

UNIVERSITY SENATE MEETING  
MARCH 4, 2019  
ROME BALLROOM, STORRS CAMPUS

Moderator Siegle called the meeting to order at 4:00 p.m.

1. Moderator Siegle called for a motion to approve the February 4, 2019 minutes. Senator Long made a motion to approve. The motion was seconded by Senator McManus.

MINUTES PASSED UNANIMOUSLY

2. Report of the President  
Presented by President Susan Herbst

President Herbst did not present a formal report; rather, she used the time for questions and conversations. In March and April, her work will heavily focus on the budget and legislature. The Governor proposed a budget to the legislature. It is our job to argue for this budget, which is good for UConn because, though it does not increase our capital budget, it does not cut it either. President Herbst will attend an appropriations hearing on Wednesday, and next week she will go to the Bonding Commission. In addition to these hearings, she has individual appointments with scores of legislators. This process happens every year; she learns a lot, gets good questions, and is able to advocate for the University. It is not a great budget, but we asked that the block grant not be cut, and the Governor did this for us.

Senator Long shared that over the past month, news reports have highlighted concerns about the athletic program and its financial difficulties, which require the University to subsidize the program. More recently, an article discussed disappointed expectations of Rentschler Field. UConn does not own Rentschler, but articles have frequently associated the Field with UConn football, and not in a particularly complimentary way. Senator Long asked the President to share her perspective on these matters. President Herbst said that these issues have been much discussed. There is a special Committee on Athletics. Further, President Herbst more overtly recognized that the State built Rentschler for UConn. It is used only six times a year for UConn football. She is uncertain whether the State made a good investment of the \$80-90M to build the stadium. At UConn, we are running ~\$40M deficit. \$14-15M of this amount is for scholarships. It is unfortunate that this scholarship funding gets included in the deficit tally. The number keeps getting pressed upwards because the operating budget has been cut. The budget has two sides—expenses and revenues. On the expense side, we have tightened our belts as much as we can on things like travel. Now we have to cut

sports. We are studying and working on this. It is a painful process, but we have 6-7 sports too many for an institution like ours. On the revenue side, we have to fill the football stadium. Football is here to stay, and if we can fill the stadium it will help a lot with the deficit. Unfortunately, the football team is not winning, which leads people to not attend games. It is hard for UConn to not have a winning team, as we have a culture of champions and are used to winning. The northeast is also a hard geographical region for college football. The decision to build Rentschler was made prior to her arrival. Had the stadium been built on campus, rather than in East Hartford, it would fill up and be right-sized for UConn. Revenue will come from filling the stadium and via philanthropy. Most colleges run a deficit on athletics, so we need to determine the right number for UConn. We are not going to achieve a situation in which athletics is self-funded, such as Alabama, Auburn, and Michigan. We spend money on things we care about and some things are more expensive than we would like. Athletics falls into this category. It is hugely important to admissions; great applications from prospective students are tied to athletics. It is not a profit generator. Even Women's Basketball does not reap a profit, but that is okay because we love it. It is vitally important to us and has brought us wide acclaim. We spend money on things we care about.

Senator Graf inquired about the budget. It is predicted to remain flat, but when we get pay increases, the operating budget will be less. He asked President Herbst to expound on this.

President Herbst said that we modeled this because we knew it was coming. Executive Vice President Scott Jordan was not present at the meeting to provide more information, but President Herbst assured Senator Graf that they could bring a more fulsome answer in the future.

Senator Schultz noted that at the February Senate meeting, President Herbst fielded a question about an expansion program in Stamford, but was not yet ready to talk about it. He asked if she could share more at this time.

President Herbst replied that yes, they had a nice presentation at the most recent Board of Trustees meeting. Upon inquiry, Senator Tumu said that the presentation was probably on the Board's website, and if not, we could ask that it go there. President Herbst shared that the information was also on UConn Today. They are adding 15-16 faculty positions at Stamford. They are not adding majors, but expanding the majors they already have. This will allow students to complete more majors there. Students at the regionals deserve as good an experience, though maybe different, than at Storrs. They are making a modest start at Stamford and trying to keep up with the capital needs at all the UConn campuses. There is enough space at Stamford, but some needs to be reconfigured. Avery Point added a new student center recently and could use more faculty. Waterbury is not seeing as much demand. However, a private developer put up new apartments that are housing about 30 of our students. We did not subsidize this building, the developer did it on his own. After much effort, we got the Starbucks to open in Waterbury. The Hartford campus is a huge success. The Master of Arts Administration is going to be located in Hartford. The deal is almost there. This would put our program in the Wadsworth Athenaeum, the first public art museum in America,

in a space demarcated and branded for UConn. The project is somewhat expensive, but worth every penny.

Senator Vokoun said that it appears UConn is moving from a Penn State model to a SUNY model, with stand-alone regional campuses. He asked if his was a consistent interpretation of strategy.

President Herbst thought that this was an over reading. She worked at SUNY, where the sixty or so campuses are all independent. UConn is one UConn; the regionals are part of us. Regionals do not have deans. The initiative at Stamford is not a big transformative move. Instead, it is just getting faculty and staff to a campus that needs them. This is not to say that she is opposed to the SUNY model, but given the time left in her tenure as President, it will not happen in her time.

Senator McCutcheon shared that some of the constituents and staff in the School of Engineering have serious concerns about parking when Science 1 is built. His understanding is that construction will wipe out the parking lot, moving people to Discovery Drive. This will mean that the distance from parking to work will no longer be walkable. The parking situation is exacerbated because the contract with the graduate students makes them eligible for faculty/staff parking. He is certain that the math has been worked out regarding number of parking spaces, but asked about considerations for staff who may have to take shuttles.

President Herbst replied that she thought parking was proximate to Science 1. She has seen plans with a parking lot next to Science 1. She advised Senator McCutcheon that the plans should be on Laura Cruickshank's website, University Planning, Design and Construction. If not, he should contact her. President Herbst then noted that we are still fighting for Science 1. We are advocating for the \$200M needed, so she would not worry about parking until we get this under way.

Senator McCutcheon stated that he was under the impression the money was designated.

President Herbst stated that much money is designated and much money is swept away, which is why we move fast when money is designated. There are many projects in the state that have started and been stopped.

Senator McCutcheon noted that we are upholding our end of the bargain with regards to recruitment and retention.

President Herbst strongly agreed.

Senator Makowsky shared that she had read recently published articles about Downtown Storrs pertaining to lost business because of parking and fines. She inquired whether President Herbst had an opinion to share about the status of Downtown Storrs. President Herbst indicated she had also read the article in the Daily Campus about Downtown Storrs and parking. She was unaware of these concerns, though based on her frequenting of Downtown Storrs, thought it was doing incredibly well. There are some empty spaces. Amazon's departure left a big space vacant, but Amazon is closing these spaces all across the country. It is common for smaller businesses to be successful, and Storrs has slow summers. She did not have anything to add, but affirmed that she would share anything she learns of interest.

3. Report of the Senate Executive Committee  
Presented by SEC Member Pamela Bramble

No questions.

4. Consent Agenda Items:  
Report of the Senate Nominating Committee  
Report of the Senate Curricula and Courses Committee

Moderator Siegle asked whether any Senators desire to remove any items from the Reports, and given no response, called for approval of the Consent Agenda Items.

5. Report from the Scholastic Standards Committee presented by Senator Veronica Makowsky
  - PRESENTATION on a motion to amend the By-Laws, Rules and Regulations of the University Senate II.C.1.b and II.F.5 (Education Abroad)

Senator Bramble asked about the makeup of the Education Abroad Advisory Committee and whether there was any consideration to make sure there is a regional campus representative on the committee.

Senator Makowsky said that this has not yet been considered, but that she would take this back to Education Abroad.

Senator Bramble also asked whether it would be possible to stagger the election process to ensure not all people will leave after two years.

Senator Makowsky responded that we can check to make sure we stagger terms.

Senator Bramble said that the language states regional campus members can participate via conference call. She suggested this instead say they can participate remotely, because people may use alternate technology, such as Skype.

Senator Makowsky responded she would take all these issues back for consideration.

Senator Mannheim referred to language in the motion, "After the approval of the relevant schools and colleges, the Education Abroad Advisory Committee (EAAC) will evaluate the course or program and make a recommendation to the Vice President for Global Affairs. The Vice President for Global Affairs may reject or postpone a course or

program for financial, liability, operational, or safety reasons.” He asked for clarification on whether the Vice President can make their decision solely based on specified criteria. Senator Makowsky indicated that this was true. The credibility and feasibility of the courses will have already been vetted, so the reasons listed are those that would determine the Vice President’s decision to reject or postpone. Senator Mannheim suggested that, in that case, the language should read “can only reject...”

Senator Berkowitz explained that part of criteria for evaluation includes financial. However, one does not know if a program will fly until they get students. It is all about recruitment. If we delay advertisement until post-approval, how will one know if a program will fly?

Vice President Weiner replied that they do not want people to have to go through the whole process if a program may be rejected. That is why they do the approval at the beginning. Some experimentation goes on with new courses. Global Affairs also has seed money. He acknowledged the principle that sometimes you can’t be successful until you’re successful.

6. Report from the General Education Oversight Committee presented by Senator Eric Schultz

- PRESENTATION on a motion to amend the By-Laws, Rules and Regulations of the University Senate II.C.2 (General Education)

Moderator Siegle informed the Senate that normally motions are presented at one meeting, with the vote occurring at the next meeting. However, the Senate can approve motions at the first meeting the motion is presented with a super majority vote. A super majority is 2/3 majority votes. Moderator Siegle indicated the Senate would be voting on this motion at this meeting.

Senator McCutcheon asked whether it is wise to put in language requiring funding without explaining the source of funding. He also asked who provides funding for the release time.

Senator Schultz replied that support has come from the Provost’s office. He also clarified that motion would restore language previously in the By-Laws and only inadvertently omitted.

MOTION PASSED UNANIMOUSLY

## 7. Report from the Senate Executive Committee

- PRESENTATION and VOTE on a Motion to Recommend Amending UCONN Endowments Named for Members of the Sackler Family

Senator Schultz queried whether they consulted with the Foundation about what the process of repurposing would look like.

Senator English requested speaking permissions for Jake Lemon, Senior Vice President for Development for the UCONN Foundation. Senate English indicated that they had consulted with the Foundation, and proceeded to describe options considered. One possibility was complete divestment, which is extremely difficult to do. Even repurposing is extremely difficult without permission of the donor. They could go to the Attorney General, but the law requires the Attorney General to uphold the request of donors. They considered also going to the Sacklers directly to inform them we are removing their name and to ask if they would they accept our repurposing of funds. It is under the authority of the Board of Trustees to remove the name. The money could then be repurposed to deal with drug addiction issues, but without the Sackler's name attached.

Senator McCutcheon noted that when the Senate Budget Committee pursued a motion last year regarding the athletic department, it was chastised for being too heavily involved at the department level. Many endowments benefit departments. Senator McCutcheon asked whether these departments have been consulted and indicated his belief that this consultation should occur.

Senator English replied that this situation is different, as funds are held by endowments, rather than schools, departments, deans, etc. The endowments articulate the ability of these entities to direct use of funds, as established by the agreement of donors. They have consulted with about half the units involved and have not received pushback.

Senator Mannheim expressed slight mystification with the legal situation. Donors draw up contracts with the name of the endowment and criteria. He asked if the Board of Trustees has the legal authority to change the name.

Mr. Lemon expressed that he is proud of the integrity behind contracts, but this makes changes more legally cumbersome. The Board of Trustees approves all naming in contracts. They do not necessarily approve the acceptance of the gift or use of funds, so the Board can reverse decisions about naming.

Senator Burkey expressed his understanding that the approach will be to go to the Sacklers and state our intention. He asked what the thought is about their amenability and whether we have a backup plan.

Senator English replied that it is legally much more difficult, but not impossible to repurpose funds without their permission. This may require expenditure of funds in court, or convincing the Attorney General to take that action. This may create a basis of dispute.

Mr. Lemon added that the conversation will not be a natural one, but it needs to happen. We have some historical relationships, and need to think about the most strategic way to get the message across. We are not the only ones taking this action.

Senator Mannheim inquired whether the executive of the Foundation has discussed among itself whether, if the Board of Trustees rescinds the name of the donor, it would depress future giving.

Mr. Lemon replied that the executive committee considered this. They will follow the lead of the Board of Trustees of the University. His belief is that it would do the opposite of depressing donations. It upholds our integrity to go through this process.

Senator Mannheim clarified that his question was whether the executive of the Foundation has approved the concept of renaming.

Mr. Lemon indicated they determined to follow the lead of the University's Board of Trustees.

Senator Mannheim noted that some donations did not come from the Sacklers, but Purdue Pharma. He asked whether we have to consider this organization and their interests.

Senator English pointed out that Purdue Pharma (née Purdue Frederick) is family owned. Significant in both the Massachusetts and Connecticut lawsuits is the relationship of the Sacklers themselves to the marketing practices of Purdue Pharma, which are now coming to light. The claim is that Purdue Pharma and the Sackler family are essentially the same thing.

Mr. Lemon added that they are discussing consolidating funds into one, because each repurposing will have legal strategies.

Senator Mannheim asked if we can add a statement that no funds will be repurposed to study opioid addiction without the approval of the recipients.

Senator English replied in the negative.

Senator Mannheim then asked if the intent is to force the change, which Senator English confirmed.

Moderator Siegle informed Senator Mannheim that this could be presented as a motion to amend.

Senator McCutcheon expressed that the Senate needs to stay in its lane. We should not take money without permission. The money may be used for endowed positions. We do not have control over individual department budgets, nor should we. We should not take money from individual departments without consent.

Senator Makowsky shared her opinion that this is in the Senate's lane. We are speaking for the University and must stand for the moral and ethical integrity of the University.

Senator Mannheim said that the proposal is a little premature. He noted that there are court cases currently being pursued by the states of Connecticut and Massachusetts. He asked whether we should wait for the results of the court cases. Newspaper articles do not count as evidence, and it will not look good for us if the courts find in favor of the Sacklers.

