

- 259 first time freshmen enrolled, from 81 different cities/towns in Connecticut.
- 33 transfer students.
- Enrollment (based on 10th day data):
 - 681 undergraduates
 - 39 non-degree
 - 45 graduate students
 - **765 students total**
- Spring 2015 Open House (April) featured 100 students in attendance, 92 were high school seniors; 66% paid a deposit.
- The spring panel featured 20 students in attendance, 19 were high school seniors; 55% paid a deposit.
- Fall 2015 Open House (November) had 49 prospective students who signed in with a total of 127 guests on campus.
- Annual Scholarship Awards Dinner held on September 9, 2015 to acknowledge over \$64,000 in scholarships to two Valedictorians, one Salutatorian, one UConn Award, and 26 continuing students. The Dinner resulted in increased donor support for Avery Point scholarships.

First Semester Academic Progress

- 133 students named to the Dean's List:
 - 40 students in ACES (Qualifying semester GPA 3.500)
 - 5 students in Agriculture and Natural Resources (3.694)
 - 4 students in Business (3.794)
 - 6 students in Engineering (3.711)
 - 2 students in General Studies (3.675)
 - 64 students in Liberal Arts and Sciences (3.680)
 - 12 students in Nursing (3.900)

14 freshmen with GPA of 4.0

- 147 freshmen with GPA > 3.0
- 31 freshmen on academic probation (2 in one of the 4-year campus based majors; 4 in SSS; 7 pre-engineering)
- 65 students on academic probation (10.5%)

Public Engagement/Outreach

- *American Experience Lecture Series*: an eight-hour symposium co-sponsored by the American Studies program and the Denison Pequotsepos Nature Center attended by 75 people.
- *Coastal Perspective Lecture Series* (spring): a multiple date event that involves UConn Maritime Studies, Marine Sciences and Connecticut Sea Grant, attended by approximately 600 people, including community members and Early College Experience students and faculty.
- *Water, Water Everywhere*: Film festival, presentations, and panel discussions, co-sponsored by the Alexey von Schlippe Gallery of Art and the Avery Point Global Café, 95 attendees.
- *Avery Point Global Café*: Film screenings and panel discussions, 112 attendees.
- *Preserving Plum Island for Future Generations*, April, 2015. Over 40 attendees, mostly community members.
- *Read Across America* on March 2nd, with more than 300 elementary school students. UConn Avery Point ambassadors also trained ambassadors in Stamford this past fall for their first “Read Across America” event this year in Stamford.
- Campus participation in the *2015 Connecticut Maritime Festival* in New London, CT. Events included demonstrations by faculty and staff on the *R/V Connecticut*, demonstrations by the UConn Avery Point Sailing Club, and an informational table on the campus and university.
- *UConn makes a Difference*: A student led group of volunteers in the community to meet local needs logged 288 hours in 2015. Service areas included local soup kitchens, nursing homes, a horse rescue facility, and homeless shelters.
- *Three-day alternative break* with the Storrs campus featuring an environmental focus. This year’s group of 24 students were educated on environmental issues and participated in an open space clean-up of invasive species at a local farm and a beach clean-up on Pine Island.
- UConn Avery Point students participated in the first state wide “*National Make a Difference Day*” with 18 other public institutions. Avery Point students combined their efforts with Three Rivers Community College to spend the day working with Habitat for Humanity in Waterford, CT.
- The annual Connecticut/Rhode Island regional competition of the National Ocean Science Bowl, the *Quahog Bowl*, was held on February 7, 2015. Sponsored by CT Sea Grant, Project Oceanography and the campus, participants included 100 coaches and team members from 16 high schools in Connecticut and Rhode Island, and 70 volunteers.
- *Southern New England Chapter of the American Fisheries Society, Winter Research Conference*, with 108 attendees.

Work/Research Highlights

- Elizabeth Rumery, Avery Point librarian, was a winner of the 2015 I Love My Librarian Award from the American Library Association.
- Hans Dam was named a 2015 Fellow by the American Association for the Advancement of Science.
- Jamie Kleinman, assistant professor in residence at Avery Point, was named to the Prezi Educators Society. She was one of 74 out of more than 1500 applicants around the world for using Prezi exclusively for her lectures since 2012.
- Diana Payne, assistant professor and education coordinator with CT Sea Grant, was selected for a Fulbright Specialists project in Denmark at the Technical University of Denmark's National Institute of Aquatic Resources in Fall 2015.

