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2014 February 3

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MINUTES OF THE UNIVERSITY SENATE

February 3, 2014

1. The regular meeting of the University Senate of February 3, 2014 was called to order by Moderator English at 4:03PM.

2. Approval of the Minutes

Moderator English presented the minutes of the December 9, 2013 meeting for review.

The minutes were approved as written.

3. Report of the Provost

The Provost introduced three new deans: Kazem Kazerounian, Dean of Engineering; Richard Schwab, Dean of NEAG; and James Halpert, Dean of Pharmacy. The Provost thanks Thomas DeFranco for five years of dedicated service as Dean of the NEAG School of Education and John Morris for serving with distinction this past year. The University had interviewed accomplished outside candidates for the position of Dean of the NEAG School of Education. However, none was the right fit, and Richard Schwab has agreed to return for another two-year term.

Update on the University Budget

(Attachment #28)

State support for UConn has been declining by 13% since FY08. This occurred through rescissions and has caused a structural deficit. Despite the reduced level of support, the University has continued to grow through good fiscal management. UConn's situation is not unique, and it will continue to grow by controlling costs. Both California and Michigan are undertaking measures on a larger scale than is UConn to respond to budget cuts.

Senator Manheim congratulated Provost Choi and his staff for their handling of the budget situation. He inquired whether enrollment will increase in FY15. Provost Choi responded in the affirmative and added that new faculty will be coming in at the same time. Start-up funds required by faculty hired this year have been communicated to the deans. The Provost will work with the deans to determine the cost of equipment start-ups and cost-sharing. This conversation involves the Office of the Provost, Vice President for Research, and the deans. Those departments with resources will contribute to start-up costs.

Senator Manheim asked for verification that the increase in state funding from FY12-13 reflects the negotiated pay increase. Provost Choi confirmed the assumption. UConn's state support will increase over the next two years to cover fringe benefits and salaries.

Senator Manheim sought further clarification about fringe benefits. It was his understanding that the negotiations on the fringe package should have locked in rates. Senator Gray responded that although

we forecasted a fairly robust increase in fringe, the amount was higher than expected. OPR attributed the higher rates to the movement of those on alternative retirement to the hybrid plan. Until the IRS gives its final ruling and the period expires during which time employees are allowed to switch to hybrid, rates could continue to rise for the University. The University has increased its budget in anticipation of this.

Senator Manheim asked a final question to find out whether additional factors, besides the migration of employees to the hybrid plan, could cause an increase in fringe. Senator Gray responded that he would get back to Senator Manheim with that information.

Senator Schultz applauded the Provost for his hard work in resolving the budget issues. A recent report prepared by the legislature's program review and investigations committee staff extolled the value of the university compared to its peers and aspirants. This assessment pertained to undergraduate students. However, Senator Shultz has heard rumors that graduate costs are not equally as low and actually could near the top 5%. Compounding the situation, it is more difficult for faculty to get GA funding and the cost of health benefits are going to double or quadruple for graduate students. The difference between tuition and graduate assistantships is approximately \$4,000. Senator Shultz respectfully requested that an analysis be conducted. Provost Choi responded that he will be meeting with the Graduate Student Senate. He recognizes the concerns on the minds of graduate students, and he understands that quality graduate students are critical for meeting the goals of institution. The University needs to give them a livable wage and benefits that will be sustainable. Health insurance costs for single graduate students are \$200 annually; that is about 5% of the total cost. The University covers the remaining 95%. The costs escalate for students with a spouse/partner, who pay \$1,400 per year, with the University covering \$8,000. For those with a spouse/partner and children, the annual cost to the University is \$10,000. The University is trying to find a sustainable model. It does not want to reduce the subsidy for current students, but may ask incoming students to look at other options. It is asking health care professionals to come up with options from private insurers. It may ask students under 26 years in age to utilize a parent's plan. It might offer a subsidy/incentive for students who take these options. Also, the University is currently discussing increasing graduate student stipends. Senator Charrette and his colleagues will meet with the Provost for a two-way conversation about these issues.

Senator Pratto followed up on Senator Schultz's comments. She has two international students who are faced with deciding to fix their car or buy groceries. They need money in their checking accounts. With respect to the increased GA budget from Next Gen (\$1M going to \$2.7M), Senator Pratto asked how much of the increase will be used to increase in stipends vs increasing the number of GA's. Provost Choi responded that the funds will not increase stipends for current students. We are currently evaluating whether to increase stipends across the University. Some students get funded through research grants; not all students are fully supported through University stipends. The general operating budget from Next Gen will flow into other units—potentially into GA funds. The Provost's office, with requests from the dean's office, will determine how to allocate funds.

Senator Courchaine asked whether information about proposed student fees for next year could be distributed prior to Wednesday's meeting on student fees. Senator Gray responded that he will post them on a website.

Senator Zirakzadeh asked whether the University will receive any Next Gen funds after FY18. Provost Choi responded that it will receive increases until FY2024 (it is a 10 year project.) However, Next Gen funding is a permanent increase to operating budget. If it ends this year, the University will receive \$19M permanently in our budget. Should it not receive the anticipated 10-year funding increases, some of its programs cannot continue to develop. Then, the University would reduce current plans and rely on other funds.

Senator Manheim asked whether the University is considering a cafeteria plan where graduate students could choose between different kinds of benefits. If so, could they take a cash option and put the money towards the affordable care plan? Provost Choi responded that the University is evaluating options and has asked insurance companies to provide information. The University is committed to not decreasing subsidies for students enrolled now.

4. Report of the Senate Executive Committee presented by Senator Zirakzadeh

(Attachment #29)

Senator Clark inquired about an upcoming proposal to standardized PTR requirements. Senator Zirakzadeh explained that the requirements will ensure departments are equally explicit about standards. Some units are currently vague about their standards. When the proposal is ready, there will be ample time for discussion and for proposed amendments to come forth.

Senator Manheim commented on recruitment of international students. His colleague in the physics department informed him that some colleges are sending people to India to recruit students.

5. Consent Agenda Items

a. Report of the Nominating Committee

(Attachment #30)

b. Report of the Curricula & Courses Committee

(Attachment #31)

The Senate voted to approve the Consent Agenda items as posted.

6. Report from the Scholastic Standards Committee presented by Senator Pratto

(Attachment #32)

For information of the Senate: Scholastic Standards was asked by the honors program to allow graduate courses (numbered 5,000 or above) taken by undergraduate honors students to count towards a graduate degree, provided all other requirement of the University are met. This is the current policy for the general undergraduate population.

7. Annual Report of Undergraduate Education and Instruction presented by Senator Reis

(Attachment #33)

Senator Reis thanked Katrina Higgins and Mansour Ndiaye for their cooperation, which resulted in an improvement in tracking seats in classes, which helped us optimize enrollment. She also thanked Senator Polifroni for her efforts in undergraduate education.