Senator English declared that the general function of the motion is the "right side of history" argument. The Senate resolved to revoke Bill Cosby's honorary degree prior to his conviction, and there are other times the Senate has taken these types of stands. If one looks at the mountain of evidence, they will find that this rock is rolling downhill. He does not want to go to another Sackler Lecture on Human Rights. The second argument is "not in my name", and that maybe we should ask the beneficiaries, and should not assume that masses are capable of collective action.

Senator McCutcheon shared that, with so much evidence presented, it should be relatively easy to get authorization from the beneficiaries. He just asks that we do this. He does not want to create the precedence that we can go into people's personal business at this level. It would also be nice if the school and colleges that believe this is the moral thing to do, agree to support the Sackler-funded programs and positions in another capacity. Perhaps this could also be through Foundation discretionary funds. He reiterated that we should not get in the way of departmental business or personal activity unless they approve.

Senator D'alleva shared that the discussion has already started with regards to programs in the School of Fine Arts. A number of programs and directors are deeply concerned with the Sackler issue. The question is how they repurpose the funds. If we do pass the motion, we may find support from the recipients of funds. In Fine Arts, for example, theatre or musical compositions could be related to addiction. They could come up with many creative ways in the arts to take the funding and do powerful things with it.



Senator Bramble articulated that she fully supports the resolution. We in the Senate represent our constituents, and can talk and speak on their behalf. If there was ever a time to do the right ethical thing, this is the time. There are mountains of evidence about the unethical behavior of the Sacklers. This is something we do not want to have our names associated with. Everyone needs to look at their conscience and make the right choice, even if it hurts us in the purse.

MOTION TO AMEND THE RESOLUTION WAS MADE BY SENATOR MANNHEIM AND SECONDED BY SENATOR MCCUTCHEON

PROPOSED AMENDMENT: To the extent permitted by law, subject to the concurrence of the current beneficiaries...

Senator English said that he is sensitive that this is a reasonable and moderate thing to do. However, the decision should not be delegated. If it were, it could denigrate into a political conversation or one of self-interest. It is our opportunity, and maybe obligation, to bypass self-interest or political processes that may delay or undercut what the University stands for.

Senator Deans stated that the term beneficiary, as used in the motion to amend, would be ambiguous.

Senator Chandy requested clarification on whether concurrence was only for repurposing or also for removing the name.

Senator Mannheim replied that it was for repurposing.

Senator Chandy said the language seems to apply to both repurposing and renaming.

MOTION TO AMEND WAS NOT APPROVED

MOTION TO RECOMMEND AMENDING UCONN ENDOWMENTS NAMED FOR MEMBERS OF THE SACKLER FAMILY

MOTION PASSED BY A MAJORITY VOTE

8. Annual Report of the Dean of the Graduate School  
Presented by Kent Holsinger, Vice Provost for Graduate Education

Senator English inquired about the slides showing demographics. He asked if the designation Asian means Asian American. He also asked if the international population is non-Americans.

Vice Provost Holsinger replied in the affirmative for both. He also provided a breakdown on international students for fall 2018. 48% of students are from China and 22% are from India. No other country has more than 3%.

Senator Mannheim noted the increase in graduate students and asked how the extra students are being funded?

Vice Provost Holsinger responded that there are over 7000 graduate students. Only half are on assistantships. The increase in students are self-funded students.

Senator Vokoun referenced a recent email about undergraduate students double dipping by enrolling in graduate courses as undergraduates, and using the courses to count towards both undergraduate and graduate degrees. He asked whether this is common?

Vice Provost Holsinger said that we are catching up with world. We learned last summer that, in fact, the restriction prohibiting us from counting courses towards undergraduate and graduate degrees was self-imposed.

Senator McCutcheon asked multiple questions to ascertain how money paid by self-funded students is being used to support the education and research of those students. If money is not returned to departments that are supporting the increased students, they will be reluctant to increase enrollment.

Vice Provost Holsinger replied that the money from self-funded students goes to the central budget. There are two mechanisms for the money to be returned to schools. Some programs are designated as entrepreneurial; a substantial portion of any fees collected by these programs go back to the programs. For other programs, money from tuition goes to central. Deans make budget requests for the resources needed to support their programs. Responsibility Centered Management (RCM), where fees are retained by the departments enrolling the students, causes many problems. However, he and others in the Provost's Office are looking at this and considering ways to encourage programs to take on revenue-generating Masters.

Senator McCutcheon expressed that a hybrid model would be good.

Moderator Siegle called for new business at 5:35 p.m. There was no new business.

## 9. Report on Global Affairs

Presented by Dan Weiner, Vice President for Global Affairs

This was the first time Global Affairs has presented to the Senate. Yuhang Rong, Assistant Vice Provost for Global Affairs, was also in attendance.

Senator Graf shared that UConn has twice as many Chinese students in proportion to other universities. He said that the University of Illinois took out insurance to protect against potential declines in Chinese student enrollment. He asked, since we rely so much on them, what will happen if economy changes?

Vice President Weiner confirmed that it is a risk of which we are aware. We want to make sure that UConn is known as a warm and hospitable place. Nathan Fuerst and Yuhang Rong are going to China to do orientation work. Not all of UConn's students from China are wealthy. The whole family engages with UConn when their children come here. The geopolitical risk IS out of our control, but an important question.

#### 10. New Business

No new business.

A motion to adjourn was made by Senator Long and seconded by Senator McManus. The meeting was adjourned at 5:58 p.m.

Respectfully Submitted,  
Jill Livingston  
Head of Library Research Services  
Secretary of the University Senate

#### SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair

Pam Bramble

Nancy Bull

Debra Kendall

George McManus

Justin Fang

Karen Bresciano

Gary English

Veronica Makowsky

Jaci Van Heest

Nandan Tumu

Senate Executive Committee  
Report to the University Senate  
March 4, 2019

Good Afternoon,

The Senate Executive Committee has met twice since the last Senate meeting. At our first round of meetings held on February 22, the SEC met privately with Interim Provost Elliott followed by a meeting with committee chairs.

On March 1, the SEC met with senior administration. Kent Holsinger offered a preview of the report he will present here this afternoon. We will also receive a report on Global Affairs from Dan Weiner.

The Youth for Change Metanoia began today and there are a number of events organized by faculty, staff and students throughout the next weeks. Please refer to the website, [metanoia.uconn.edu](http://metanoia.uconn.edu), for a list of events.

The SEC joins the Provost in inviting nominations for the Provost's Outstanding Service Award. The submission deadline for this award is March 15.

Nominations are also being accepted through March 8 for the Faculty Excellence Awards sponsored by the UConn Foundation Office of Alumni Relations. These awards are available in four categories:

- Faculty Excellence in Undergraduate Teaching
- Faculty Excellence in Graduate Teaching
- Faculty Excellence in Research and Creativity (Sciences)
- Faculty Excellence in Research and Creativity (Humanities, Arts, and Social Sciences)

Information on all of these awards can be found on the Provost's website.

The next meeting of the University Senate will be held on Monday, April 8. At that meeting, we will receive the Annual Report on Research as well as the Report of the Vice President of Student Affairs.

Respectfully submitted,

Hedley Freake, Chair  
University Senate Executive Committee

**Nominating Committee Report  
to the University Senate**

March 4, 2019

1. We nominate Gustavo Nanclares to chair the Senate Enrollment Committee for spring 2019 (ending June 30, 2019)

Respectfully submitted,

Pam Bramble, Chair  
Peter Gogarten  
Del Siegle

Jack Clausen  
Gustavo Nanclares  
Mei Wei

**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**March 4, 2019**

**Summary of 1000- to 2000-Level Course Additions and Revisions**

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

- A. DMD 1002 Foundations in Digital Media and Design II (#9439)  
*Proposed Catalog Copy*  
DMD 1002. Foundations in Digital Media and Design II  
Three credits. Two 1.5 hour lecture sessions. Prerequisite: DMD 1001. Open to Digital Media and Design majors only; others by instructor consent.  
Introduction to the fundamentals of storytelling through the use of a variety of practical digital media applications.
- B. DMD 1101 Design Lab I (#9360)  
*Proposed Catalog Copy*  
DMD 1101. Design Lab I  
Three credits. Studio course. Prerequisite: open to Digital Media and Design majors only, others by instructor consent.  
Exploration of the creation, manipulation, and reception of digital images through project-based work using image-editing software. Through lecture, discussion, projects and critique, students will develop, refine, and evaluate digital images and understand their artistic, social, and ethical ramifications.
- C. DMD 1102 Design Lab II (#9361)  
*Proposed Catalog Copy*  
DMD 1102. Design Lab II  
Three credits. Two 2.5-hour studio sessions per week. Prerequisite: DMD 1000 or 1001, DMD 1101. Open to Digital Media and Design majors only, others by instructor consent. Not open to students who have completed DMD 3020.  
Theory, principles, and practices of digital screen-based visual communication. Through a multi-disciplinary perspective involving art, design, art history, and media studies, students will address how culture visualizes screen-based communication through both image and type.
- D. DMD 2230 3D Motion I (#9688)  
*Proposed Catalog Copy*  
DMD 2230. 3D Motion I  
Three credits. Two 2.5-hour studio sessions per week. Prerequisite: DMD 2200. Open to Digital Media and Design majors only; others by instructor consent.  
Introduction to techniques of 3D motion such as modeling, lighting and texturing 3D forms; keyframes and keyframe interpolations; and motion graphics effectors and simulations.
- E. HDFS 1083 Foreign Study (#10757)  
*Proposed Catalog Copy*  
HDFS 1083. Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of Director of Undergraduate Studies required, preferably prior to student's departure. With a change in content, this course may be repeated for credit.

Special topics taken in a foreign study program.

F. HDFS 2083 Foreign Study (#10758)

*Proposed Catalog Copy*

HDFS 2083. Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of Director of Undergraduate Studies required, preferably prior to student's departure. With a change in content, this course may be repeated for credit. A maximum of six credits can be used to meet major requirements.

Special topics taken in a foreign study program.

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

A. ECON 2447/W Economics of Sport (#8112) [Adding W version of an existing course]

*Current Catalog Copy*

ECON 2447. Economics of Sports

Three credits. Prerequisite: ECON 1200 or 1201.

Microeconomic principles applied to the business of sports. Player salaries; anti-trust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; impact of franchises on local economies.

*Revised Catalog Copy*

ECON 2447. Economics of Sports

Three credits. Prerequisite: ECON 1200 or 1201.

Microeconomic principles applied to the business of sports. Player salaries; anti-trust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; impact of franchises on local economies.

ECON 2447W. Economics of Sports

Three credits. Prerequisite: ECON 1200 or 1201. ENGL 1010 or 1011 or 2011.

B. EPSY 2450/W Whole Child, School, and Community: Linking Health and Education (#9179)  
[Adding W version of an existing CA2 course]

*Current Catalog Copy*

EPSY 2450. Whole Child, School, and Community: Linking Health and Education

Three credits.

Examination of interrelated contributors in health and education on child well-being using the Whole School, Whole Community, Whole Child model. Discussion of theory and evidence behind initiatives to integrate policy, process, and practice across learning and health sectors, providing broad perspective on interconnections across critical systems of care for children. CA 2.

*Revised Catalog Copy*

EPSY 2450. Whole Child, School, and Community: Linking Health and Education

Three credits.

Examination of interrelated contributors in health and education on child well-being using the Whole School, Whole Community, Whole Child model. Discussion of theory and evidence behind initiatives to integrate policy, process, and practice across learning and health sectors, providing broad perspective on interconnections across critical systems of care for children. CA 2.

EPSY 2450W. Whole Child, School, and Community: Linking Health and Education  
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. CA 2.

- C. HIST 3412/W Intellectual and Social History of Europe in the Twentieth Century (#8799)  
[Level, title, & description change; adding CA1-C]

*Current Catalog Copy*

HIST 3412. Intellectual and Social History of Europe in the Nineteenth Century  
Three credits. Lansing  
The thought and feeling of Europeans in their social context.

HIST 3412W. Intellectual and Social History of Europe in the Nineteenth Century  
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Lansing.

*Revised Catalog Copy*

HIST 2412. From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe  
Three credits.  
An examination of nineteenth-century European thinkers and their ideas in their social contexts.  
CA 1.

HIST 2412W. From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe  
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. CA 1.

- D. HIST 3413W Intellectual and Social History of Europe in the Nineteenth Century (#8800)  
[Level, title, & description change; adding CA1-C]

*Current Catalog Copy*

HIST 3413W. Intellectual and Social History of Europe in the Twentieth Century  
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.  
The thought and feeling of Europeans in their social context.

*Revised Catalog Copy*

HIST 2413W. From Nietzsche to Neo-liberalism: Ideas and Ideologies in Twentieth-Century Europe  
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.  
An examination of twentieth-century European thinkers and their ideas in their social contexts.  
CA 1.



**Summary of General Education-Related Action Items****III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following 3000- or 4000-level courses for revision in the Quantitative (Q) Competency:**

- A. MARN 3003Q Environmental Reaction and Transport (#8658) [Revise prereqs]

*Current Catalog Copy*

MARN 3003Q. Environmental Reaction and Transport

Four credits. Prerequisite: CHEM 1127Q and one additional semester of CHEM, BIOL or PHYS; one semester of calculus (MATH 1110Q, 1131Q or MATH 1151Q) or concurrent enrollment in Calculus (1110Q, 1131Q, 1151Q). Vlahos

An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.

*Revised Catalog Copy*

MARN 3003Q. Environmental Reaction and Transport

Four credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q or 1151Q or 2141Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.

An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.

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

- A. HIST 3540/W American Environmental History (#4999) [Revise title; add repeatability; add CA1-C, CA4, and E]

*Current Catalog Copy*

HIST 3540. American Environmental History

Three credits. Rozwadowski, Shoemaker, Woodward

Transformations of the North American environment: the effects of human practices and policies, varying ideas about nature across cultures and time periods; and the rise of environmental movements.

HIST 3540W. American Environmental History

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

*Revised Catalog Copy*

HIST 3540E. Environmental History of the Americas

Three credits. May be repeated for credit once with a change of topic.

Transformations of one region within the Americas, such as the United States, Caribbean, or South America since 1450. The effects of human practices and policies, varying ideas about nature across cultures and time periods, and the rise of environmental movements. CA 1. CA 4.