SUMMARY OF PROGRESS ON UNIVERSITY INITIATIVES

- Adaptation of the University Common Schedule for the Spring 2016 semester. 27 courses will be offered on the MWF schedule between 8-5 pm.
- Steady enrollments and plans for expansion in three programs: Neag School of Education TCPCG, School of Nursing CEIN, and School of Engineering MENG programs.
- Continued renovation/upgrade of two classrooms and two labs in Academic Building to accommodate growing UG student enrollment and distance learning opportunities.
- Proposal for renovation of a classroom in the Community and Professional Building and the upgrade of another.
- Demolition of the US Coast Guard R & D Building and upgrading of major site utilities. Planning for open green space upon final clearing of the demolition.
- Final work completed on the deteriorating Branford House patio and addressing other campus code cited deficiencies.

THE STUDENT EXPERIENCE

A quality student life experience is enriched with opportunities for student leadership, internships, and quality faculty/student engagement. The campus offers a comprehensive meal plan, a game room, lounge, full career internship services, Veteran's services and a Veteran's Center, an active ASG, 12 student clubs, numerous cultural activities, Intercollegiate Sports (women's and men's basketball, men's baseball), a gymnasium including a pool, and a 12-seat shuttle van to transport students to and from the off-campus housing complexes.

CAMPUS INITIATIVES

1. Maintain freshman enrollment target at 260.
2. Maintain transfer enrollment target at 30.
3. Planning for increased enrollment in SSS program to 32 students.
4. Planning for adaptation of the Common Schedule for Fall, 2016.
5. Continued updating of campus classrooms and lab spaces.

6. Continued development of admissions pipelines with local school districts and Project LEARN.
7. Increased collaboration with Project Oceanology, including obtaining a seat on governing body, faculty involvement with educational programs and grant outreach activities, and increased visibility of UConn admissions information to thousands of high school students participating in Project O activities annually.
8. Closing of the Alexey von Schlippe Gallery of Art and transition to a new student focused arts program in conjunction with the School of Fine Arts that will focus on collaborations between the School of Fine Arts, Avery Point and area high school students.
9. Expanded collaborations with local business to create internship and scholarship opportunities.
10. Revisiting and refining a campus master plan for the physical plant and academic programs.

UConn Hartford

UNDERGRADUATE EDUCATION

CAMPUS REPRESENTATION:

Representative for Regional Campuses on:

- Advising Task Force
- Bystander Intervention Committee
- Classroom Committee
- Community Resource Team
- Retention and Graduation Task Force

Other Committee Work:

- Committee on Access and Accommodation
- Common Schedule Working Group
- Hartford Consortium for Higher Education; Treasurer
- Howard Hughes Medical Institute Inclusive Excellence Grant:
Member of team charged with Increasing number of Campus Change Students in STEM fields
- Regional Campus Forum

CAMPUS INITIATIVES:

- **Honors Program** opportunities have been expanded through academic Honors section, establishment of a Faculty Board and events and Info Sessions for current and prospective Honors students
- **Leading Off Campus** community leadership program through collaboration with Leadership Greater Hartford benefited six students (Sp'15; Sp'16) with community engagement in the City of Hartford

- **Peer P.A.L.S.** mentoring program implemented by the Counseling & Wellness Center to support first year students and is especially geared to the first semester campus experience
- **Protect our Pack** program offered during New Student Orientation (First Year and Transfer students)
- **STEM Retention Specialist** is a new hire on Special Payroll dedicated to academic success of STEM majors
- **Success Series** sponsored by internal and external constituents was initiated to offer first and second year programming through events and workshops during the academic year
- **Week of Wow (WOW)** was offered to all campus undergrads for the first time in AY 15-2016

COMMUNITY ENGAGEMENT:

- **Alzheimer's Association**
 - "Teacher Torture" fundraiser organized by campus Pre-Health Club volunteers
- **American Red Cross Blood Drives** (Fall and Spring Semesters)
 - Organized by campus Pre-Health Club volunteers
- **CREC Reggio Magnet School of the Arts** (Avon)
 - Students and staff assisted elementary students in design of a GaGa Ball Pit
 - Student volunteers in the afterschool program (September to October)
- **Children's Museum of CT** (West Hartford)
 - Students and staff volunteers broke down and moved installations
 - Student intern placement
- **Coat and Winter Clothing Drive**
 - Organized by Urban and Community Studies program
- **CT Publics Make a Difference**
 - October week-long program offerings
- **Connectikids** (Hartford)
 - Students provide tutoring and mentoring for Hartford-area middle school aged students
- **Elizabeth Park Rose Garden** (West Hartford)
 - Student and staff volunteers assisted in securing the garden for the winter
- **Eversource Hartford Marathon** benefiting Foodshare...
 - Student volunteer handed out marathon literature on the race route
- **Hands on Hartford** | MANNA Program (Meals, Assistance, Neighbors, Nurturing, Advocacy)
 - Campus Food Drive sponsored by students in the World Club
- **MACC Charities** (Manchester)
 - Student and staff volunteers at Soup Kitchen on Martin Luther King Jr Day
- **Operation Gratitude**
 - Student and staff volunteers collected over 50 letters to send to active-duty service members
- **Paws to Relax**
 - Therapy dogs made available during final exams
- **Real Art Ways** (Hartford)

- Connection made providing a student volunteer opportunity

DOWNTOWN CAMPUS PLANNING:

- **Hartford Public Library** – Signed MOU
- **Budget for Downtown Hartford** approved by Trustees
- **Construction projects** are underway
- **38 Prospect Street** purchased - will house School of Social Work and School of Business programs
- **Hartford Times Building** – on schedule for Fall 2017, will have 142,000 square feet assignable

UConn Stamford

CAMPUS OVERVIEW

The UConn Stamford Campus strives to meet the academic (teaching, research, and service) and community (economic, social, and educational) needs of Fairfield County and Southwestern Connecticut, with an emphasis on business, liberal arts, digital media, and global education. New programs are designed to address urgent workforce development needs.

DEGREE OFFERINGS

The campus provides students the opportunity to begin almost all of UConn's more than 100 majors. Additionally, the Stamford Campus offers the following degrees: American Studies, Business Administration, Business Data Analytics, Digital Marketing Analytics, Digital Media Design, Economics, English, Financial Management, Human Development & Family Studies, History, Individualized & Interdisciplinary Studies Program, Political Science, Psychology, and General Studies, a minor in Women's Gender, & Sexuality Studies, and a certificate program in Nursing (CEIN/BS). A new Early Childhood concentration is growing quickly, as well.

Graduate degrees are offered in the following areas: Master's in Financial Risk Management (FRM), Masters in Business Administration (MBA), the 6th Year Administrator Prep Program (UCAPP – NEAG). The Experiential Learning Collaborative, formerly the "Stamford Learning Accelerator" (SLA) serves as a collaborative, multi-disciplinary learning space where programs from many UConn Schools can share space and resources to foster a very wide range of team projects for all students, both business and non-business.

HIGHLIGHTS

UConn Stamford offers world-class, outstanding full-time faculty that offers small class sizes in a variety of classroom settings. Adjunct faculty members are experts in their subject areas with a minimum of a Master's degree. Below are highlights of just a few of the UConn Stamford faculty:

- **Pamela Brown** (ENGL) - received an NEH fellowship and a Huntington Library fellowship and completed a short film for TDF Theatre Dictionary.
- **Michael Zacchea** (MBA/Entrepreneurship Bootcamp for Veterans with Disabilities (EBV) program) - featured in a story on CNBC "A Fix for Jobless Vets" and received over \$75.4k in grants and donations for the program
- **Patricia Baird** (NUSC – Stamford) – named the President of the CT Academy of Nutrition and Dietetics
- **Benny Widiono** (ECON) – published an article in the Oxford University Press Handbook on Peacekeeping Operations on the United Nations Transitional Authority in Cambodia
- **Michael Ego**, (HDFS) – collaborated with Tom Buckley, Associate Professor of Clinical Pharmacy, and Megan Berthold, Assistant Professor of Social Work to conduct the first Asian Pacific American (APA) community needs assessment in the state of Connecticut
- **Charles Yarish & Kim Jang** (BIOL) - received a major grant from the National Institute of Food and Agriculture, USDA (\$313,739) for two years
- **Monica Miller-Smith** (HDFS) - partnered with Stamford Public Education Foundation (SPEF), Stamford Public Schools, and the City of Stamford’s Recreation Division on a service-learning project for the 2014-2015 school year
- **Oskar Harmon and William Alpert** (ECON) - co-authored the article “Class Absence, Instructor Lecture Notes, Intellectual Styles, and Learning Outcomes”
- **Serkan Görkemli** (ENGL) - won the 2015 CCCC Lavender Rhetorics Award for Excellence in Queer Scholarship's Book Award for his book, *Grassroots Literacies: Lesbian and Gay Activism and the Internet in Turkey*
- **Ben Newman** (POLS) - launched a new research organization - Political Identities Research Group - or PIRG with co-founder, Yamil R. Velez, Department of Government at Wesleyan

UConn Stamford provides undergraduates with unique opportunities to engage in hands-on research outside the classroom. Here are examples:

- **Danilo Machado** - co-authored an excellent report on funding for LGBTQ immigration issues
- **Brenda Morataya** - received Red Cross’ Water Safety Hero Award, January, 2015
- Three UConn Stamford students received funding from the UConn IDEA Grant January, 2015
 - **Maneetpaul Chawla, Dec ’15** (Business Administration, BUSN; Digital Media & Design, SFA)
 - **Melissa Calderon ’16** (Digital Media & Design, SFA)
 - **Kristina Krusiy ’16** (Psychology, CLAS; Digital Media & Design, SFA)
- **Charles Schwartz**, a BGS student studying History, winner of The Frances and Irving Seliger Memorial Award for outstanding achievement in the study of the Holocaust

ACTIVITIES

Below is a very brief overview of recent and upcoming Stamford Campus Activities:

- **2015 Human Rights Conference** -held in Spring 2015
- **Annual Town Hall Meeting**- unofficial school year opening; campus recognition awards are presented to recognize faculty and staff contributions; the “Town and Gown Award” is given to a local community or business leader in recognition of their contributions to the campus
- **SLA/Experiential Learning Collaborative events**- UCONN Stamford 3rd Annual Conference to “Celebrate Women Entrepreneurs” in CT featuring keynoter speaker- Joanna Coles, Editor-in-Chief, Cosmopolitan; approximately 400 in attendance
- **Center for Judaic and Middle Eastern Studies events**-Annual Louis J. Kuriansky Conference-keynote speakers, Dr. James Bernauer (Kraft Family Professor of Philosophy and Director of the Center for Christian-Jewish Learning, Boston College) and Dr. Susannah Heschel (Eli Black Professor of Jewish Studies, Dartmouth College)
- **11th Annual Black History Month Celebration**- 2015 keynote speaker was CT Supreme Court Justice Richard Robinson; additional speakers were Congressman Jim Himes, Mayor David Martin, and Jack Bryant, President of the Stamford NAACP
- **“Read Across America”**- annual children’s reading event; 2015 featured President Susan Herbst; past readers included Senators Richard Blumenthal and Joe Lieberman
- **Upward Bound** - prepares underserved and/or first-generation college-bound students for college
- **STEM for Middle School Girls**- GE/UCONN Engineering Partnership, 2015
- **Career Fairs**-served over 200 students with 40 employers present at spring, 2015 Career Fair
- **Faculty Colloquium Series**- forum for the Stamford Campus faculty to share their research and scholarly projects-Fall 2015 included a talk on “Inventing Modern Sexuality: How an 1896 Book Addresses 21st Century Gay (and Religious) Issues”
- **UConn Stamford Art Gallery Exhibits**
- **2nd Annual Italian American Heritage Day**- another major campus event with keynote speaker Senator Carlo Leone, Fall 2015

OUTREACH/ENGAGEMENT

Relationships with the community are mutually beneficial to our faculty, staff, and student. The campus has been involved directly in public engagement activities with unwavering commitment and dedication. Faculty and staff are involved as members of boards and committees of a range of non-profit organizations, health and human service agencies, corporations, K-12 schools, and many other community organizations. Students benefit from numerous job and internship opportunities.