Senator Caira asked Senator Teitelbaum about undergrad advising. She queried what happens when advisors reach a capacity beyond their limits. The average number of students assigned to advisors is 319; however a biology advisor has 450 advisees. She stressed that we cannot effectively support students when the advisor/advisee ratio is so high. Senator Reis responded that Katrina Higgins has improved coordination with the Provost's office and CLAS to identify people who could advise. Katrina Higgins noted that in economics, advisors have up to 800 advisees. 450 in biology is low compared to some departments. In biology, very few faculty are advising small or large numbers of students; responsibilities for advising has been transferred to staff.

Senator Caira suggested that we seek a solution through Nex Gen funding. Senator Teitelbaum concurred. In his opinion, there are certain functions, such as writing recommendation letters for graduate school, that should be written by faculty, not staff advisors. Students ought to have relationships with faculty. The system was under stress before the recent increases in enrollment, and is increasingly under stress now. People are doing a superb job but have too much of a load. Right now, we have increased seats in general academic courses. What happens when those students take upper-level courses? How are we going to meet demand? All those issues are on his mind. Katrina Higgins added that as departments have received advising resources (professional advisors), faculty have handed over more advising responsibilities. The goal of adding professional advisors was not to have faculty hand over all responsibilities.

Senator Clark commented on student evaluation of teaching and the switch from paper-based assessment forms, last used in fall 2012. Figures provided by OIRE for fall 2013 suggest an overall student response rate of 38% for online evaluations vs 78% for previously used paper forms. He has discussed ways to increase the response rates with Senator Reis. In Senator Clark's opinion, relatively modest response rates may be acceptable in courses with large enrollments, but problems arise in departments, such as history, where a great majority of classes enroll 40 students or less. Even minimal statistical significance requires a response of 70% or higher. As a department head, he doesn't have statistically significant data. This problem needs to be taken into account when consideration is given to how the system can improve because student evaluations of teaching affect everything from merit to PTR. Faculty are not getting the feedback that they wish they had and that they feel they're earned. Senator Reis responded that the response rate for the last year the University used paper was 63%. The response rate was 54% for the first year of online SETs. Senator Reis respectfully requested another month to work on this issue. It usually takes a couple of years to figure out these new systems. A new director of OIRE has been asked to do a more thorough analysis. Very few major universities still use paper.

Senator Zirakzadeh congratulated Senator Reis and her staff on their curriculum innovations. The low application rate on the regional campuses surprises him because of new majors. Senator Reis responded that the University didn't add new majors, but has allowed students to transfer students seamlessly across campuses. As the SAT scores increase at Storrs and students are waitlisted, those students accepted at the regionals have other options (e.g. the state system or other schools where they

can get scholarships). Senator Locust confirmed Senator Reis's statements and added that the students the University is attracting want residential opportunities. The University has taken steps this year to encourage students who are waitlisted at Storrs to consider the regionals. Senator Silbart has created new marketing materials. Senator Locust stated that there is a great opportunity for the regionals. A lot of the marketing for Storrs has not yet been tried at the regionals. We need to market the regionals more aggressively and advertise each campus as unique.

Senator Manheim asked about the scanning problems with student evaluations. If we have problems with online evaluations, could low enrollment courses continue to use paper evaluations? Senator Reis responded that this is one idea under consideration.

Senator Manheim broached the issue of students with academic issues who are put on academic probation. He suggested that students should not be eligible for academic probation after earning 90 credits. He inquired as to why students get a W, which is punitive, after a certain date. Senator Reis responded that this could be looked into. Senator English stated the reason for the W designation is that this policy was the will of the faculty who felt that it was important for students to make a commitment to their choices. The policy was discussed by the Senate and made 12-14 years ago. The drop/add period was extended for 6 weeks at one point and later was withdrawn. Senator Manheim added that with the missed course (weather), students do not have the chance to make an informed decision. Senator Reis replied that students were enrolling in 6-7 courses and dropping ones they didn't want. Senator Manheim instructs students to forgo registering in his courses and then later add the courses that they want. This is the only way to resolve punitive action on part of institution. Senator Reis will bring this issue to the appropriate Senate committee for discussion.

8. There was a motion to adjourn.

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

The meeting adjourned at 5:33PM.

Respectfully submitted,
Jill Livingston
Health Sciences Librarian
Secretary of the University Senate

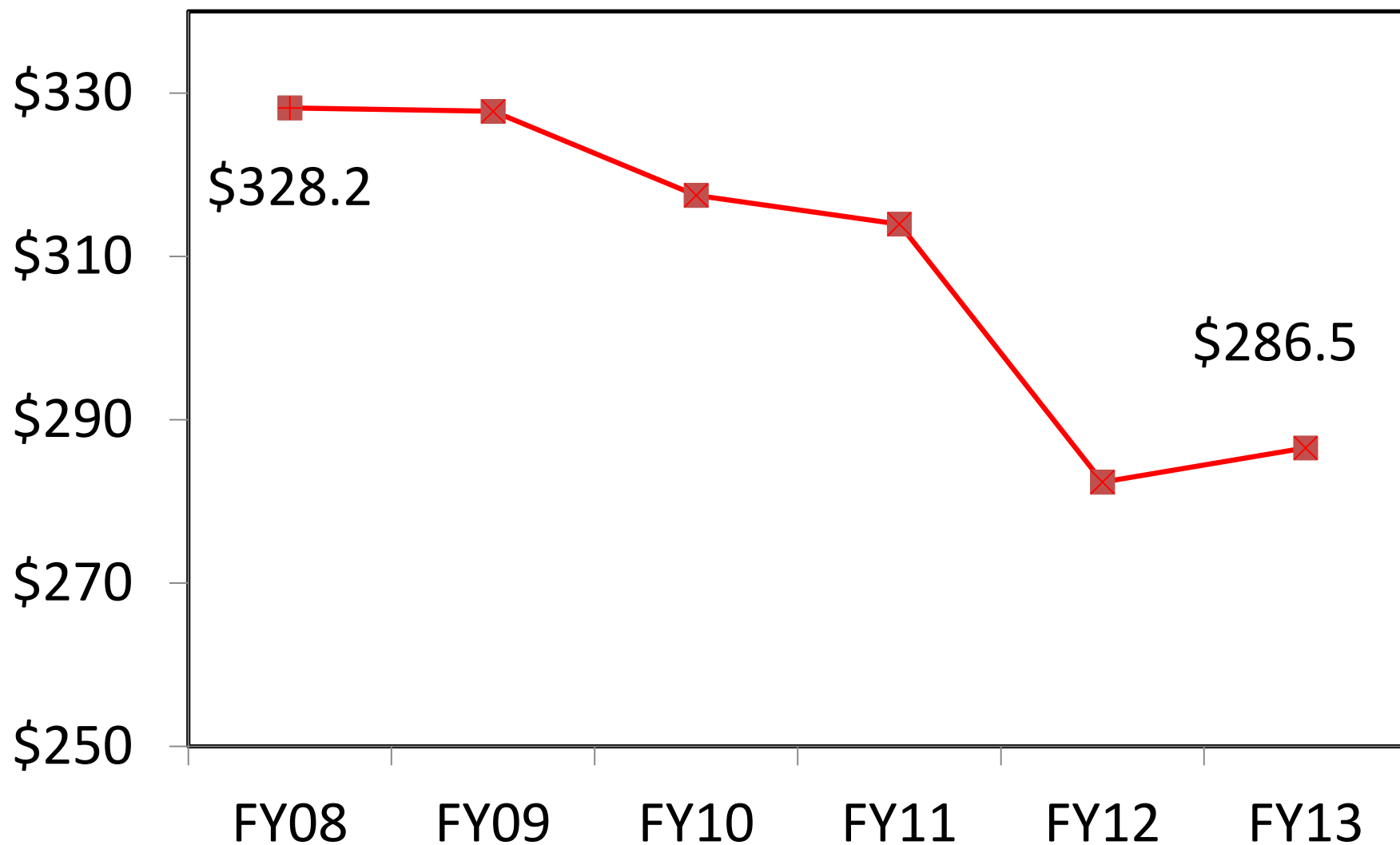
The following members and alternates were absent from the February 3, 2014 meeting:

Accorsi, Michael	Fernandez, Maria-Luz	Mercier, Daniel
Aindow, Mark	Gianutsos, Gerald	Mundrane, Michael
Armstrong, Lawrence	Gilbert, Michael	Nunnally, Shayla
Barreca, Regina	Goodheart, Lawrence	Raheim, Salome
Becker, Loftus	Googins, Kara	Rana, Parth
Bedore, Pamela	Gray, Richard	Recchio, Thomas
Bird, Robert	Harris, Sharon	Ricard, Robert
Boyer, Mark	Herbst, Susan	Rios, Diana
Bradford, Michael	Holz-Clause, Mary	Saha, Dipanjan
Bramble, Pamela	Hubbard, Andrea	Salamone, John
Britner, Preston	Hussein, Mohamed	Scruggs, Lyle
Bushmich, Sandra	Kendig, Tysen	Seemann, Jeffrey
Chinchilla, Rosa	Libal, Kathryn	Simsek, Zeki
Clokey, David	LoTurco, Joseph	Skoog, Annelie
Cobb, Casey	Luxkaranayagam, Brandon	Spiggle, Susan
Croteau, Maureen	Lynch, Rachael	Teschke, Carolyn
DeFranco, Thomas	MacKay, Allison	Van Heest, Jaci
Desai, Manisha	Makowsky, Veronica	Visscher, Pieter
DiGrazia, Lauren	Martin, Jeanne	Weiner, Daniel
Donahue, Amy	Martinez, Samuel	von Hammerstein, Katharina
Ego, Michael	McDonald, Deborah	Yanez, Robert
Faustman, L. Cameron	McManus, George	Yelin, Susanne

ATTACHMENT #28



State Support



Major Investments

	Fall 12	Fall 13	Fall 14	Comments
New Faculty	137	193	108	28% new
Total Faculty	1377	1485	1564	18% increase

- 438 new faculty since '11 at all ranks
- Senior faculty from Dartmouth, Brown, Princeton, Duke, York (UK), UVA, MSU, PSU, Indiana, Colorado, etc
- Record applications from exceptional students
- Great opportunities with manageable challenges
- \$1.7B Next Gen CT for capital projects, enrollment increase and strategic programs to support academic plan

Budget Projection

- **\$15M** rescission in FY13
- **\$14M** increase in FB in FY14
 - Represent the bulk of the deficit
 - These cuts affected plans for faculty hiring
- Slowing of the hiring plans, equipment to bonds and fringe benefit changes will reduce deficit by **\$21M**
- Next Gen CT does not contribute to structural deficit
 - NGC provides **\$19M** (FY15) & **\$39M** (FY16)
 - **\$11.5M** (FY15) & **\$17.8M** (FY16) NGC faculty/staff/GA hiring

Deficit Mitigation Plan

- All units requested to provide 3% plans for FY15:
 - **Current faculty searches**
 - **Current staff searches**
 - Retirements of faculty and staff
 - Recoding to fee-based programs
- After review of all plans for FY15:
 - 108 faculty searches will continue (**only 6 cancellations**)
 - 88 staff searches will continue (**only 6 cancellations**)
 - Units were informed of their contribution to deficit mitigation plan
- Careful examination of options for revenue and expenses going forward

Funds available through Next Gen CT

NGC (\$M)	FY 15	FY16	FY17	FY18
Faculty	\$6.9	\$11.6	\$17.9	\$23.6
Staff	\$3.0	\$3.6	\$4.3	\$5.5
Operating	\$5.6	\$17.4	\$23.6	\$31.3
GAs	\$1.0	\$1.5	\$2.2	\$2.7
NGC Scholarships	\$1.0	\$2.2	\$6.5	\$9.0
NGC Graduate Fellowships	\$0.5	\$1.0	\$1.5	\$2.0
Big Idea Grants	\$1.0	\$1.5	\$2.0	\$2.5
Total Available	\$19.0	\$38.8	\$58.0	\$76.6

Guiding Principles

- Invest in core mission of academic and research excellence as first priority!
- Provide resources to meet growth in enrollment
- Grow promising areas of research and scholarship
- Recruit and support outstanding faculty and students
- Implement careful analysis to achieve efficient allocation of resources
- Grow revenue through philanthropy, research and entrepreneurial programs with our investments

Extra Slides

New & Total Faculty

	Fall 12	Fall 13	Fall 14	Comments
New Faculty (All Ranks)	137	193	109	28% new since '11
Total Faculty (All Ranks)	1377	1485	1564	18% increase since '11

Student to Faculty Ratio

Fall 11	Fall 12	Fall 13	Fall 14
18.3	17.3	16.3	16.0 (EST)

Report of the Senate Executive Committee
to the University Senate
February 3, 2014

The Senate Executive Committee has held two sets of meetings since the December 9th meeting of the University Senate. One set of meetings occurred on January 24, 2014, and the other set occurred on January 31.

On January 24th the Senate Executive Committee first met alone to discuss themes and topics for this semester's meetings with administrators. Topics included

- the roll out and use of data from academic analytics in academic planning and policy making;
- the seeming tension (and perhaps even a disconnect) between, on the one hand, the ambitious goals tied to the upcoming academic plan and Next Gen expansion and, on the other hand, the reports of worsening day-to-day conditions by students, staff, and faculty members who are engaged in teaching, research, and outreach;
- signs of a corrosion of the quality of graduate-student life and, consequently, of the quality of graduate programs more generally.

The Senate Executive Committee then met for an hour and a half with the Chairs of the Standing Committees to plan today's Senate meeting and to coordinate the activities between the committees. Action items that are percolating within the standing committees and soon will appear on the floor of the Senate include

- (1) a proposal about standardization of PTR expectations across all departments, colleges, schools, and other academic units
- (2) a proposal about syllabus expectations for all courses
- (3) a proposal to reconceive the current GEOC computer-competency requirement

On January 31st the Senate Executive Committee met for an hour in closed session with Provost Choi.