HIST 3540EW. Environmental History of the Americas

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. CA 1. CA 4.

**B. POLS 3019/W Black Political Thought (#8747) [Add W section to existing non-W]**

*Current Catalog Copy*

POLS 3019. Black Political Thought

Three credits. Prerequisite: Open to juniors or higher. Recommended Preparation: POLS 1002 and AFRA 2211.

Exploration of black U.S., Caribbean, and African political thought, with a focus on processes of and resistance to racialization, enslavement, and colonization.

*Revised Catalog Copy*

POLS 3019. Black Political Thought

Three credits. Prerequisite: Open to juniors or higher. Recommended Preparation: POLS 1002 and AFRA 2211.

Exploration of black U.S., Caribbean, and African political thought, with a focus on processes of and resistance to racialization, enslavement, and colonization.

POLS 3019W. Black Political Thought

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher.

Recommended Preparation: POLS 1002 and AFRA 2211.

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

- A. HIST 2412/W From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe (#8799) [C]
- B. HIST 2413W From Nietzsche to Neo-liberalism: Ideas and Ideologies in Twentieth-Century Europe (#8800) [C]
- C. HIST 3540/W American Environmental History (#4999) [C]
- D. JOUR 1002 The Press in America (#8436) [C]
- E. JOUR 2010 Journalism in Movies (#8159) [C]
- F. WGSS 2217/W Women, Gender and Film (#5790) [A]

**VI. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 2 – Social Sciences:**

- A. EPSY 2450W Whole Child, School, and Community: Linking Health and Education (#9179)

**VII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 3 – Science and Technology, non-Lab:**

- A. EEB 3205 Current Issues in Environmental Science (#8679) [\*Note: This course is also revising its recommended preparation]

*Current Catalog Copy*

EEB 3205. Current Issues in Environmental Science Three credits. Prerequisite: Open to honors students, others with instructor consent. Recommended preparation: 8 credits of college level science.

Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics include: climate change; watershed changes; alternative energy; population growth; endangered biodiversity; genetically-engineered organisms; deforestation/restoration; risk assessment; tradeoffs; problem-solving; alternative futures.

*Proposed Catalog Copy*

EEB 3205E. Current Issues in Environmental Science Three credits. Prerequisite: Open to honors students; others with instructor consent. Recommended preparation: six credits of college level science.

Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics may include: earth processes, climate change; human population; food resources; genetically-engineered organisms; soil/water/air resources; alternative energy; biodiversity; deforestation/restoration; urban planning; risk assessment; tradeoffs; problem-solving; alternative futures. CA 3.

**VIII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 4 – Diversity and Multiculturalism, non-International:**

- A. HIST 3540/W American Environmental History (#4999)

**IX. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Environmental (E) Literacy:**

- A. EEB 3205E Current Issues in Environmental Science (#8679)
- B. HIST/MAST 2210E History of the Ocean (#8660)
- C. HIST 3540E/EW American Environmental History (#4999)
- D. NRE 2215E Introduction to Water Resources (#9159)
- E. NRE 2600E Global Sustainable Natural Resources (#9201)

Respectfully Submitted by the 18-19 Senate Curricula and Courses Committee: Pam Bedore (Chair), Ama Appiah (student rep), Michael Bradford, Daniel Burkey, John Chandy, Mark Brand, Kate Fuller, Marc Hatfield, David Ouimette, Lauren Schlesselman (Ex-Officio), Eric Schultz, Gina Stuart, Sai Vietla (student rep)

From the 2/6/19 meeting

**University of Connecticut  
Senate Scholastic Standards Committee  
Report to the University Senate  
March 5, 2019**

**Education Abroad: Senate By-Laws and EEAC By-Laws**

**A. Background:** Global Affairs asked the Senate Executive Committee to charge the Scholastic Standards Committee with developing by-laws that would formally authorize Education Abroad to govern courses and programs that take students abroad. The Scholastic Standards response was two- fold: the emendations and additions to the Senate By-Laws (below) and a set of by-laws (roughly based on those of the Honors Program) for internal use by Education Abroad that would ensure academic review and approvals stemming from the Schools and Colleges and jurisdiction over security, finances, and institutional liability for education abroad programs. These internal by-laws are presented separately today by the Scholastic Standards Committee as developed and approved by that committee.

**B. Current Relevant By-Laws**

*II.C.1.b*

*Minimum Requirements for Undergraduate Degrees/Requirements in General/Residence*

*Requirement* It is expected that advanced course work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through the University's Study Abroad, National Student Exchange and Early College Experience programs are all deemed in- residence. Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

**C. Proposal to Senate: Motion**

**To amend the By-Laws, Rules and Regulations of the University Senate as follows: (deleted items in strikethrough; new language underlined).**

By-Laws, Rules, and Regulations of the University Senate II.C.1.b and II.F.5

*II.C.1.b*

*Minimum Requirements for Undergraduate Degrees/Requirements in General/Residence Requirement*

It is expected that advanced course work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through

the University's ~~Study~~ Education Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

#### II.F.5

##### Education Abroad

The Senate Scholastic Standards Committee delegates direct oversight for the approval process for UConn-sponsored credit-bearing and other academically designed Education Abroad courses and programs to the Vice President for Global Affairs under the following conditions. UConn sponsored credit-bearing and other academically designed Education Abroad programs and courses must first meet the academic standards and approval of the University's schools and colleges. After the approval of the relevant schools and colleges, the Education Abroad Advisory Committee (EAAC) will evaluate the course or program and make a recommendation to the Vice President for Global Affairs. The Vice President for Global Affairs may reject or postpone a course or program for financial, liability, operational, or safety reasons.

Directed by the Vice President for Global Affairs or their designee, the EAAC shall maintain by-laws outlining the review and recommendation process for all UConn-sponsored credit-bearing and other educationally designed programs and courses. EAAC by-laws, and any changes to them, must be approved by the Senate Scholastic Standards Committee.

The Vice President for Global Affairs or designee shall report to the Senate Scholastic Standards Committee annually concerning these programs and courses.

For information only.

The by-laws below are not part of the March 4, 2019 SSC motion .

## **UNIVERSITY OF CONNECTICUT Senate Committee for Scholastic Standards**

### **By-Laws of Education Abroad Advisory Committee<sup>1</sup>**

#### 1. Purpose

The Education Abroad Advisory Committee (EAAC) is established as a requirement of the *By-Laws, Rules, and Regulations of the University Senate* [Section II.F.5], and its responsibilities are delegated by the Senate Committee on Scholastic Standards to provide direct oversight for the approval of credit-bearing Education Abroad courses and programs offered by the University. Members will act as an education abroad liaison with their school or college, or administrative unit. Further, the EAAC shall maintain By-Laws outlining the approval process for all University-sponsored student experiences abroad, including, but not limited to, credit-bearing programs and courses. The EAAC does not provide oversight for student organizations' travels abroad.

The University's schools and colleges are solely responsible for review and approval of all academic aspects of credit-bearing Education Abroad courses and programs. The responsibility and the prerogative of the EAAC is limited to determining the appropriateness of such courses and programs relative to the locations where they are proposed to be held with adequate considerations of time, affordability for students, safety and security, and other issues related to institutional liability.

The Senate Committee on Scholastic Standards authorizes the Vice President for Global Affairs to reject or postpone a course or program for financial, liability, and safety reasons.

#### 2. Membership

a. The EAAC shall consist of the following members:

- Two faculty members from the College of Liberal Arts and Sciences appointed by the Dean in consultation with the Vice President for Global Affairs or his/her designee;
- One faculty member each from all other schools and colleges appointed by the Deans of such schools and colleges in consultation with the Vice President for Global Affairs or his/her designee;
- Dean of the Graduate School or his/her designee;

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<sup>1</sup> This is to acknowledge that this By-Law is modeled after the University of California-Berkeley Study Abroad By-Laws of the Study Abroad Advisory Board (Version April 2, 2012).

For information only.

The by-laws below are not part of the March 4, 2019 SSC motion .

- Dean of Students or his/her designee;
- Director of the Honors Program
- Director of the Student Support Services;
- University Director of Advising;
- Director of First Year Experience and Learning Communities;
- Director of Education Abroad (ex-officio, and committee secretary);
- Vice President for Global Affairs or his/her designee (ex-officio).

- b. The Chair of the EAAC shall be elected by the membership at its regular meeting in October. The chair has the term of two years, and is eligible for re-election to two consecutive terms.

### 3. Term of Membership

- a. The faculty member term of the EAAC is two years, renewable for one term with the consent of the Dean. The Director members are by the virtue of their professional appointment at the University.
- b. Faculty members who fail to participate in two consecutive regular meetings may be removed from the EAAC.

### 4. Meetings

#### a. Regular

The EAAC shall hold regular meetings four times each calendar year during the second week of February, April, October, and December. Such meetings will take place in person in Storrs. Regional campus members may participate via conference call.

#### b. Special

A special meeting of the EAAC may be called by the Chair, and/or the Director of Education Abroad. The call to a Special Meeting must be sent to all members of the EAAC at least five days prior to the meeting.

#### c. Emergency

An Emergency Meeting may be called by the Chair, and/or the Director of Education Abroad. The call to an Emergency Meeting must be communicated as soon as possible.

### 5. Quorum

Half plus one voting members of the EAAC are required for a quorum.

For information only.

The by-laws below are not part of the March 4, 2019 SSC motion .

## 6. Voting Requirements

- a. Recommendation for enactment, amendment or repeal of the By-Laws to the Senate Committee for Scholastic Standards requires two-thirds vote of those present and voting or of those voting by electronic ballot.
- b. Modification of processes and/or policies requires approval of a majority of those present and voting or of those voting by electronic ballot.
- c. All other business requires a majority of votes cast.
- d. Abstentions will not count in the calculation of the two-thirds vote required for approval of By-laws or the majority necessary to pass new process and/or policies, or modification of either.
- e. All members of the EAAC (except ex-officio members) are voting members.

## 7. Electronic Ballot

An electronic ballot must be held on any issue, including modification of processes and policies, if a majority of the voting members present at a meeting of the EAAC so orders.

## 8. Prior Notice

### a. Process/Policy Changes

The full text of proposed modification that is to be acted on at a meeting of the EAAC must be sent in electronic or paper form at least seven calendar days prior to the meeting.

### b. Business Not Noticed

At a Regular Meeting, the Committee may take up any other business, except the changes noted in By-law above, whether or not noticed in the call to meeting. But if not so noticed, such business can be acted upon finally only after members present have consented so to act by two-thirds of the votes cast.

- c. At a Special or Emergency Meeting, Business not noticed in the call to meeting can be taken up only after unanimous consent, and can be acted upon finally only after members present have consented so to act by two-thirds of the votes cast.

## 9. Student Participation

Students may attend meetings of the EAAC, but can participate in meetings of



For information only.

The by-laws below are not part of the March 4, 2019 SSC motion .

the EAAC by invitation only. A member of the EAAC shall recommend a student for participation on case-by-case basis. A Student does not participate in the voting process.

## 10. Program Approval Procedure

### a. Scope

Education Abroad programs are academic programs in which students travel abroad for university-sponsored or university-related purposes to a foreign location. This includes undergraduate and graduate study, as well as clinical, practicum and internship programs of any duration. Program approval can include UConn custom programs, exchange programs, direct enroll partnerships and third-party providers.

### b. Procedure

To ensure quality and alleviate potential duplication of resources or competition among programs, proposals for a new Education Abroad programming concept must adhere to the following process:

- (1) Full-time faculty or departments conceiving a new Education Abroad programming concept must first discuss and secure preliminary approval to explore the concept with their Department Head and/or Dean, depending upon the applicable school/college governance structure.
- (2) With Department Head/Dean approval to explore the concept, the proposer should discuss the concept with the Vice President for Global Affairs or his/her designee at the earliest possible stage of development.
- (3) The Vice President for Global Affairs or his/her designee will conduct a baseline review with the proposer to explore the programming concept in terms of programmatic and logistical matters. This will include a review of whether the proposed program overlaps with existing programs and a preliminary assessment of risk, compliance and feasibility.
- (4) Assuming the proposed Education Abroad programming concept is granted preliminary approval by the Vice President for Global Affairs or his/her designee, if the proposed program will include a location under a U.S. Department of State Travel Advisory Levels Three and Four or Level Two with specific travel to a location or area that is listed as “Reconsider Travel” or “Do Not Travel” within the country, the proposed programs must then receive approval under the Policy for Education Abroad and Related Activities in Sites with U.S. Department of State Travel Warning and Alert Countries, or any successor policy. See <http://policy.uconn.edu/2015/07/23/policy-for-education-abroad-and->

For information only.

The by-laws below are not part of the March 4, 2019 SSC motion .

[related-activities-in-sites-with-u-s-department-of-state-travel-warningtravel-alert.](#)

- (5) Once the programming concept receives preliminary approval by the Vice President for Global Affairs or his/her designee and is approved in accordance with the Policy for Education Abroad and Related Activities in Sites with U.S. Department of State Travel Warning/Travel Alert, if applicable, the proposer should prepare the Education Abroad Program Proposal for the EAAC (Appendices I and II). The proposal includes a letter of support from the Department Head (if applicable) or Dean, Department approval for the proposed course (s), course syllabi and the completed Program Proposal Form.
- (6) Upon completion of the Education Abroad Program Proposal, the Office of Global Affairs, under the advice of EAAC, will conduct a review of program feasibility, financing, risk assessment and compliance with general University operations prior to implementation of the program by employing applicable standards as articulated by *Standards of Good Practice for Education Abroad* (Forum on Education Abroad, Current Edition), including a site visit as articulated in By-Law 12.
- (7) The overseas partners involved must meet the legal requirements of the State of Connecticut and the University.
- (8) Education Abroad programs should not be announced or promoted to students until the Office of Global Affairs has granted final approval to proceed with the program and there is reasonable assurance that the required arrangements will be in place in time for the proposed program start date.

c. Authority of Final Approval

As part of Global Affairs' review and vetting responsibilities, with the advice of EAAC, the Vice President of Global Affairs or his/her designee is responsible for confirming that each Education Abroad program:

- (1) is in compliance with the University's [Policy for Education Abroad and Related Activities in Sites with U.S. Department of State Travel Warning/Travel Alert;](#)
- (2) has successfully completed an academic and programmatic review by the EAAC;
- (3) meets Global Affairs established standards; and
- (4) is in compliance with University contracting policies and procedures, including but not limited to those required by the applicable contract or purchasing agreement. A program may not be implemented without a completed contract or purchasing agreement.