Over \$175,000 in scholarship funds-received by outstanding students during the 2015 Annual Awards Ceremony and incoming students

Outstanding honors program-vibrant and continues to grow

Career Services provides Career Fairs, spring and fall, annually to recruit students and alumni. Over 100 employer representatives and over 2,000 employers list jobs and internships with the Career Center. A few of the many internships available to students are

CT Judicial Branch, General Electric, NBC sports, Stamford Public Education Foundation, INDEED, and Kids in Crisis

Center for Judaic and Middle Eastern Studies- renowned for its impressive speakers and innovative themes, enriches community's knowledge of Israel, the Middle East, Jewish heritage and other religions; financially supported by individuals, foundations, corporate gifts, and matching grants.

Mill River Collaborative-partnership opportunities being explored

SLA/Experiential Learning Collaborative-worked with MasterCard Worldwide on securing \$150,000 in funding for a new Women's Entrepreneurship Program for Inclusive Growth at the UConn Stamford

UConn Stamford continues to seek ways to meet community and corporate needs. Input from the community, government, and business is eagerly sought.

THE STUDENT EXPERIENCE

A quality student life experience is enriched with opportunities for student leadership, internships, and quality faculty/student engagement. The campus offers full career internship services, veteran's services with an Oasis Center, active SGA, a sorority (Delta Phi Epsilon), numerous cultural activities, a fitness center, an art gallery, cafeteria, 24-seat shuttle bus, and student activity space (game room and lounges). It sits in the midst of numerous Fortune 500 companies, CBO's, arts and entertainment, and cultural activities. Close proximity to NYC adds to the vibrancy and excitement of an attractive and growing urban city.

CAMPUS INITIATIVES

1. The Campus welcomed 46 students from at least 5 different countries. Most are from China, but also the Bahamas, India, and S. Korea.
2. Plans are afoot to offer a UConn residential opportunity in Stamford by fall, 2018
3. Plans are in place to increase student scholarships and other development opportunities for the campus, students, and faculty.
4. Plans are in place to address the needs of a growing enrollment.

UConn Torrington

CAMPUS OVERVIEW

UConn Torrington, the only baccalaureate granting institution in Litchfield County, offers academic opportunities and outreach activities to the regional community. Our faculty's work emphasizes quality of life, human rights, and a broadening of our students' understanding of different cultures and societies. The campus provides students the opportunity to begin almost all of UConn's more than 100 majors.

HIGHLIGHTS

Our students are high achievers, with seven students qualifying for membership in Alpha Lambda Delta, the national honor society for students who have earned a GPA of at least 3.5 in their first semester. Additionally, seven Torrington students were named New England Scholars for 2014/2015.

a. Students of Concern Team

The Torrington Campus Students of Concern Team began in fall 2014. The team consists of three faculty members, and is chaired by Christine Mosman, Director of Student Services for the Torrington Campus. The team meets every two weeks, or as needed, to discuss at risk students. Issues the group was presented with, among others, included chronic absenteeism, poor academic performance, and emerging mental health issues.

b. Associated Student Government (ASG)

Associated Student Government (ASG) plans and sponsors most social activities for students on the Torrington Campus. In 2014-2015 and 2015/2016, ASG sponsored sporting events, campus socials and game tournaments, including a bus trip to New York, Thanksgiving Dinner for faculty, staff and students, and the DeNegre Memorial Softball Tournament and picnic. ASG also sponsored various community service events, including several food and clothing drives throughout the school year.

c. Collegiate Health Services Corp (CHSC)