Afterwards, the Senate Executive Committee met for two hours with Provost Choi, Executive Vice President Richard Grey, Vice President Wayne Locust, Vice President Jeffrey Seemann, and Vice President Michael Gilbert.

Much of the discussion was about the budget.

- Vice President Grey reminded the SEC that the University's budget situation is extremely fluid. To borrow his vivid imagery: "The reading of entrails is more accurate than predicting state budgets." This is partly because of ongoing shifts in the political landscape, but also because the economic backdrop that affects state monies is not stable. Even the state's funding of Next Gen commitments can change depending on circumstances. To handle unexpected funding shortages, there will be an increase in four student fees – for example, the transit fee will go up \$10.00 and room and board rates

will also go up. There will be a town meeting this Wednesday afternoon to discuss fee increases for fall 2014.

- Vice President Seemann answered questions about recently announced changes in RAC large-grant awards and assured the SEC that his office will not use IDCs to help fill the deficit.
- Provost Choi discussed his hope that the entire university will work with him to reduce the University's enormous structural deficit over the next three years. Reduction of the structural deficit will require further belt tightening, even beyond what the university community has endured over the past seven years. Provost Choi believes that after the structural deficit has been eliminated, then the University will be able to reap the fruits of the infusion of Next Gen monies.

Besides discussions of the budget, the Senate Executive Committee and the group of administrators discussed:

- The very high numbers applications for admissions to Storrs. Vice President Locust described methods for insuring that the actual incoming class for fall 2014 does not enrollment targets because of high yield rates. He also discussed the currently low numbers of applications for admission to the regional campuses, and the results of efforts to increase numbers of international and of out-of-state students.
- Changes in the leadership for the development of the Tech Park. Dr. Mary Holz-Clause has laid the groundwork for the park. Hereon, Vice President Seemann and Provost Choi will oversee the development of corporate partnerships and future expenditures on research equipment.
- Preparation for the use of Academic Analytics in identifying research strengths within the University. Currently the administration is in the midst of spot checks of selected departments, to insure that the information provided by Academic Analytics is complete, accurate, and up-to-date. Once the accuracy is confirmed, Academic Analytics data will be provided to deans and department heads.
- The shift of many responsibilities for the prioritizing, design, and development of campus architecture from the largely defunct Building and Grounds Committee to a new committee called SARC. Faculty members will be appointed to SARC.
- The re-establishment of a Dean of Students Office, and upcoming plans to enhance health services for students (services at UConn are currently adequate, but they should be enhanced, especially given growing demand at UConn and across the nation for mental health services).

This completes the report of the Senate Executive Committee.

Respectfully submitted,

Cyrus Ernesto Zirakzadeh
Chair, Senate Executive Committee

**Nominating Committee Report
to the University Senate**
February 3, 2014

1. We move the following faculty/staff additions to the named standing committees with a term ending date of June 30, 2014:

Reda Ammar to the Growth & Development Committee
Greg Bouquot to the Student Welfare Committee
Erin Mason to the Growth & Development Committee
Brian Rockwood to the Enrollment Committee

2. We move to appoint Eduardo Urios-Aparisi to the General Education Oversight Committee with a term ending date of June 30, 2016.
3. For the information of the Senate, Danielle Wong has been appointed by the Graduate Student Senate to replace Steven Mollmann as its representative on the University Senate effective immediately with a term ending of June 30, 2014.

Respectfully submitted,
Andrea Hubbard, Chair
Rajeev Bansal
Pamela Bramble

Marie Cantino
Cameron Faustman
Katharina von Hammerstein

**University Senate Curricula and Courses Committee
Report to the Senate
February 3, 2014**

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

A. ARTH 2198 Variable Topics

Proposed Catalog Copy

3 credits, 3 hours of lecture per week. May be repeated for credit for a maximum of 9 credits, with a change in topic.

B. ASLN 2500 Introduction to Interpreting: American Sign Language and English

Proposed Catalog Copy

Three credits.

Basic theories, principles, and practices of professional interpreting.

C. ASLN 2600 Process of Interpreting: American Sign Language and English

Proposed Catalog Copy

Three credits. Prerequisite: ASLN 1102 or higher or consent of the instructor.

Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual-task training, and cloze skills.

D. DMD 2095 Special Topics in Digital Media

Proposed Catalog Copy

Variable 1-6 credits, Open to Digital Media and Design majors and minors, others by instructor consent.

Seminar focusing on a special, limited topic in the digital media space. May be repeated for credit with change in course topic for a maximum of 18 credits.

E. ECE 2000 Electrical and Computer Engineering Principles

Proposed Catalog Copy

Three credits. Prerequisite: PHYS 1502Q, which may be taken concurrently. Recommended preparation: MATH 2410Q. This course and ECE 2608 or ECE 2001W may not both be taken for credit. Intended for non-ECE majors.

Basic concepts of circuit analysis as applied to electronic circuits and electromechanical devices, including measuring instruments.

F. HIST 1801 History of Asia in the World to 1500

Proposed Catalog Copy

Three credits.

A survey of the development and spread of the Indic and Sinitic civilizations to 1500, with attention to cross-cultural contacts.

G. HIST 1993 Foreign Study

Proposed Catalog Copy

HIST 1993 Foreign Study

Credits and hours by arrangement. Prerequisite: open only with consent of department head, normally granted before the student's departure. May be repeated for credit.

Respectfully Submitted by the 13-14 Senate Curricula and Courses Committee:

Eric Schultz – Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Maria Ana O'Donoghue, Jeffrey Ogbar, Annelie Skoog, Daniel Mercier, Deborah McDonald, Casey Cobb, Cody Grant, Lotaya Wright

01/23/14

Scholastic Standards Committee
Report to the University Senate
February 3, 2014

For the information of the Senate:

Graduate courses numbered 5000 or above which are used toward the requirements of Honors Scholar graduation may be used toward a graduate degree, providing all other conditions of University regulations have been met.

**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 work we have been doing to improve and enhance **Undergraduate Education and Instruction** (UE&I). In this report, we summarize several of our UE&I programs that contribute toward the achievement of the University's goals to engage our high-achieving students, support students with high potential who are not achieving as expected, promote diversity, increase retention and graduation rates, and provide both student support for learning and faculty support for teaching.

As many of you know, during the last academic year, we moved the Center for Career Development into Academic Affairs, led by James Lowe and this report includes information about those efforts as well. Subsequent senate reports will highlight the accomplishments of some components of this report, but in this written summary, I summarize some highlights about our undergraduate, academic affairs programs.

HONORS AND ENRICHMENT PROGRAMS (ORAL REPORT TO BE DELIVERED IN APRIL)—ASSISTANT VICE PROVOST JENNIFER LEASE BUTTS

Enrichment Programs provide 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 approximately \$340,000 in funding to support undergraduate research and creative projects in 2012-13. This figure includes \$240,000 to support 64 students in the SURF (Summer Undergraduate Research Fund) program, \$37,000 for OUR supply and travel awards during the academic year, \$40,000 to support the SHARE (Social Sciences, Humanities, and Arts Research Experience) research apprenticeship program, and \$17,000 in Life Sciences Honors Thesis Awards. The annual Frontiers in Undergraduate Research poster exhibition featured 175 posters and 218 student presenters, which mark the highest level of student participation to date. The UConn IDEA Grants program – a new undergraduate opportunity for creativity, innovation, original research, and service – was launched in the spring, with a first cohort of eleven students selected to undertake self-designed projects in fall 2013. The OUR continues to offer a series of workshops and information sessions

related to undergraduate research, to be expanded in the next academic year to cover additional topics of interest and relevance to students.