11. Third-Party Providers

For information only.

The by-laws below are not part of the March 4, 2019 SSC motion .

- a. The University does not endorse any third-party providers of education abroad programs. However, some programs are mediated through a third-party provider with relationships to an academic institution. In such case, the assessment of the third-party provider shall be included in the review and approval process.
- b. No committee, faculty or staff interaction with third party program providers shall include any solicitation of financial or other benefits to the University, or its personnel, in exchange for inclusion on an approved list, except in the case of a benefit to students.

## 12. Site Review

Once a proposal is provisionally approved by the Vice President of Global Affairs or his/her designee, a formal review (up to a site visit) may be necessary. This formal review or site visit will be conducted by the proposer or professional staff from Global Affairs. The detailed report from the site review shall address specific criteria outlined in the Site Visit Checklist (Appendix III). In cases where a proposer has intimate and current knowledge of the program, and is able to satisfactorily complete the Site Visit Checklist, a site review may not be required.

## 13. Approval

- a. The EAAC shall review and discuss the proposal and report(s) from the site visit during the Regular Meeting.
- b. Programs are approved by the majority votes cast, as outlined in the By-Law 6.
- c. If a program receives EAAC approval for one location, a new proposal must be submitted to the EAAC for any new locations.

## 14. Evaluation of Approved Programs

All existing approved programs shall be evaluated. The evaluation process consists of:

- a. Monitoring through student evaluations, student debriefings, and close contact between Education Abroad and program administration, in the United States and abroad;
- b. Site review resulting in detailed report to ensure that provider is providing high quality service and facilities to students;
- c. Periodic formal review, by a team comprising one or more faculty and professional staff, in predetermined cycles; and
- d. Other formal review(s) on issues that arise during the evaluation process or a site visit.

For information only.

The by-laws below are not part of the March 4, 2019 SSC motion .

#### 15. Renewal of Approved Programs

The approval process shall include a provision for renewal as needed.

- a. If required, appropriate updates to the approved list and respective programs shall be made to ensure that information provided to prospective students remains accurate and current.
- b. Changes to approved courses are reviewed as needed by the academic department.

## **Proposal to revise the Senate By-Laws, Rules and Regulations on General Education**

**Background:** Revisions to amend the portion of Senate By-Laws, Rules and Regulations pertaining to General Education, as approved by the Senate on February 4 2019, struck a sentence describing compensation for the GEOC Chair. A renewed appreciation of this sentence's value for posterity has accompanied efforts to fill the Chair for a new term.

**Proposed Motion:** The General Education Oversight Committee and the Senate Curricula and Courses Committee propose that the following addition be made to the Senate By-Laws, Rules and Regulations II.C.2.e., as indicated by outlined text.

The Chair of the GEOC need not be a Senator. The Chair serves one three-year term and may not be re-appointed for a consecutive term. Responsibilities of the Chair in leadership of GEOC include management of GEOC meetings, coordination of all GEOC functions, communication with the University community about the General Education Curriculum, and recognizing and responding to the changing needs of the University with respect to the General Education Curriculum. Because of the unusually demanding nature of this position, the chair will be given at least 50% release time and be provided with administrative support.

**University of Connecticut  
Senate Executive Committee  
Report of the University Senate  
March 4, 2019**

**Motion to Recommend Amending UCONN Endowments Named for Members of the Sackler Family.**

Background:

Numerous news reports and investigative journalism published since 2016 report unethical marketing practices employed by members of the Sackler family, as sole owners of Connecticut based Purdue Pharma, in the sale and distribution of OxyContin. Of particular note is a series published by the L.A Times demonstrating how OxyContin, in medical terms, fails to deliver the promised pain relief and instead causes profound withdrawal symptoms with even limited use, often leading to addiction and death.

<https://www.latimes.com/projects/oxycontin-part1/>

<https://www.newyorker.com/magazine/2017/10/30/the-family-that-built-an-empire-of-pain>

In addition, as the opioid crisis grew in the United States, several lawsuits brought by state and local governments are working their way through state and federal courts including the current lawsuits in Massachusetts and Connecticut. In these particular cases, dramatic evidence provided through Purdue Pharma internal communications indicates that several members of the Sackler family directed Purdue Pharma marketing strategies that they knew were misleading in minimizing the negative effects of OxyContin.

<https://www.nytimes.com/2018/05/29/health/purdue-opioids-oxycontin.html>

<https://www.nytimes.com/2019/01/15/health/sacklers-purdue-oxycontin-opioids.html>

Finally, as the market in OxyContin began to falter around 2016 due to negative publicity, Purdue Pharma redirected efforts toward selling OxyContin abroad, particularly in developing countries with less medical support to cope with the addictive effects of the drug. The network of companies, collectively known as Mundi-Pharma are also owned by the Sacklers, and, according the L.A. Times is employing similar tactics to push OxyContin onto populations ill-equipped to cope with the dangers associated with its use.

<https://www.latimes.com/projects/la-me-oxycontin-part3/>

The Sackler family gave several endowments to the University of Connecticut including funds to support activities in fine arts, medical research and human rights. Several events on campus bear the Sackler name including the Sackler Lecture on Human Rights at the Dodd Center, and the Sackler Music Composition prize, the Sackler Artist in Residence and Master Arts Institute endowments. The funds for these endowments were given to UCONN after the introduction of

OxyContin to the market, and therefore, the funds themselves can be considered tainted as profits from highly questionable, and perhaps criminal activities, as will be determined in various legal venues including Massachusetts and Connecticut State courts. It is important to note that the Sackler family paid over 600 million dollars in fines as part of a 2007 settlement, but, it has been reported, maintained their sales practices for years after.

Public Relations Through Donations:

The Sackler family, including Raymond and Beverly Sackler have spent millions of dollars to place the family name on a host of civic, educational, and arts related institutions and endowments, and in many cases, have made substantial political contributions. While perhaps legitimate interests of the Sackler family these efforts should now be seen in light of the significant potential of liability claims being made against the Sackler family members, as well as Purdue Pharma. Participation and use of these endowments connects the host institutions with the unethical sales and marketing practices now under legal scrutiny even though the funds themselves are disconnected from any further marketing of OxyContin itself.

*Whereas:*

*The University of Connecticut has received approximately 4.5 million dollars in philanthropic gifts from the Sackler family and,*

*Whereas:*

*The Sackler family and Purdue Pharma earned millions of dollars through the sale of OxyContin, and,*

*Whereas:*

*These funds should be considered tainted by the source of their earnings due to corrupt and dishonest marketing and sales practices as supported by the court case brought by the Attorney General of the Commonwealth of Massachusetts, and,*

*Whereas:*

*As reported, and confirmed by the presence of advertising for OxyContin on the website for Mundi-Pharma, a network of international companies also owned by the Sackler family, the Sacklers are continuing their efforts to market OxyContin abroad and into regions where there is less ability to cope with the dangers of addiction, and,*

*Whereas:*

*Many artistic, education and political institutions are reconsidering the gifts received from the Sackler family,*

*The Senate Resolves:*

*That the University of Connecticut will, in consultation with the UConn Foundation, request that the University Board of Trustees remove the Sackler name from all facilities, titles, and programs at the University and request that the UConn Foundation take steps to repurpose all monies received from the Sackler family, their businesses, and charitable entities held in UConn Foundation (and appropriately retitle all accounts), to the extent permitted by law, to support research and public programs at the University in the arts, sciences and humanities that deal with the effects of drug addiction. In the interim, no public programs will be scheduled that by current agreement must bear the Sackler name, after the current academic year, 2018-2019.*

Sponsor:

The University Senate Executive Committee

Hedley Freake, Chair

Nancy Bull

Debra Kendall

Nandan Tumu

Pam Bramble

Gary English

Veronica Makowsky

Jaci Van Heest

Karen Bresciano

Justin Fang

George McManus



# University of Connecticut Graduate School Annual Report to the University Senate March 4, 2019

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

Research, scholarship, and creative activity at the University of Connecticut have a national and international impact, and excellence in these areas is inseparable from excellence in graduate education. The University of Connecticut is a great research university because it has both world-class scholars and world-class graduate programs. The University awards 17 types of graduate degrees (4 research doctorates, 2 clinical doctorates, 11 master's) in more than 120 fields of study.<sup>1</sup> In addition to these degree programs, the University of Connecticut offers more than 100 post-baccalaureate and graduate certificate programs.

The Graduate School is responsible for overseeing all postbaccalaureate degree or certificate programs, except for the MD, DMD, JD, LL.M, and PharmD. With the Graduate Faculty Council and the Executive Committee, we ensure the academic integrity of graduate programs, oversee the development of new programs, and develop new ideas and new approaches to graduate education. With guidance from the Graduate Faculty Council, we also develop policies that govern the relationship of graduate students with the University. The Graduate School provides financial support for graduate students through fellowships administered by individual graduate programs<sup>2</sup> and through the Jorgensen, Harriot, and Crandall Fellowship programs,<sup>3</sup>. The Graduate School

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<sup>1</sup>81 fields of study lead to doctoral degrees, and 125 fields of study lead to master's degrees.

<sup>2</sup>Funds for pre-doctoral fellowships that departments use to provide financial support to graduate students at their own discretion.

<sup>3</sup>These programs were formerly known as the Outstanding Scholar Program, the Harriott/Giolas Scholar Program, and the Crandall/Cordero Scholar Program.

coordinates efforts to ensure that graduate programs attract and retain scholars from the widest possible array of backgrounds and experiences, and we cover costs of education for recipients of prestigious national fellowships that are not covered by fellowship awards or training grants. We work with the Graduate Student Senate and the Graduate Students of Color Association to promote a vibrant community of graduate students and postdoctoral scholars at the University.

The Graduate School's academic plan articulates its role as the heart of graduate and postdoctoral education at the University. We commit ourselves to nurturing a vibrant **community** of graduate students and postdoctoral scholars, fostering **collaboration** across departments, programs, and campuses in graduate research and teaching, and facilitating the **preparation** of graduate students and postdoctoral scholars for their future careers. We work with faculty throughout the University to achieve these goals.

## Highlights of activities in 2018/2019

- Working with the Registrar's Office, we established new procedures to document and verify changes to the Graduate Catalog. The most significant of these is that the requirements for all degree programs are now recorded in the Graduate Catalog and that overarching requirements for graduate degrees and certificates are now recorded in bylaws of the Graduate Faculty Council.
- In parallel with the change in catalog procedures, we established an online Graduate Program Action Request workflow (GPAR), modeled on the Course Action Request workflow managed by the University Senate. All proposals for creation, modification, or elimination of new graduate programs will now be routed through GPAR. In addition, any changes in program requirements must now be routed through GPAR in order to appear in the Graduate catalog.
- We are developing an online workflow to manage requests for leaves of absence and withdrawals, and we expect it to be available before the beginning of Fall 2019.
- We developed a new framework for professional development consisting of events and resources focused on **P**ersonal growth, **C**areer development, and **P**rofessional engagement – PCP. Resources can be filtered by audience (master's, doctoral, postdoctoral scholar, faculty/staff) as well as each element of PCP: <https://grad.uconn.edu/pcp/>.

- We led a variety of activities for graduate students and postdoctoral scholars focusing on discipline-independent, transferable skills and on professional preparation.
  - Collaborated with the University Ombuds to present a negotiation workshop series for graduate students.
  - Coordinated annual Postdoc Appreciation Week, 17-21 September, which included a Postdoc Data Blitz.
  - Coordinating annual Graduate Student Appreciation Week, 1-5 April.
  - Sponsoring fifth annual “3-minute thesis” as part of Graduate Student Appreciation week from 3:00pm — 5:00pm on 5 April.
  - Sponsored a graduate assistant in Higher Education and Student Affairs who focuses on programming support for graduate students, notably Graduate Student Appreciation Week.
- We represented the University of Connecticut at several national conferences that draw large numbers of potential students from groups that are often underserved in higher education. Nearly 150 individuals expressed an interest in applying to UConn.
- We collaborated with Universitas 21 both on the Virtual 3-minute thesis competition in October 2018 and on the PwC Innovation challenge in November 2018. Mac Montana was selected as the winner in the PwC innovation challenge and will travel to Dubai, all expenses paid by PwC, for a week of professional coaching and interviews.
- We fund a graduate assistant who serves as Coordinator for Graduate Writing Support in the Writing Center. The Coordinator leads the following set of programs to support graduate student writing:
  - **Graduate Seminar in Academic Writing:** 49 graduate students participated in three, 5-week seminars. These students came from 25 departments including English, Philosophy, History, Political Science, Sociology, Educational Leadership, Educational Psychology, Social Work, Nursing, Natural Resources and the Environment, and six different Engineering departments.
  - **Saturday Writing Retreats:** Over the course of this academic year the Writing Center will host 7 full-day writing retreats on weekends. The retreats include coffee and snacks, as well as a spacious room to accommodate a large number of writers. All retreats held so far this year drew 30+ attendees.

- **‘Start the Semester off Write’ Sessions:** Every year, the Writing Center hosts 4 Monday morning writing retreats for graduate students to jump start productivity at the beginning of each semester. This spring the Writing Center began offering coffee during these events and hosting them in its new space in the library.
- **Dissertation Boot Camps:** The Writing Center hosts 3 dissertation boot camps for late-stage PhD candidates. These run during winter, spring, and summer breaks for 4 full days. Most candidates report generating 30+ pages of new writing.
- **One-on-One Tutorials:** So far during the 2017-18 academic year, the Writing Center has had 163 individual tutoring sessions with 76 different graduate students. The Fall Coordinator, Eleanor Reeds, an English PhD student, met with 27 graduate students to design plans customized to their writing goals. Mauri Liberati, a CAHNR PhD student, took over the Coordinator role in January and so far has had 19 new intake consultations.
- We are working to improve services to departments and programs.
  - We established a listserv for graduate program administrators to provide regular updates on policies affecting graduate students and graduate assistants.
  - We provide regular reports on graduate assistant levels (including eligibility for level 3), graduate student enrollment, and graduate student milestones.
  - We host regular “lunch and learn sessions,” approximately three per semester.
- We work closely with the Center for Career Development to ensure that graduate students have access to programs and materials that help them prepare for a wide variety of post-graduation careers.
  - Co-funding “The Versatile PhD”: Login with NetID from <http://career.uconn.edu/graduate-students/>.
  - Co-funding a graduate assistant to provide programming support for the Graduate Career Officer.
  - Co-sponsoring (with the School of Engineering) speakers addressing the diversity of career pathways in science.
  - Co-sponsoring *The Cross-Sector Partnership*, which links PhD-granting institutions with potential employers.