In fall 2015, Torrington campus students began a chapter of CHSC. The Collegiate Health Service Corps is a training program and service-learning experience for undergraduate students. The program is designed for students interested in health care fields to provide information about various health careers. The program is also beneficial for students in human development and psychology majors, as well as students who are still undecided. A requirement of CHSC is to complete a minimum of 25 service-learning hours per semester in a job site of the groups choosing. This semester Torrington students have shown interest in dividing their time between after school programs for elementary aged children and programs for people living with mental illness. Job sites will include Vogel Wetmore Elementary school in Torrington, Ann Antolini School in New Hartford, Harwinton Consolidated School in Harwinton, and Primetime House in Torrington. CHSC and UConn Torrington together are excited to provide field experience and networking opportunities to students as well as community outreach for the campus.

d. Other

Writing Center: Student tutors ran lunchtime seminars to discuss how to develop, test, and write a good thesis statement, and also hosted a poetry contest.

ACTIVITIES

Faculty represented the campus in the following ways:

- University Senate – Professor Tilton (Torrington faculty member AY14/15)
- Regional Campus Student Welfare Task Force, Chair – Professor Tilton
- Chair, English Department Full Professors Committee – Professor Tilton
- Robert Wooster Stallman Essay Prize Committee – Professor Tilton
- Creative Writing Committee – English Lecturer, Davyne Verstandig
- Aetna Non Fiction Committee - English Lecturer, Davyne Verstandig
- Washington, CT Poet Laureate – English Lecturer, Davyne Verstandig
- Senate Faculty Standards Committee, University Senate – Associate Professor Pamela Bramble (Torrington faculty member AY14/15)

Torrington English faculty's work was published and performed at a national level.

- Professor Tilton's play, *The Sequence*, won a prize at the Connecticut Writers and Artists Festival in fall 2014.

- Associate Professor Pamela Bramble's work was exhibited in Connecticut and Massachusetts.

Other student- focused events included engagement in the Study Abroad program, community food and coat drives, Career Conversations with local business leaders, and voting awareness-raising information sessions.

UConn Torrington also engaged with many state and corporate organizations throughout the year by hosting events on campus.

OUTREACH/ENGAGEMENT

The campus continues to build on its relationships with the NWCT Chamber of Commerce and other regional organizations:

UConn Torrington remained closely involved with several key economic development committees, and arts and culture initiatives, including:

- Northwest Connecticut Chamber of Commerce
- Arts and Culture Commission of Torrington
- Northwest Connecticut Economic Development Corporation
- Torrington Development Corporation
- Northwest Connecticut Arts Council
- Main Street Torrington (affiliated with Connecticut Main Street Center).
- Many programs that UConn Torrington offers have strong community ties in the form of student internships and service learning opportunities. These programs combine resources from the University and community and contribute to not only the students' academic experience but to the community's growth and wellbeing.
- The Litchfield County Extension Center houses faculty and staff in the Department of Extension. Faculty and staff of the center conduct outreach education with individuals and groups throughout Connecticut in the areas of 4H and Youth Development, Sustainable Greenhouse Program, Expanded Food and Nutrition Education Program (EFNEP) and Dairy & Livestock Production. The Extension Center has significant ties with the community, and hosts over 100 external events every year.

UConn Waterbury

CAMPUS OVERVIEW

The mission of the Waterbury campus is to promote the personal growth of students of all ages and economic circumstances through intellectual achievement, enhanced leadership skills, and workforce development. The campus provides access to lifelong learning and community engagement through its academic programs and provides entry to the more than one hundred undergraduate programs available at the University of Connecticut. The campus also offers the following degrees: Business Administration, Business Data Analytics, English, General Studies, Human Development and Family Studies, Psychology, and Urban and Community Studies. Graduate degrees offered are Master of Arts in Education, Teacher Certification Program for College Graduates (TCPCG); Master of Business Administration (MBA); Masters in Engineering (MENG); and Certificate Entry into Nursing (CEIN/BS).