The Office of National Scholarships & Fellowships (ONS&F) supported 22 applicants for prestigious national scholarships requiring nomination, including: Marshall, Mitchell, Udall, Rhodes, Goldwater, Truman, Carnegie Jr. Fellows and NCHC Portz. In fall 2013, we became the Office of National Scholarships & Fellowships to enable us to include graduate student fellowship advising in our mission. ONS&F worked with over 30 graduate students and 70 undergraduates seeking fellowship or scholarship support this fall. 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. 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 2013, UConn had 1 winner and 1 Honorable Mention in the Goldwater, 4 NSF GRFP winners and 3 Honorable Mentions, 1 Pickering Undergraduate Fellow, 1 NSEP Boren Recipient, 1 SMART Fellow, 1 NCHC Portz winner, 2 USRA Award recipients, a Marshall Finalist and a Truman Finalist. Spring results are pending for the 2014 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 about 140 students and 59 graduates in 2013, the IISP works with students with particular interdisciplinary interests. The largest number of majors is in the social sciences. In 2013, 30 percent of students pursued an individualized major as a second major, and 22 percent were Honors students. Because the program is so individualized, there are no plans to increase the reach of the program. Attention continues to be paid to improving the quality of the students and the quality of their experience. Notably, in 2013, the program introduced a one-credit gateway course, first taught as a special topics course in fall of 2013.

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, preparing personal statements and resumes. This year, the Pre-Law Center has significantly expanded event offerings for pre-law students, including launching a new speaker series called “Hot Topics in Law.” Additionally, the Pre-Law Advisor works with the Pre-Law Society to plan events and coaches both the intercollegiate Mock Trial and Moot Court teams. The Pre-Law Center is also offering three new UNIV courses. One, Images of Law, is part of the FYE program and two are upper level electives dealing with legal analysis and advocacy. Lastly, the Pre-Law Advisor also serves as director of the Special Program in Law, which provides incoming freshman honors students with conditional acceptance to UConn Law School, one-on-one counseling, and special events and programs.

The Pre- Medicine/Pre-Dental Medicine Centers assist students and alumni in learning about and preparing for medical and dental school. The center is staffed by an advisor with proven expertise in medical/dental school admissions. This focused guidance is critical to helping students select appropriate schools, complete competitive applications and make decisions after returns are in. This support also includes special classes and advisement for these students, many of whom matriculate to UConn professional schools even though they have the option of going

to other schools. The Pre-Medical/Pre-Dental Center has seen an increase in applicants. For the 2014/2015 application cycle, the Pre-Medical/Pre-Dental Center expects to complete 220 composite letters for applicants and provides all attendant advising services for students considering the health professions. The Pre-Medical/Pre-Dental Post Baccalaureate Certificate Program was approved by the Board of Trustees in the fall of 2013.

The Honors Program welcomed 453 incoming students in the fall of 2013 and now has approximately 1850 students enrolled in the Honors Program. Matriculating an additional 25 freshmen was accomplished without sacrificing the quality of the first-year student population, which boasts an average SAT (critical reading and math) of 1414 and a high school class rank of 96%. This is the highest average SAT (critical reading and math) for entering Honors freshmen and an increase of 18 points from last year. Many students entered UConn with advanced standing through AP/ECE/IB credits; 59% of students had second semester standing or above, and 24% of students had sophomore standing or above. Honors has continued to work with schools and colleges to ensure that Honors sections and Honors courses are available for Honors students as well as high-achieving non-Honors students who wish to enroll. The four Honors Living Learning Communities have also continued to grow and thrive, with 60% of all Honors students living in one of these communities. The Honors Program has strengthened its ties with regional campuses, with course offerings at Avery Point, Greater Hartford, Stamford, and Torrington. The new STEM Scholars community within Honors, part of NextGEN CT, will begin with the anticipated arrival of 75 STEM Scholars in the fall of 2014. The Honors Program staff members have engaged in strategic planning this year to prepare for this new group of students. 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 293 students graduated with Honors in 2012 – 2013.

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

The Academic Center for Exploratory Students (ACES) staff provides academic advising to students who want to explore the University's academic opportunities before deciding on a field of study. They also work with students who must complete specific requirements before applying to pre-professional majors. ACES serves as a gateway to the university for incoming students and as a support system for continuing students. The advisors assist students transitioning to the University through academic advising, educational planning, and referral. In 2012-2013 ACES served approximately 2,700 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 (850) were incoming freshmen. Over the course of the year, ACES advisors met with over 7,450 students through a combination of scheduled and walk-in appointments. Fifteen percent or 1130 of these students were not “officially” in the program, thus underscoring the critical role ACES plays in servicing undergraduate students at the University.

The year was highlighted by three themes: Collaboration, Teaching/Mentoring, and Service. ACES collaborated with our regional campus colleagues through the implementation of our note taking database – allowing information regarding students to be shared across campuses. We also

developed a Non-Degree Decisions Database that is currently being used across all schools and colleges as well as all campuses of the University.

Recently, the use of the newly developed ACES **Student Arrival Notification Database (SAND)** was adopted by the Academic Services Center and the Biology Departments in the College of Liberal Arts and Sciences, as well as advising centers in the School of Engineering, the School of Business, the Greater Hartford Campus, and the Avery Point Campus. This database system tracks students visiting the offices with a sign-in, notification and recording process.

We continued our efforts to teach and mentor students through our ACES Ambassadors program, and bolstered our commitment to educating Graduate Students (HESA and others) about the art and impact of academic advising. Staff in the ACES program served on a number of Advisory Boards, Oversight Committees, Scholarship Committees and Search Committees (12 in the last year) within the University Community.

The Center for Academic Programs (CAP) continues to deliver high-quality 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. Despite the challenges of decreased funding, CAP has been able to develop and provide innovative programming to maintain high quality services and increase the number of students it serves.

The **ConnCAP** program served 100 high school students from Hartford and Windham, and 92% of the seniors were admitted to a college of their choice. **Educational Talent Search** served about 585 middle and high school students in New Haven and Windham, and 91% of graduating seniors enrolled in a postsecondary education program.

The **Student Support Services** program provided academic support and programming to over 1,000 UConn students at the Storrs and regional campuses; a total of 302 incoming freshmen participated in the 2013 summer pre-collegiate program. Due to the program's successful track record, the Connecticut Office of Higher Education (OHE) doubled CAP's previous grant award through the Connecticut College Access and Success (ConnCAS) program; a two hundred thousand dollar award was received to provide support for 50 incoming students through the SSS program. The funding also enabled SSS to hire a much-needed additional counselor. SSS remains committed to increasing the number of its students who study abroad. During the 2012-2013 academic year, 48 SSS students studied abroad in various countries.