- We work with the Office of Institutional Equity to ensure that all new graduate students receive sexual assault prevention training.
- In collaboration with the Center for Excellence in Teaching and Learning, the Office of Institutional Equity, the Center for Career Development, International Students and Scholar Services, and the Graduate Student Senate, The Graduate School offers an orientation program for incoming graduate students.
- In collaboration with the Office of Faculty and Staff Labor Relations, The Graduate School interprets and applies the collective bargaining agreement governing the University's relationship with graduate assistants.

## Applications

In 2009 The Graduate School received approximately 9113 applications. In 2018 we received 11,179, which was down slightly from the peak of 12,294 in 2017.<sup>4</sup> This represents an increase of more than 20% over the last 9 years (Table 1). The decline in application numbers from 2017 to 2018 is almost entirely attributable to a decline in applications to two large master's programs in the School of Business. Applications to doctoral programs have shown only a small decline.

The number of applications from international students has shown a substantially larger increase, from 3854 in 2008 to 5810 in 2018, an increase of more than 50%. Consistent with national trends the number of international applications in 2018 was somewhat smaller than in 2017 (5810 vs. 6760). Still, since 2015 more than half of the applicants to graduate programs have been from international students. Among U.S. citizens and permanent residents, the largest increase in applications came from those who self-identify as an underrepresented minority or as Asian-American (a 54% increase among underrepresented minorities and a 34% increase among Asian-Americans *versus* an 11% decline among whites over the last decade).<sup>5</sup>

The fraction of applicants offered admission has hovered around 40% since 2009, although it ticked up slightly in 2018 (Table 1), but the yield has declined markedly, from 67% in 2009 to 49% in 2018 with most of the decline happening in the last two years. The overall decline is mostly attributable to a

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<sup>4</sup>The Office of Institutional Research and Effectiveness refined their procedures for extracting data from the University's systems over the past year. Numbers presented in this report differ slightly from those presented in past years, but we believe the data presented here are more accurate.

<sup>5</sup>Underrepresented minorities include those who self-identify as black, Hispanic, multiethnic, Native American, or Pacific Islander. Recently, about 500 applicants have declined to indicate their racial/ethnic status.

decline from more than 70% to about 30% for master’s programs in the School of Business, but the yield for doctoral programs has declined in most schools and colleges. The combination of increasing applications, a roughly constant admission rate, and a decreasing yield resulted in only a 5% increase in new graduate enrollments from Fall 2009 through Fall 2018.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Applications	9113	9811	9685	9977	9683	10172	11073	12053	12294	11179
Admissions	3279	3456	3326	3689	3675	3994	4502	5101	5086	5018
% Admitted	36%	35%	34%	37%	38%	39%	41%	42%	41%	45%
Enrolled	2206	2298	2180	2218	2287	2485	2724	3087	2852	2477
% Yield	67%	66%	66%	60%	62%	62%	61%	61%	56%	49%

Table 1: Applications and admissions for graduate study at the University of Connecticut for Academic Years 2008/2009 through 2017/2018.

## Enrollment

The University of Connecticut enrolled 7009 graduate students in Fall 2018. Of these, 529 were enrolled in certificate programs, 3938 were enrolled in master’s programs, and 2542 were enrolled in doctoral programs (Table 2). Enrollments in certificate programs showed significant growth from 2013 through 2016 and has remained roughly level since then. Enrollment in master’s programs grew steadily from 2009 through 2016 and has declined slightly since then. Enrollment in doctoral programs grew from 2009 through 2014, declined slightly in 2015, and has remained roughly level since then.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Certificate	230	236	233	228	206	324	423	515	537	529
Masters	3523	3517	3460	3430	3471	3611	3751	3995	3980	3938
Doctoral	2292	2395	2416	2461	2548	2586	2528	2519	2535	2542
Total	6045	6148	6109	6119	6225	6521	6702	7029	7052	7009

Table 2: Enrollment in graduate programs at the University of Connecticut by degree program from Fall 2008 through Fall 2018.

The number of international students enrolled in graduate programs increased nearly 60% from Fall 2009 to Fall 2018, with an especially sharp rise from 2014 through 2016 and a slight decline in 2018 (Table 3). Both the sharp increase and the modest decline are attributable to enrollment changes within the School of Business. Nearly 50% of international students are from China, and another 22% are from India. No other country represents more than 3%

of our international enrollment. International graduate students make up more than half of the total enrollment in the School of Pharmacy and roughly half of the total enrollment in the School of Business and the School of Engineering.

The number of enrolled graduate students who are U.S. citizens or permanent residents and self-identify as Asian has remained flat since 2014, after growing modestly from 2009 to 2014. In contrast, the number who self-identify as an underrepresented minority continues to show a steady increase, while the number who self-identify as white has shown a steady decline since its peak in 2010. Since 2015, fewer than half of enrolled graduate students were domestic students identifying themselves as white. Somewhat fewer than 75% of domestic students identify themselves as white.<sup>6</sup>

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Asian	270	303	303	297	289	330	349	342	338	346
International	1219	1224	1294	1407	1526	1742	1930	2103	2040	1942
Minority*	572	603	617	619	630	663	724	812	837	891
White	3671	3706	3444	3386	3396	3399	3316	3364	3369	3354
Unknown	313	312	451	410	384	387	383	408	468	476

\*Includes those who self-identify as multi-ethnic beginning in 2010.

Table 3: Enrollment in graduate programs at the University of Connecticut by race and national origin from Fall 2009 through Fall 2018

## Retention and training

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

- **Community** – The Graduate School will enhance the quality of life for graduate students and postdoctoral scholars by nurturing an engaged community of scholars that includes all disciplines and all campuses.
- **Collaboration** – The Graduate School will foster the development of interdisciplinary research and teaching programs by removing barriers to cross-departmental, cross-program, and cross-campus graduate and postdoctoral education.

<sup>6</sup>The decline in number of students identifying themselves is unlikely to result from a change in the number of students choosing not to identify their racial/ethnic identity. The number of students choosing not to identify their racial/ethnic increased by only about 160 from 2009 to 2018.

- **Preparation** – The Graduate School will enhance career and professional development of graduate students and postdoctoral scholars through programs designed to enhance discipline-independent, transferable skills.

Last fall, the National Academy of Sciences released *Graduate STEM Education for the 21st Century*, a report from the Committee on Revitalizing Graduate STEM Education for the 21st Century. Although the report focuses on STEM education, many of the principles it identifies apply across the entire range of academic disciplines. In particular, the report recommends that both master's and doctoral students should be provided opportunities for professional development and career exploration.

In 2018/2019, we developed a new framework with to support activities intended to address the need for professional skills training that extends beyond the disciplinary training provided by departments and programs. We refer to the framework as PCP, referring to its three components: **P**ersonal growth, **C**areer development, and **P**rofessional engagement. A guide to PCP programs and activities is available on The Graduate School website (<https://grad.uconn.edu/pcp/>). PCP is designed to help graduate students and postdoctoral scholars acquire the knowledge, skills, and abilities they need for success in the next stage of their career. For example, The Graduate School supported programs to enhance the written and oral communication skills of graduate students through the Writing Center. We provide funding for a graduate assistant who serves as Coordinator for Graduate Writing Support in the Writing Center. We also sponsor the annual 3-Minute Thesis competition that encourages PhD students to summarize their dissertation research in front of a live audience.

The Graduate School continues to work closely with the Graduate Career Officer in the Center for Career Development to offer a variety of programs to help graduate students prepare for life after graduate school. In particular, we are co-funding *The Versatile PhD*, a web site that provides resources for graduate students seeking non-academic careers.

## Degrees

The Graduate School offers master's degrees in 125 distinct fields of study and doctoral degrees in 81 fields of study, representing 4 research doctorates, 2 clinical doctorates, and 11 masters degrees. In addition, The Graduate School offers more than 100 post-baccalaureate and graduate certificates. In Fall 2017, the Registrar's Office assumed responsibility for auditing graduate degrees. We work closely with them to expedite the process. For example, the Registrar's Office is beginning a project to provide an on-line workflow for submission and approval of plans of study.



In 2018, The Graduate School awarded more than 2700 degrees and certificates (Table 4). In 2009, the total was only slightly more than 1900. Since 2009 the number of certificates awarded increased by 220%, the number of masters degrees increased by over 35%, and the number of doctoral degrees awarded increased by over 40%. In 2017, we awarded more than 400 doctoral degrees for the first time in the University's history, but in 2018 the number was about 7% lower than in 2017 and roughly the same as it was in 2016. The decline is attributable to small declines in the number of degrees awarded for fields of study in the College of Agriculture, Health, and Natural Resources, the College of Liberal Arts & Sciences, and the School of Engineering.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Certificate	147	130	134	172	140	155	196	256	286	334
Masters	1504	1443	1478	1577	1533	1640	1667	1763	1910	2047
Doctoral	267	313	323	341	340	342	372	379	411	384

Table 4: Certificates and degrees conferred from 2009 through 2018.



**UCONN** |

THE GRADUATE SCHOOL

# Report to the University Senate

4 March 2019

# Academic Plan

- **Community** – Enhance the quality of life for graduate students and postdoctoral scholars
- **Collaboration** – Foster development of inter-, cross-, multi-, and trans-disciplinary programs
- **Preparation** – Enhance career and professional development of graduate students and postdoctoral scholars

# Highlights

- Postdoc appreciation week
  - September 17-21, 2018
- Graduate professional student appreciation week
  - April 1-5, 2019
  - 3-minute thesis: 3:00-5:00pm, April 5, SU Theater

# Highlights

Graduate Assistant in the Writing Center

Writing retreats, Dissertation Bootcamps



# Highlights

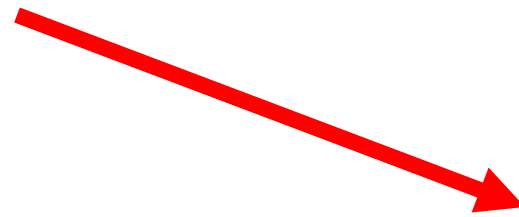
Personal growth



Career development



Professional engagement



Audience:

PCP:

### Personal Growth

<b>Yoga &amp; Mindfulness Retreat: Sowing the Seeds of Mindfulness</b> *The pose is what we are doing; the yoga is how we are being L... 03/10/2019 9:30 AM	<b>#UConnSocialDay</b> Have you wanted to become more personally active on social media... 03/13/2019 12:00 PM	<b>Learn to Listen Through Improv</b> Effective communication requires both good speaking and listenin... 03/25/2019 7:00 PM
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### Career Development

<b>UConn Stamford Spring 2019 Career Fair</b> Come and engage with 80+ employers! Learn about full-time, inter... 02/07/2019 2:00 PM	<b>Answering Tough Interview Questions</b> You have likely heard – or experienced – challenging intervi... 03/04/2019 12:00 PM	<b>School of Engineering Career Fair</b> Come join us at the School of Engineering Career Fair on Tuesday... 03/05/2019 11:00 AM	<b>BUSN Career Tuesdays - SPLUNK, Carousel Ind. &amp; AXA</b> Career Tuesdays at the School of Business are open to all studen... 03/05/2019 1:00 PM
<b>Communicating Your Research Workshop</b> Date: Wednesday, March 6 Time: 12:00-1:00 p.m. Location: Wibu... 03/06/2019 12:00 PM	<b>Expand Your Career Options: Private High School Teaching</b> Expand Your Career Options: Careers in Private High School Teach... 03/06/2019 5:00 PM	<b>Factset Information Session</b> Join Factset employees for a networking event to learn how Facts... 03/11/2019 5:00 PM	<b>Women of Color in the Academy Conference</b> The Boston-wide Women of Color (WOC) Initiative grew out of a No... 03/22/2019 8:00 AM
<b>BUSN Career Tuesdays - World Fuel Systems</b> Career Tuesdays at the School of Business are open to all studen... 03/26/2019 1:00 PM	<b>LinkedIn Photo Booth</b> Come to the Center for Career Development in the Wibur Cross Bu... 03/26/2019 1:00 PM	<b>Navigating the Career Fair</b> Get a Jump on your career fair plant! Hear from a panel of recrui... 03/26/2019 5:00 PM	<b>Spring 2019 Career Fair</b> Over 150 companies from various industries and 1200 students com... 03/28/2019 11:00 AM