HIGHLIGHTS

- The Ribbon Cutting Ceremony for the Waterbury campus's new Rectory Building took place on January 5, 2016. The event was held by the City of Waterbury Mayor's Office and was attended by over 150 people, including President Susan Herbst, Chairman of the Board of Trustees Larry McHugh, Senator Joan Hartley, and other distinguished guests. The Rectory Building is a collaborative project with the State of Connecticut, the city of Waterbury, the Waterbury Development Corporation, and UConn. The Waterbury campus opened the new Rectory Building for spring 2016 classes on January 19, 2016. The building is located across the street from the current campus and will be used as an educational facility by Waterbury UConn. An upscale coffee house on the first floor will be operated by UConn Dining Services and is expected to open in the fall of 2016.
- As of the fall 2014, after almost 10 years, the Waterbury campus can once again accept students into the School of Engineering. The campus is expanding Engineering offerings into the sophomore year and in fall 2016 will begin the second year course offerings.
- As of fall 2015, Torrington campus Associate Professor of Art and Art History, Pam Bramble, is now located at the Waterbury campus, which allows the campus to admit students into the Studio Art program in Waterbury. Starting with admission to UConn in fall 2016, students can apply directly to the Waterbury campus for the Studio Art

program on the common application. The campus will offer the first two years of the program.

- UCONN Waterbury's Committee on Academic Integrity rolled out "Waterbury Writes" this semester -a series of writing-related events intended to encourage students, faculty, and staff to write more frequently and participate in writing-related events throughout the year. Intended to echo "CONN Reads," Waterbury Writes is about making everyone—and especially students—more comfortable with writing. The kick-off event for Waterbury Writes was in October 2015, and its theme was Six-Word Memoirs. Students, faculty and staff wrote their six-word memoirs, which were live-tweeted from the event.
- The Waterbury campus now offers the Honors Program. This spring 2016 semester, students have a number of honors course options including courses in American Studies, Biology, and Psychology.
- The Waterbury campus was the proud recipient of a \$1 million gift through the generosity of Dr. David and Joan Reed. The gift will support the Reed Fellowship designed to bring top faculty to the Waterbury campus. This fellowship will make it possible to recruit some of the most outstanding professors from throughout UConn to teach for a semester in Waterbury. With excellence in teaching as a key criterion in the selection, the first named Reed Fellow was Dr. Mitchell Green, Philosophy. Professor Green offered an introductory, hybrid Philosophy course in fall 2015. In addition, Professor Green offered a faculty workshop focusing on the "flipped" classroom.
- Thanks to the generous donation of Dr. Catherine Shannon, the campus now houses a significant collection of books in Irish women's fiction.

Student Achievements

- 19 students pursued Education Abroad opportunities for fall 2014 through spring 2016.
- Kimberly Valerio, Psychology major, received an Office of Undergraduate Research Summer Research Fund (SURF) Award, summer 2014; Office of Undergraduate Research Supply Award and Office of Undergraduate Research Travel Award, spring 2015
- Yayla Lopez, Psychology, received a PSYC Department Undergraduate Research Grant, spring 2015; Office of Undergraduate Research Supply Award, fall 2015.
- Sonia Limaye, Social Sciences, Humanities, and Arts Research Experience (SHARE) Award, spring 2016.
- For AY 14/15, the campus had 5 Babbidge Scholars (4.0 gpa) & 35 New England Scholars (3.7 gpa).

Faculty Achievements

The following is a list of some of the many accomplishments by Waterbury campus faculty:

- Grants (PI and Co-Investigators): \$40,000 National Institute on Minority Health and Health Disparities (NIMHD) National Institute for Health (NIH) Health Disparities Loan Repayment Program (LRP); \$30,000 Center for Health Intervention and Prevention (CHIP); NIH/National Institute of Child Health and Human Development; NIH/National Institute of Deafness and other Communication Disorders; Scholarship Facilitation Fund.