The **McNair Scholars Program** was launched in early 2013 with a five-year, \$1.1 million grant from the U.S. Department of Education. Four of the thirteen students from the first class of promising undergraduates seeking doctoral degrees in the STEM (science, technology, engineering and math) fields completed a nine-week research project during the summer of 2013. An additional 19 students took part in an intensive two-week McNair Fellows program in May 2013, getting acquainted with research and internship options on campus, and building leadership and research skills.

This past year a highly productive collaboration was developed between the University and the Connecticut faculty and staff (Professor Preston Britner, Del Siegle, and staff from the ISS) and the Department of Children and Families (DCF). As a result, we were able to implement the **UConn First Star Academy** during the summer in 2013. UConn's program is one of only four nationwide that provides academic preparation to high school students in foster care. The goal of the academy is to remove obstacles from the path of many foster children who would otherwise not even think of going to college. According to national statistics, less than 3% of foster youth obtain a college education. Adding to the abysmal college rates for foster youth is also the fact that most foster youth are survivors of abuse or neglect with high rates of young parenthood, unemployment, and homelessness, inadequate health insurance, reliance on public assistance, severe mental illness and incarceration. Eighteen students completed the first summer program which included five classes a day (English, science, mathematics, study skills and special projects), two hours of study hall in the evenings, and many extracurricular and enrichment activities, college preparation seminars, workshops, and field trips. DCF played a critical role in recruiting the students and providing on-going support during the summer and academic year components. The students are currently active and receiving many services such as tutoring and academic advising during the academic year. So far, funding for this initiative has been provided by the Connecticut Department of Families and Children (DCF), and private donors, as well as discounts provided by Student Affairs for lower housing rates in the summer.

The First Year Programs & Learning Communities (FYP&LC) unit supports students through programs that assist in their transition to college and aid in retention. FYP&LC offers holistic guidance, opportunities, and resources to enable students to actively engage and thrive at the University by becoming learners with a purpose, discovering the value of the intellectual, social, and cultural dimensions of the University. First Year Experience UNIV courses enroll about 80% of freshmen.

In response to the projected expansion of STEM fields through the implementation of the Next Gen Initiative, a **state-of-the-art residence hall** will be constructed. This new building will house over 800 students participating in the STEM Living and Learning Communities. With this growth, there will be a need for enhancements in a number of programs to support student persistence and retention and to enrich their experience, preparing them as highly skilled graduates. The Institute for Student Success (ISS) will play a critical role in the development and implementation of such programming.

ISS is working closely with the Provost's Office, the Division of Student Affairs, and others throughout UConn to ensure that the residential components of the building supports and enhances the vision of the First Year Programs and Learning Communities. As part of this project, seminar rooms, learning community faculty offices, a high-tech game room, and an innovation zone where students can access a 3D printer and materials to work on projects and build prototypes will occupy the first floor of the building. These spaces will encourage innovative habits of mind, discovery, and entrepreneurship through student engagement with world-class faculty, industry partners, and alumni. This is an exciting initiative and one that will provide UConn students in the STEM fields with a unique experience. We are looking forward to the construction tentatively scheduled to begin in the summer of 2014 with an opening target semester of fall 2016.

This year the **UNIV course suite** expanded in scope and rigor to include UNIV 1800, University Learning Skills; UNIV 1810, Learning Community Seminar; UNIV 1820, First Year Seminar; and UNIV 1840, Learning Community Service-Learning. In collaboration with UConn Libraries, UNIV 1800 courses now guide students in an introduction to information literacy, focusing on critical and creative thinking, in addition to the core deliverables of a critiqued resume, and a revised critical reflection on a cultural event.

Forty-one percent of the incoming class is participating in one of **26 Learning Communities (LC)** with 1,450 students overall. This summer five LCs are planning short-term study abroad programs for freshmen and sophomores. The Business Connections Learning Community is traveling to Spain, Global House to Hong Kong, Eurotech to Germany, Engineering to Puerto Rico, and an inter-house group of students to South Africa.

Beyond the classroom and residence halls, the **Academic Achievement Center** is a service staffed by professionals and trained undergraduates who coach students in effective, efficient ways to study, develop goals, and manage both time and stress. This program is open to all UConn students who want to maximize their efforts to excel academically. In 2012-2013 more than 800 students benefitted from individual appointments, class presentations, or workshops.

UConn Connects provides one-to-one assistance for students on academic warning or probation to help them improve their academic performance. In its 22nd year, UConn Connects has assisted more than 7,000 students seeking to realize their academic potential. The Academic Achievement Center also supports four Supplemental Instruction course offerings for PSYC 1100, CHEM 2444, CHEM 1127Q, and CHEM 2443.

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

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

Course Availability:

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

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

With the enrollment surge in Fall 2013, even more resources were required to meet increased undergraduate enrollment demand. With the commitment of more than \$2,000,000 from the Office of the Provost, CLAS added 4,330 seats in 186 sections in 18 departments for Fall 2013 and Spring 2014.

Dept	Course	Semester	Additional sections	Additional Seats
ANTH	1000	FALL	5	125
	1000W	FALL	1	19
BIOL	1108	FALL	2	164
	1102	FALL	2	48
	1102	SPRING	3	72
CHEM	1122	FALL	4	64
	1124	FALL	5	80
	1126	FALL	2	32
	1127	FALL	12	192
	1128	FALL	2	32
	1124	SPRING	2	32
	1125	SPRING	3	48
	1127	SPRING	1	16
	1128	SPRING	3	48
COMM	2245	SPRING	1	16
	1000	FALL	2	50
	1100	FALL	3	50
ECON	1201	FALL	2	70
	1202	FALL	2	70
	2201	FALL	2	70
	2202	FALL	2	70
	3468	FALL	1	35
ENGL	1010	FALL	7	160
	1011	FALL	11	198
	1004	FALL	2	36

	1010	SPRING	3	60
	1011	SPRING	2	44
GSCI	1050	FALL	2	44
CAMS	1101	FALL	1	50
	1103	FALL	1	50
FREN	1171	FALL	2	80
	1171	SPRING	2	80
CLCS	1101	FALL	1	50
	1102	SPRING	1	50
MATH	1020	FALL	2	64
	1030	FALL	2	64
	1060	FALL	2	64
	1070	FALL	1	16
	1071	FALL	3	100
	1131	FALL	2	64
	1151	FALL	1	16
	1152	FALL	1	16
MCB	2000	FALL	2	28
	2400	FALL	1	22
	2410	FALL	2	44
	2610	FALL	2	44
	2210	SPRING	3	66
	2410	SPRING	3	64
	2400	SPRING	3	66
PHIL	1104	FALL	3	90
PHYS	1201	FALL	3	54
	1202	FALL	4	72
	1501	FALL	1	16
	1502	FALL	4	72
	1600	FALL	1	18
	1201	SPRING	3	54
	1202	SPRING	7	98
	1401	SPRING	1	18
	1501	SPRING	9	108
	1502	SPRING	7	111
	1601	SPRING	1	18
PNB	2274	FALL	2	28
	2275	SPRING	1	14
	2264	FALL	4	84
PSYC	1100	FALL	2	46