### Professional Engagement

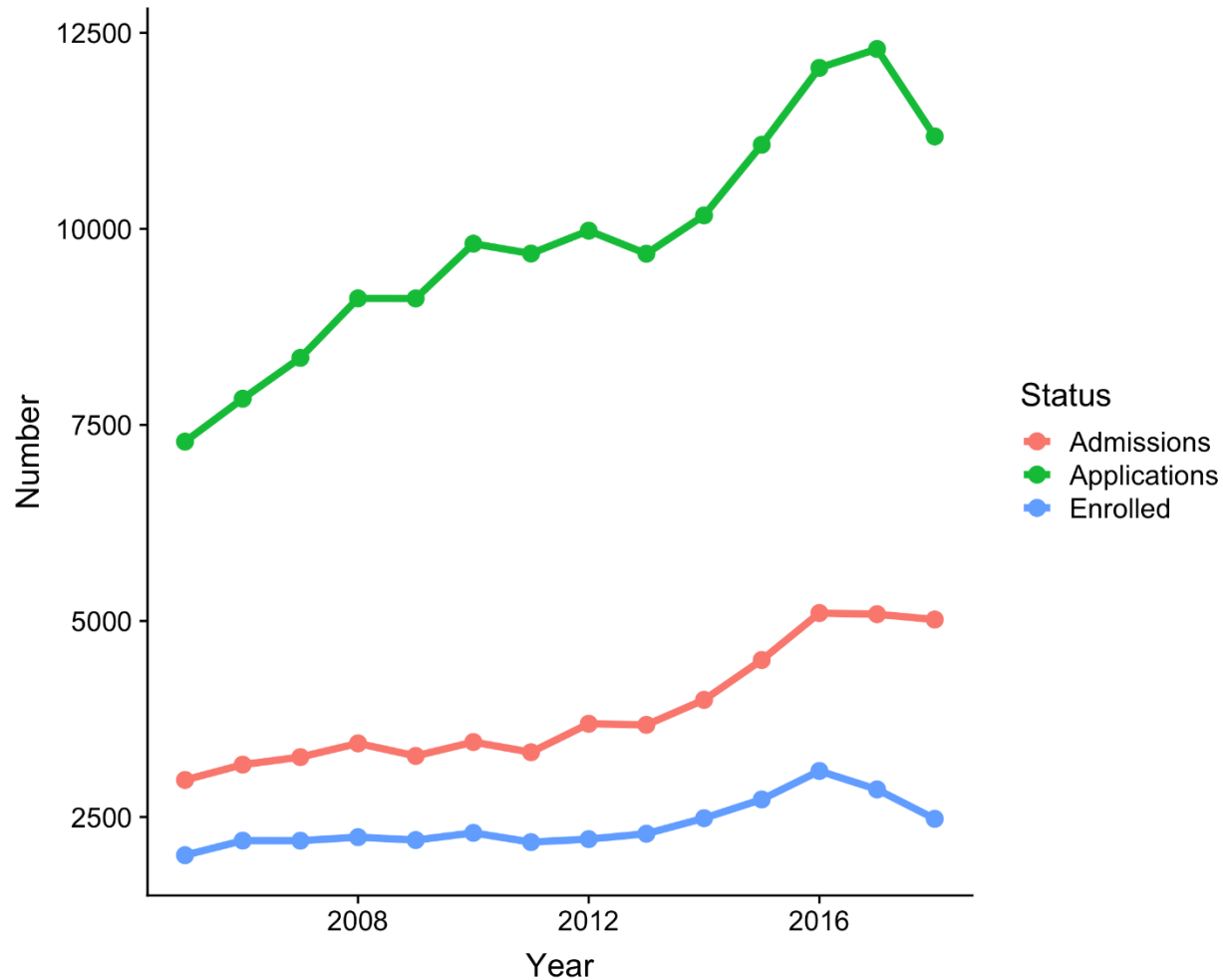
<b>Mobile, Social, and Wearable: On the Go Technology to Improve Health</b> Dr. Insoo Kim (UConn Health), Sherry Pagoto (Allied Health Scie... 03/13/2019 12:00 PM	<b>InCHIP Seminar: LGBTQ Youth Today, (Why) Aren't Things Better?</b> LGBTQ Youth Today, (Why) Aren't Things Better? Stephen T. Ras... 03/14/2019 12:30 PM	<b>Women of Color in the Academy Conference</b> The Boston-wide Women of Color (WOC) Initiative grew out of a No... 03/22/2019 8:00 AM
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# Highlights

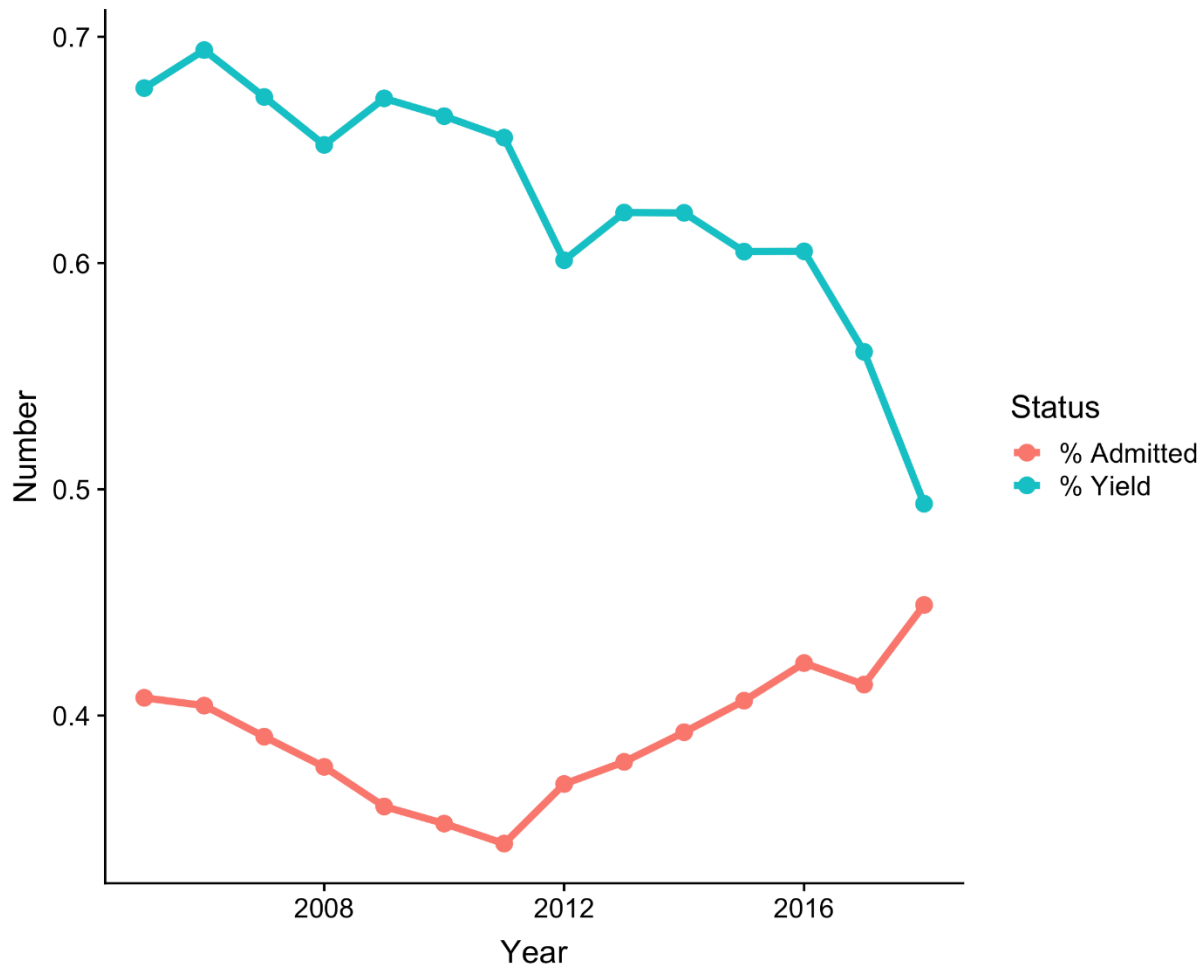
- Graduate Program Action Request (GPAR)
- In development
  - On-line plans of study (Office of the Registrar)
  - On-line withdrawal and leaves of absence

# Applications & Admission





# Applications & Admission



# Applications & Admission

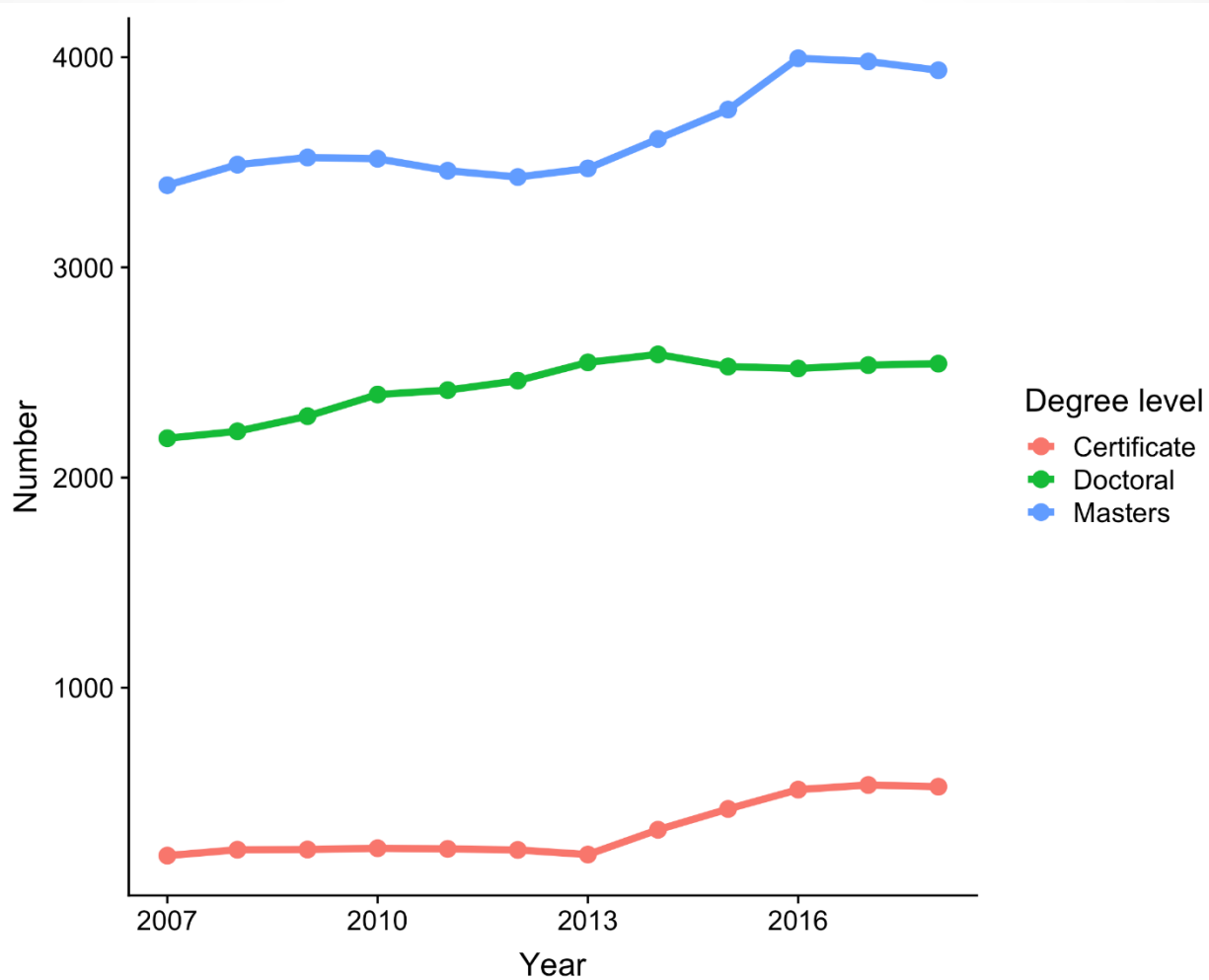
	2009	2014	2018
Applications	9113	10172	11179
Admissions	3279	3994	5018
% Admitted	36%	39%	45%
Enrolled	2206	2485	2477
% Yield	67%	62%	49%

Applications: +23%

Admissions: +53%

New enrollment: +12%

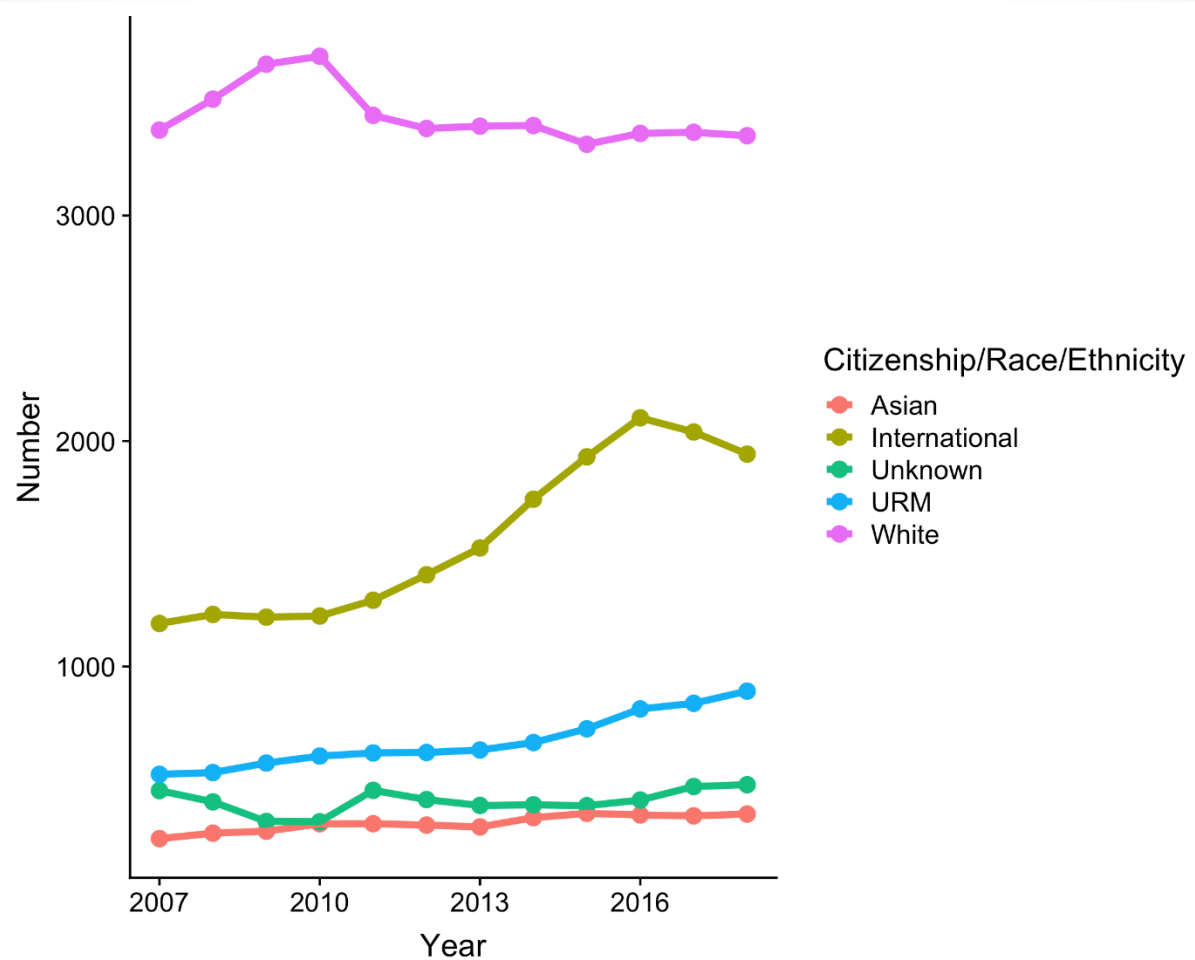
# Enrollment



# Enrollment

	2009	2014	2018
Certificate	230	324	529
Master's	3523	3611	3938
Doctoral	2292	2548	2542
Total	6045	6521	7009