- Awards: AAUP 2015 Career Teaching Award; Early Career Outstanding Paper Award, American Psychological Association, Division 7; Kucharski Young Investigator Award, International Society for Developmental Psychology.
- Professor Glen MacLeod received the 2015 John N. Serio Prize for his essay in *The Wallace Stevens Journal*
- *The Road to Damascus*, a play written by English Professor, Tom Dulack, produced Off Broadway in January 2015 and published by Dramatists Play Service, fall 2015.
- Two-person Art Exhibit by Associate Professor Pam Bramble – UConn Health Center, opens in 2017
- Judge: Connecticut Watercolor Society
- Publications: Journal of Youth and Adolescence; Journal of Immigrant and Minority Health; Journal of Racial and Ethnic Health Disparities; Cultural Diversity and Ethnic Minority Psychology; Animal Behaviour; Ethology; Physiological Entomology; Journal of Human Sciences and Extension; Journal of Research in Childhood Education; Psychophysiology; Developments: Newsletter of the Society for Research in Child Development; Infancy; Developmental Psychology: APA Division 7 newsletter; Developmental Psychobiology; Parenting: Science and Practice; American Midland Naturalist; Agir pour l'Église: Ministères et charges ecclésiastiques dans les églises réformées (XVIe-XIXe). Paris: Les Indes savants; The Social History of the American Family
- Invited Talks and Presentations (Paper and Poster): Alaska Entomological Society; International Society for Behavioral Ecology; Psychology Lunch Talk Series, Seton Hall University, New Jersey; Developmental Psychology Seminar, UMass Amherst, Massachusetts; Society for Research on Child Development, Philadelphia; Eastern Psychological Association, Philadelphia; Association for Recovery in Higher Education; National Council of Family Relations, Baltimore; proposal selected to be a feature presentation at National Association for the Education of Young Children, Dallas; Zero to Three, Florida; Keynote Address: CT Alliance for Infant Mental Health, Connecticut; American Conference for Irish Studies, New England Region, Wheaton College, Massachusetts; International American Conference for Irish Studies, Fort Lauderdale, Florida; American Association of Geographers, International Historical Geography Conference; International Society for Developmental Psychobiology, Washington D.C. and San Sebastian, Spain; Jean Piaget Society, Toronto, Canada; International Society on Infant Studies, Berlin, Germany; World Alliance for Infant Mental Health, Edinburgh, UK; International American Conference for Irish Studies, Notre Dame University; Northeast Modern Language Association Conference, Hartford; American Conference for Irish Studies, New England Region, University of New Haven; Center for International Research in the Humanities and Social Sciences, NYU; *Wallace Stevens in France*, international conference, Paris.
- Peer Review of Articles and book-length manuscripts.
- Professional Society Committee members, University Senate and Senate Committee members, Advisory Board members, Student organization advisors, Supervisors for Field Studies, Service Learning, Independent Studies, Internships

OVERVIEW OF ACTIVITIES AND COMMUNITY OUTREACH AND ENGAGEMENT

- Waterbury Campus Director, William Pizzuto, PhD, leads the campus in the community. He serves on the Greater Waterbury Chamber of Commerce Executive Board as Vice Chairman and on the Public Policy Committee promoting and supporting the UConn campus and its students. He also serves as a Director on the Northwest Regional Workforce Investment Board (NRWIB), working with the finance committee, incumbent worker training, displaced workers, and the construction careers initiatives. Additionally, Dr. Pizzuto is a Waterbury Police Commissioner and serves as a Trustee on the Waterbury Hospital Board.
- The Waterbury Campus sponsored a Community Organization Fair in October 2015 with over 20 organizations and over 120 attendees
- During fall 2015, the Osher Lifelong Learning Program offered 55 courses and many special events as part of the campus's outreach to older adults and the general public.
- The following co-curricular, academic events occurred in Fall 2015 through UConn departmental collaborations:
 - Tour of Waterbury's Historic Riverside Cemetery
 - The Aracelis Girmay Poetry Reading (CT Poetry Circuit)
 - The Wall and Settlements in Israel-Palestine: Lecture and Music— Speakers: Gideon Levy, Suhail Khalilieh, and Aleen Murad Masoud
 - Ruins Reborn: Revitalizing Postindustrial Cities, Speaker: Hugh Bailey, CT Post reporter
 - Irish Masculinity, Fatherhood, and Cinematic Representations of 'The Troubles' in Northern Ireland, Speaker: Nicole McClure, Assistant Professor of English at University of Pennsylvania, Kutztown
 - The Harlem Renaissance Revisited--Speaker: Dr. Jeffrey O.G. Ogbar, UConn Professor of History/Founding Director of the Center for the Study of Popular Music