	1100	SPRING	2	46
SOCI	1001	FALL	2	290
STAT	1000	SPRING	1	25
	1100	SPRING	1	25
TOTALS			186	4330

Curriculum and Courses committee work:

- The College added a new Chinese major and minor – bringing our total number of majors to 48, four of which have over 1000 majors (Biology, Communication, Economics, Psychology)

Advising:

- Advising in the college is coordinated by the CLAS Academic Services Center, with the majority of curriculum and career advising occurring in the departments. Currently the College has 14 departmental advisors and 6 ASC advisors.
- As part of the funding provided by the Provost office in Summer 2013, CLAS added two new advisors. With the addition of these advisors we are now able to provide support to the interdisciplinary institutes as well as provide more comprehensive outreach to and support of at-risk students. Included in this outreach were ASC advisor meetings with approximately 500 probation and dismissal students during Fall 2013.
- Beginning Spring 2014 the College will offer a study skills course to all CLAS students on probation.
- In addition to supporting departmental-based advisors and advising throughout the college, the advisors in the CLAS Academic Services Center met with approximately 300 students per month, handled over 300 requests for curriculum and registration exceptions and advised and registered over 1000 freshmen and 500 transfer students during the Fall and Spring orientation programs.

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)— PETER DIPLOCK ASSISTANT VICE PROVOST (REPORT TO BE DELIVERED AT THE APRIL SENATE MEETING)

The **Center for Excellence in Teaching and Learning (CETL)** facilitates development and implementation of innovative academic programs and teaching strategies, and provides institutional-wide support for faculty in the development of online, blended, and face-to-face courses and programs. CETL is comprised of three units, eCampus, the Institute for Teaching and Learning (ITL), and the Office of Early College Programs (OECp).

eCampus---Director Peter Diplock. eCampus continues to be extremely busy in its support of the University's online initiatives, supporting faculty development of high demand high enrollment undergraduate courses and faculty development of graduate certificate programs.

- eCampus now supports more than 200 online courses at the undergraduate and graduate level, helping to develop 25 new undergraduate online courses, 15 graduate level online courses, and 3 ‘flipped classroom’ courses.
- UCONN now has more than 15 graduate online programs, including degree programs in Accounting (Business), Human Resource Management (Business), Survey Research (CLAS-Public Policy), and post-baccalaureate certificate programs in Geographic Information Systems (CLAS-Geography), Gifted Education and Talent Development (NSoE-Ed Psych), Nonprofit Management (CLAS-Public Policy), Survey Research (CLAS-Public Policy), Occupational Safety and Health (CANR-Allied Health), Puppet Arts (Fine Arts), Digital Media (Fine Arts), Arts Administration (Fine Arts), Advanced Certificate and Bridge Program in Accounting (Business), Sustainable Environmental Management and Planning (CANR-NRE), Disability Studies (Public Health/Pappanikou Center), Post-Secondary Disabilities (NEAG-Ed Psych), together with a growing number of hybrid/blended programs in Gifted and Talented Education (NEAG-Ed Psych), Educational Technology (NEAG-Ed Psych), and Neonatal Acute Care (Nursing).
- Continued to work toward standardization and implementation of institutional wide policies and support in relation to online courses and learning, including application of Quality Matters and Sloan-C rubrics for course and program design respectively, intellectual property agreement, and closed captioning to meet ADA requirements, and coordination of state authorizations.
- Worked to secure 24/7 HuskyCT support for online students, and online proctoring solutions for students in online courses.
- Revised, rebuilt and migrated more than 100 courses from WebCT to Blackboard Learn
- Continue to support faculty development in relation to online teaching through innovative workshops (ITL lunchtime seminars, e.g. Preparing for Liftoff: Implementing Your Online Course; Developing Community in Online Courses) and a fully online facilitated course ‘Exploring Online Learning’ for faculty who are interested in designing and teaching an online course, as well as discipline specific workshops (e.g. School of Nursing Faculty Course Design for Online, Blended and In-Person Courses).

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

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

- Staff additions include a second part time teaching development specialist, Dr. Suzanne LaFleur. Suzanne joins Dr. Sally Dobyns in supporting faculty who need assistance with their teaching. Dr. Amit Savkar has been added to the staff to assist with faculty and professional development in the STEM areas. Dr. Savkar is also leading ITL’s involvement with the ALEKS readiness for calculus placement test.
- ITL’s Teaching Assistant Programs draw on the expertise of senior faculty to provide continued and enhanced support for graduate student teaching.

- Faculty Mentors - UConn has a number of award winning faculty members. These UConn Teaching Fellows together with other accomplished senior faculty continue to donate their time to ITL and offer their assistance to faculty in need of assistance or mentorship.
- Interest in optional and voluntary Teaching Enhancement Plans (TEP's) has been very high. Various formats can be used to create a Teaching Enhancement Plan, but most will include a statement of purpose and a series of aligned development activities designed to improve the teaching and instruction effectiveness of the faculty member.
- Newly established Teaching Exemplar's Network (TEN) is a network of exemplary UCONN professors who have agreed to open their classrooms to teaching assistants and junior faculty so that they might observe them in real time.
- Testing Center - Over the summer ITL and CSD successfully piloted a testing center for a class of 75 students and expanded the pilot in the fall for three classes and 1400 students. The success of both has led to the identification and future install of a permanent location for this center.
- The Instructional Resource Center (IRC) and Digital Resource Center provide technical and pedagogical support for faculty and students respectively at all campuses. The IRC's main focus continues to be HuskyCT. The office has provided discipline specific support to the Schools of Business, Nursing, Engineering and Pharmacy, and several academic and non-academic offices including the Early College Experience Programs among others.
- The Writing (W) Center supports the curriculum with over 4,000 tutorials each year, working with writers across the STEM and humanities fields. It also delivers workshops for faculty and teaching assistants, programs to support first-generation students, assessment of W courses, outreach to Connecticut public schools, and research on writing. The center's newest partnerships are with Athletics and the Graduate School.
- The Quantitative Learning Center (Q) Center was very busy in Fall 2013. The number of visits per fall seems to have stabilized around the 9000 visits (Fall 2011 (8638), Fall 2012 (8722), Fall 2013 (9004)). In the Fall of 2013 we had 9004 visits, and 1948 distinct individuals stopped by the Q Center for help (at a rate of 4.6 visits to the Q Center per student). The distribution of visits was as follows: 51% Math, 21% Chem, 20% Phys, 8% Stats, which is somewhat typical. Most of the students (57%) came looking for help with their homework, 22% came when preparing for an exam, and 5% for general review and help (other visitors stopped by to solve technical issues with their online homework, to discuss labs or projects, etc.).
- The demand for the use of our interactive TeleVision system (iTV) and media streaming services keeps growing – we currently administer thirty synchronously delivered videoconference classes per semester and general videoconferencing is now in excess of 300 per semester. Sixty faculty are using our Mediasite lecture capture system to record course content (direct student views on Mediasite surpassed 275,000 for the year, representing a 450% increase from the previous year, with more than 3,500 individual presentations and more than 2,700 hours of content) and twenty five (limited by licensing) are using WebEx for virtual office hours and review sessions. The Media Design group's main focus has been to support video streaming, in online and face-to-face courses as well as support for traditional classroom content.