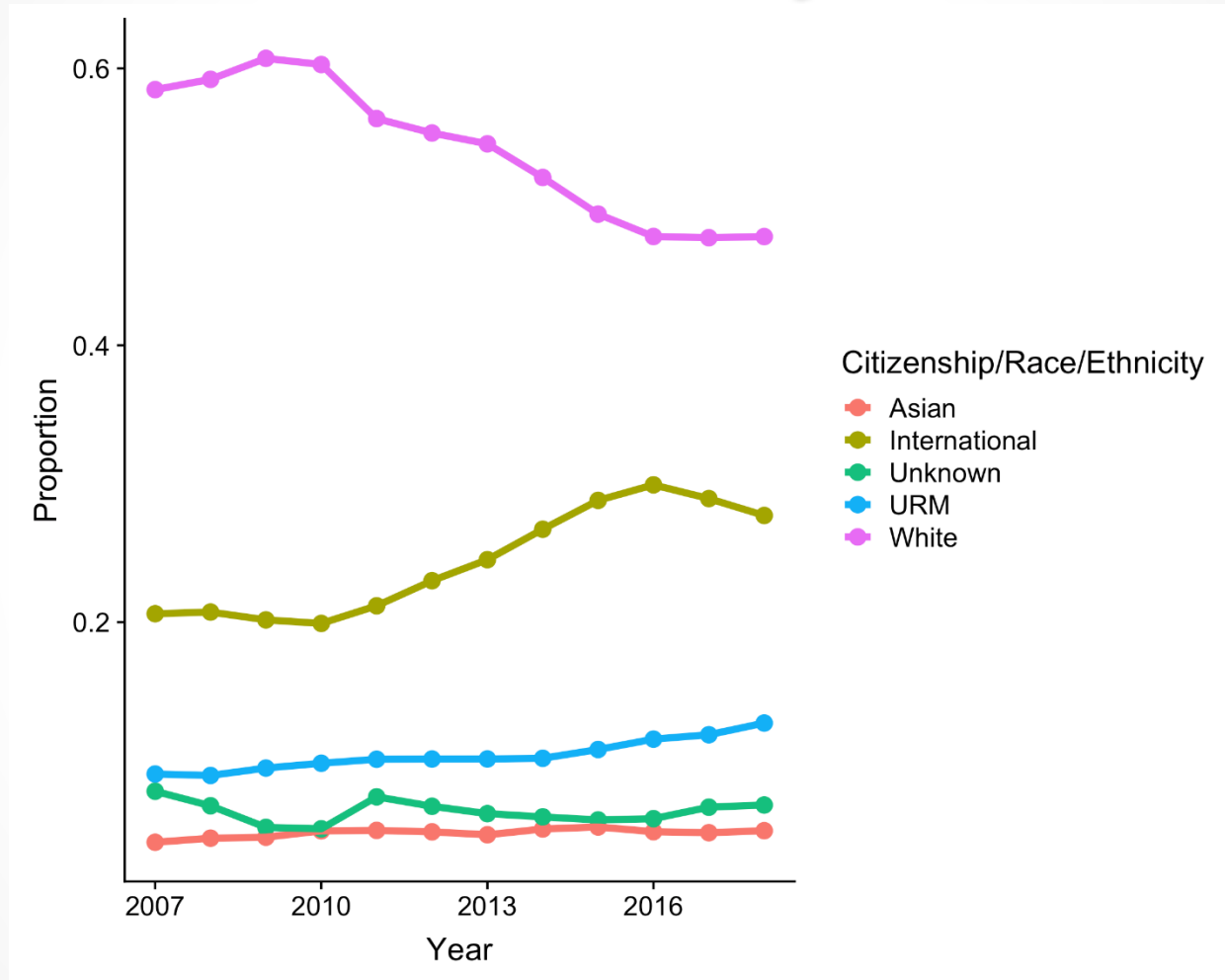
# Diversity



# Diversity

	2009	2014	2018
Asian	270	330	346
Minority	572	663	891
White	3671	3399	3354
International	1219	1742	1942

# Diversity



# Diversity

	2009	2014	2018
Asian	270	330	346
Minority	572	663	891
White	3671	3399	3354
International	1219	1742	1942

International: 28% (up from 20%)

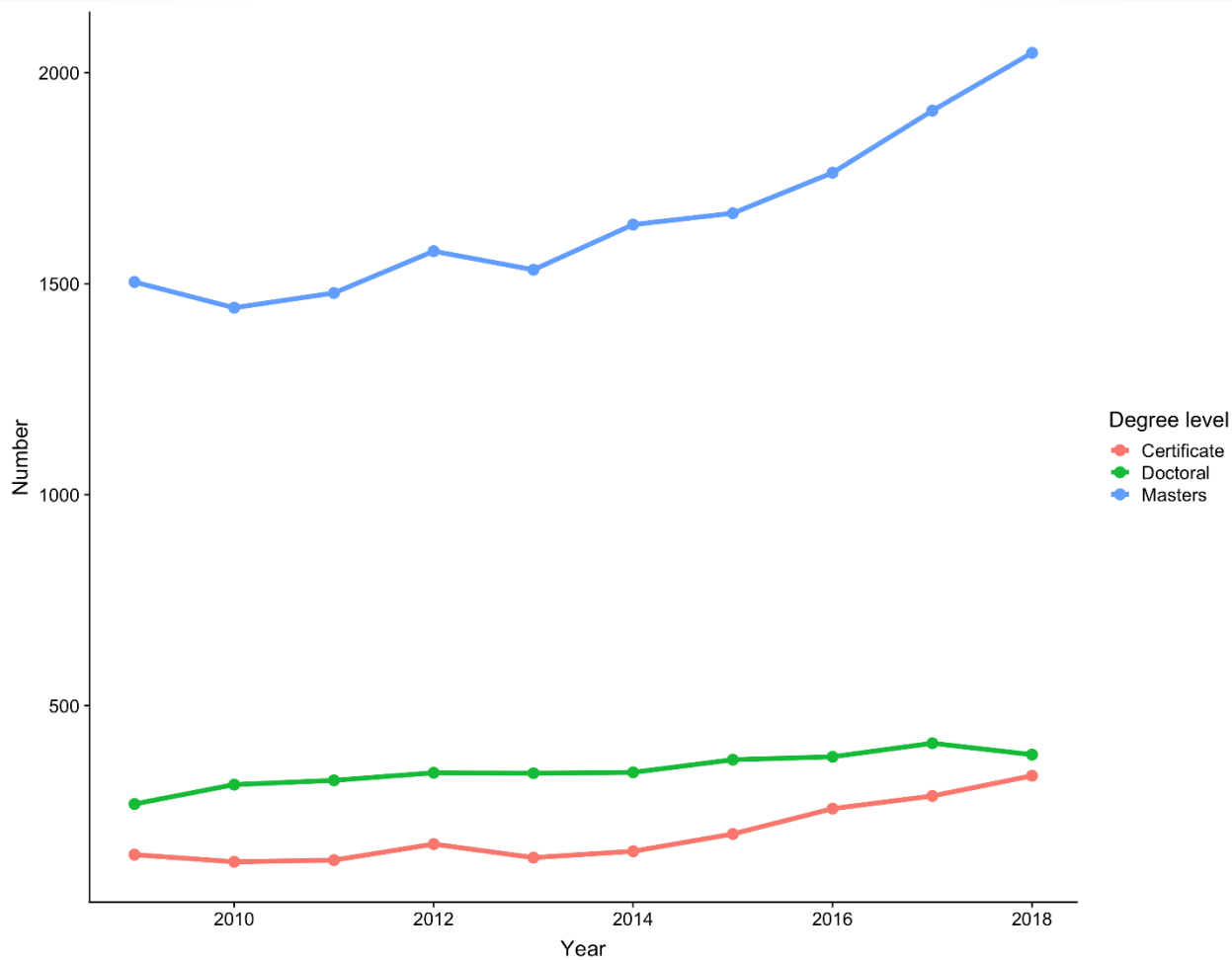
Asian: 5% (unchanged)

Minority: 14% (up from 10%)

White: 51% (down from 64%)



# Degrees awarded

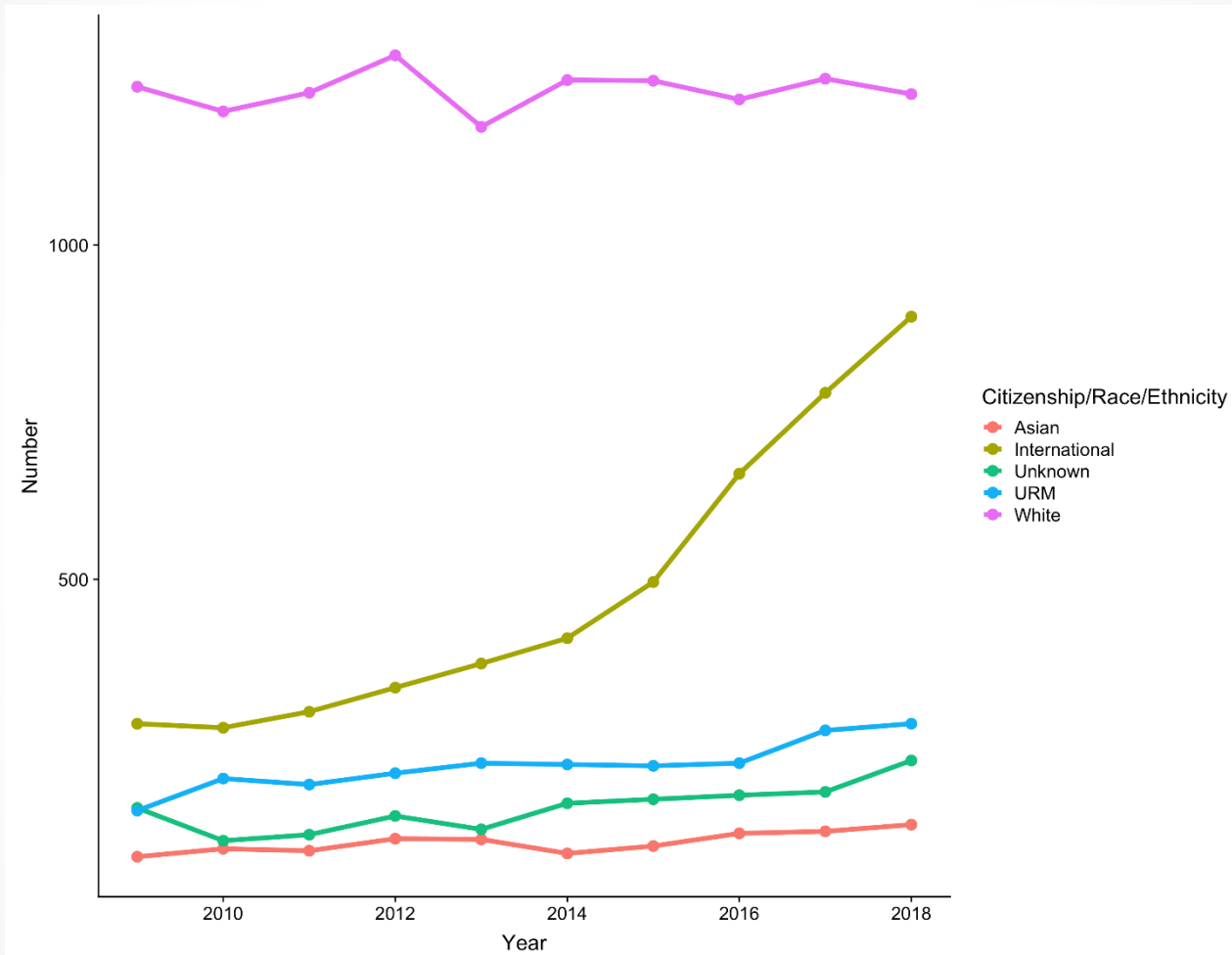


# Degrees

	2009	2014	2018
Certificate	147	155	334
Master's	1504	1640	<b>2047</b>
Doctoral	267	342	384
Total	<b>1918</b>	2137	2765