Office of Early College Programs (OECF)---Director Jill Thorne. UConn Early College Experience (ECE) is the oldest concurrent enrollment program in the nation (1955) and one of the largest in terms of student enrollment (over 10,000 students in 2013-2014) and certified instructors (over 900 instructors). UConn ECE works with four UConn Schools and Colleges, 25 Departments, and offers 49 courses, adding an additional two new departments and ten new courses for 2014-2015. The ten-year program student growth rate for the program is 193% and the ten-year program student growth rate of urban schools is 735%. The saturation point of Connecticut high schools with 170 partners is 91% and of students is 11% of junior and senior high school students*, which means UConn ECE should experience continued growth, through new departments and courses as well as new schools. UConn ECE is nationally accredited through NACEP (National Alliance of Concurrent Enrollment Partnerships).

Approximately 1,200 ECE alumni matriculate to UConn each year (28% 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.

UConn ECE is strengthening partnerships 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 was a recipient of the Provost's Outstanding Engagement Award this year, and has been tapped for participation on early college forums and task forces in Connecticut, throughout New England, and nationally. Of particular note this year has been the collaboration with the Registrar's office to secure and implement a new CIBER online registration system that will replace previous paper registrations in excess of 10,000 per year.

UConn Early College Experience – By the Numbers	
Ten-Year Student Growth Rate	193%
Ten-Year Urban Student Growth Rate	735%
UConn ECE Alumni at UConn Storrs	28% of Freshman class annually
UConn ECE Alumni Graduate On-time or Earlier	18% higher

* Numbers based on 2011-2012 State Department of Education Numbers (their most public numbers)

CENTER for CAREER DEVELOPMENT JAMES LOWE, ASSISTANT VICE PROVOST

The Center for Career Development experienced significant changes during the past year. Most notably, its reporting relationship transitioned from Student Affairs to Academic Affairs and a new Assistant Vice Provost position was approved and filled to lead the newly configured

department. With this change came the charge for the newly named Center for Career Development (formerly Career Services) to develop and implement new career services programs, internships, and employer participation opportunities for a comprehensive, university-wide, career services program. The ultimate vision is to ensure that career services at UConn can serve our students in the best possible way, earning a national reputation and being considered a national model. Much has been completed over the past 10 months to accomplish this vision and other new initiatives are planned to fully realize that goal. Notably, the American College Personnel Association (ACPA) has recently announced UConn's Internship Program as the recipient of their annual Excellence in Practice Award.

The first phase of the redesign was the development of a new mission statement, the establishment of 7 Core Areas of Best Practice and the realignment of the staff's job responsibilities and reporting structure to better coordinate efforts in serving CCD constituencies. Best Practice measurement centers around the following core areas: career development programs, student coaching and counseling, experiential learning, corporate partner relations, internal relations, marketing and communications, and technology. Formalized goals and accomplishment metrics within each of the areas of best practice have been established in collaboration with the CCD team.

In addition to redesigning many of their existing programs and launching an aggressive marketing and communications campaign, the CCD is also in the process of consolidating their physical space into one location. Currently they are located in the Student Union and Wilbur Cross. The newly designed space, located in Wilbur Cross, will provide a better service model for both students and employers. Additionally, the search process for two new positions is drawing to a close. An Assistant Director of External Relations will increase our visibility with potential employers and drive more on-campus interview activity. An Assistant Director of Graduate Programs will provide programs and services, that have been virtually non-existent, to our graduate student population. A third search, Assistant Director of Regional Campuses, will be launched in the spring to bring consistent service offerings to our non-Storrs student population.

For Fall 2013, selected accomplishments include:

Career Development Programs and Student Coaching and Counseling

- 79% increase in number of presentations (TY 170 vs. LY 95).
- 61% increase in students attending presentations (TY 3304 vs. LY 2051).
- 45% increase in number of individual and group résumé critiques (TY 1896 vs. LY 1312).
- 29% increase in student appointments (TY 1031 vs. LY 796).
- 1049 students attended FYE Group Résumé Critiques (new program - no 2012 comparison).
- 75% increase in students attending Professional Development Conference (Registered over 200 students, 30 alumni, and 15 employers. Last year's event registered 114 students).
- 22% increase in students attending the Fall Career Fair (TY 1407 vs. LY 1148).
- Launched second annual Certificate of Professional Development Program. 133 students earned certificates last year. This year's goal is 250.

Employer Activity

- 39% increase in new jobs posted in HuskyCareerLink (TY 3418 vs. LY 2459).
- 60% increase in new employers added to HuskyCareerLink (TY 380 vs. LY 238).
- 67% increase in student applications to jobs posted in HuskyCareerLink (TY 9153 vs. LY 5480).
- 81% increase in on-campus interviews (TY 764 vs. LY 421).
- 35% increase in employers attending the Fall Career Fair (TY 128 vs. LY 95).
- Received \$28,000 in corporate sponsorships.

SUMMER AND WINTER PROGRAMS – SUSANNA COWAN

The Office of Summer and Winter Programs oversees the largest portion of classes offered to new and continuing students during the May-August months and the January intercession. During Summer 2013, we enrolled close to 10,000 students across over 1000 courses in all disciplines at all six UConn campuses. There is a clear trend toward increased enrollment in online courses during all terms—although only 117 of the total courses offered during Summer '13 were online, they accounted for nearly 25% of total enrollment. And the positive trend continues, as 1575 students enrolled in classes during the recently completed Winter 2014 term, a growth of 9% from Winter 2013.

In addition to continued growth across all terms, it has been a year of changes and new milestones for the UConn Summer & Winter program. The new MOU for faculty compensation and the revised Summer '14 schedule have reinvigorated our attention to “Summer” as an important part of the academic-engagement weave that is the UConn undergraduate experience. We are continuing to explore how we can better meet student demand for courses year-round while protecting the elements of Summer (lower faculty-student ratios, special events) that make Summer not just another term, but one with unique appeal to undergraduates.

During Summer 2014 we will launch a new program, UConn First Summer, aimed at our newest undergraduates—incoming freshmen and transfer students. The first part of UConn First Summer will be an intensive academic experience meant to give students a positive start to their academic careers at UConn. We will combine that with a wide array of activities designed to engage incoming students in a range of experiences built around the educational, cultural, and recreational opportunities offered by UConn and the surrounding community and environment.

Thank you for the opportunity to summarize some of the activities from Academic Affairs. I am delighted to work with such talented faculty and staff.