More Master's in 2018 than  
*all* degrees in 2009

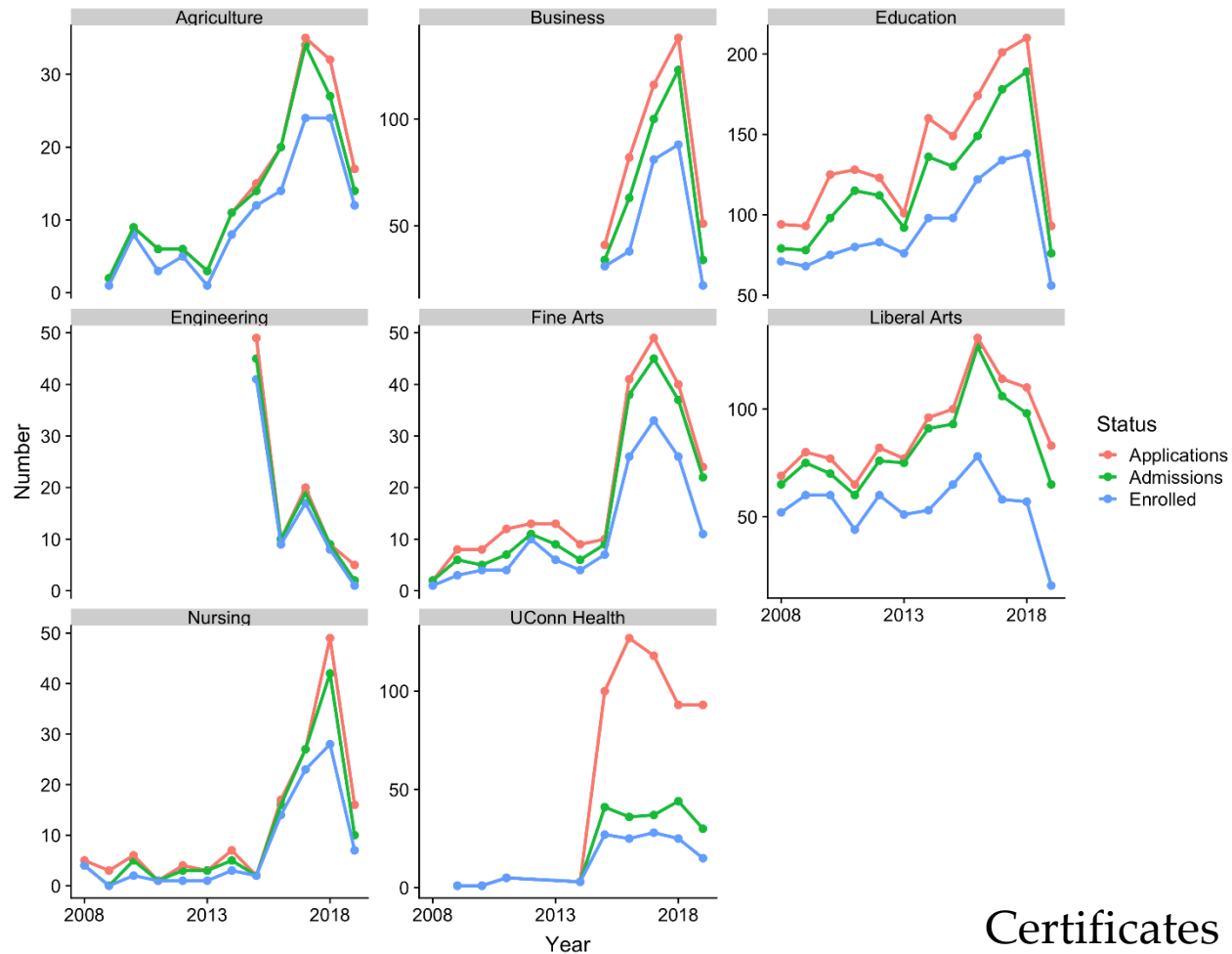
# Degrees awarded



# Academic Plan

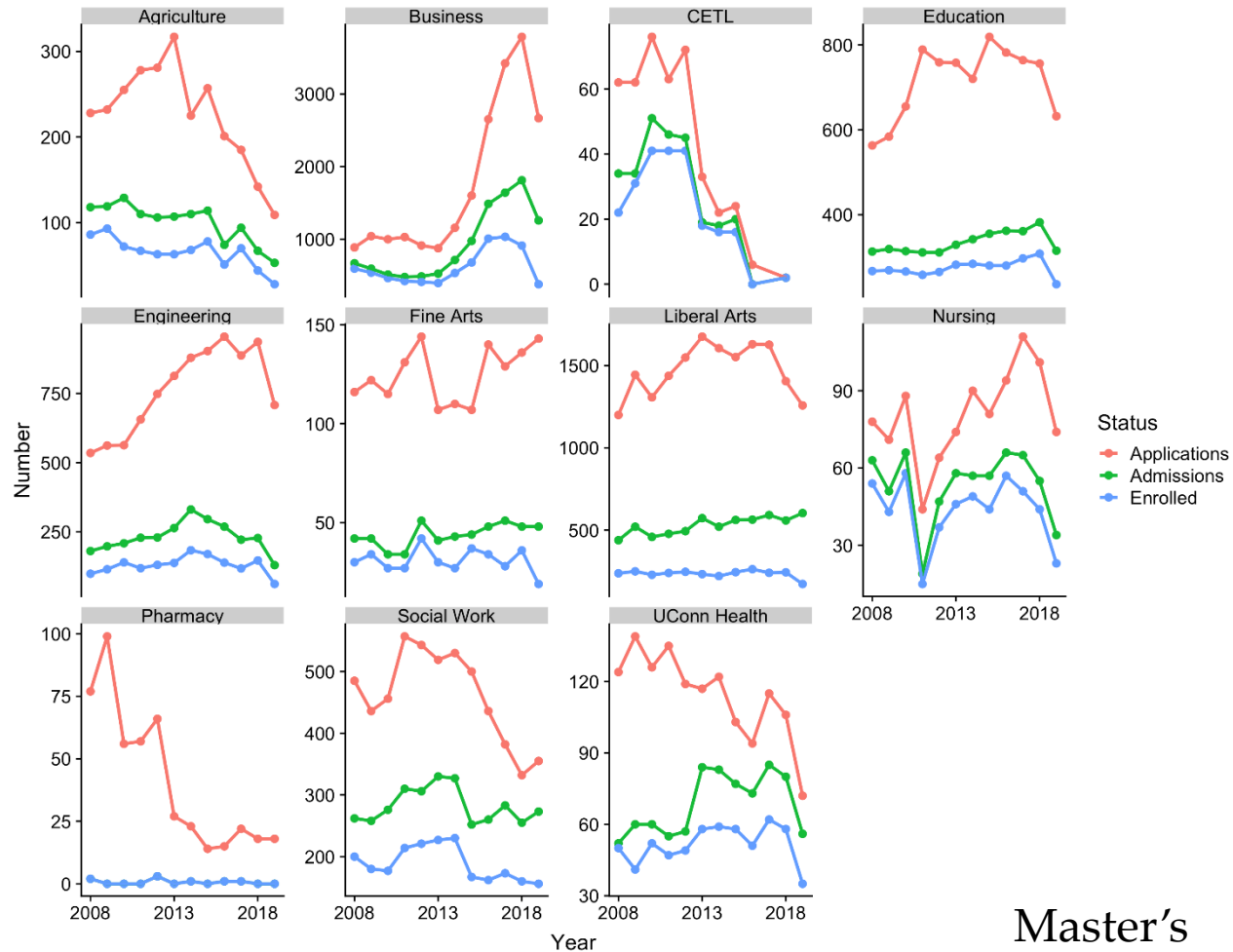
- **Community** – Enhance the quality of life for graduate students and postdoctoral scholars
- **Collaboration** – Foster development of inter-, cross-, multi-, and trans-disciplinary programs
- **Preparation** – Enhance career and professional development of graduate students and postdoctoral scholars

# Applications & Admissions



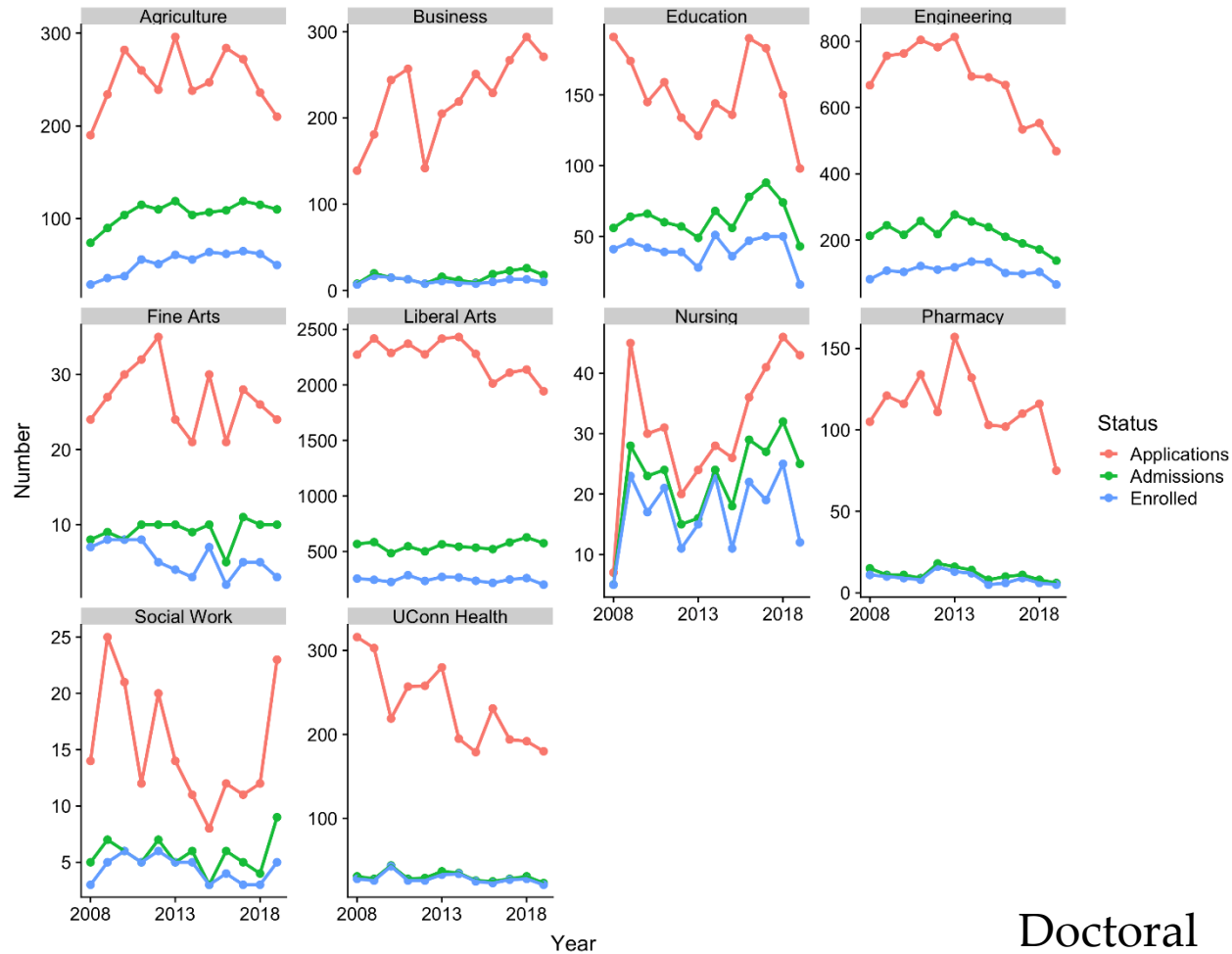
Certificates

# Applications & Admissions



Master's

# Applications & Admissions



Doctoral

# Applications & Admissions

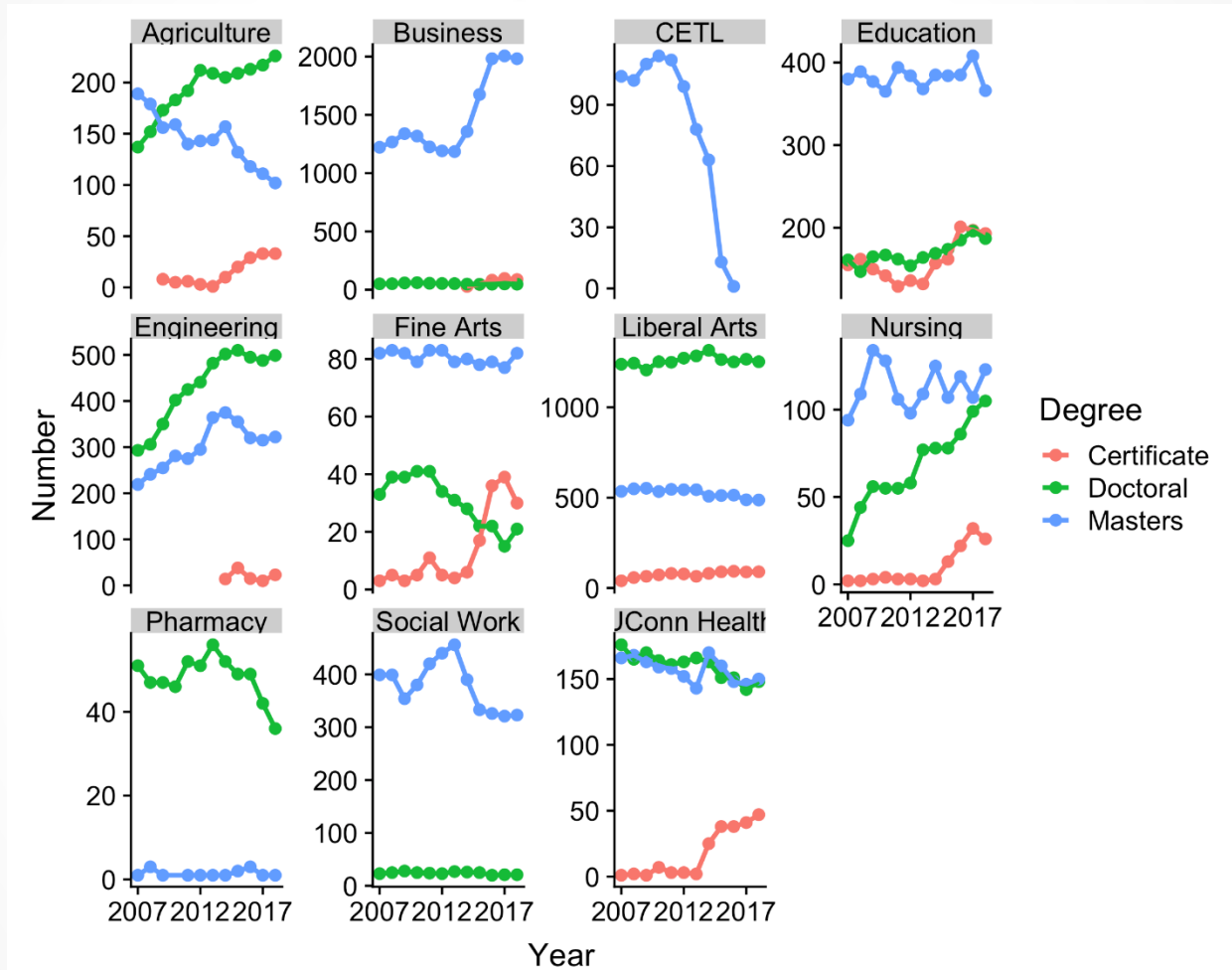




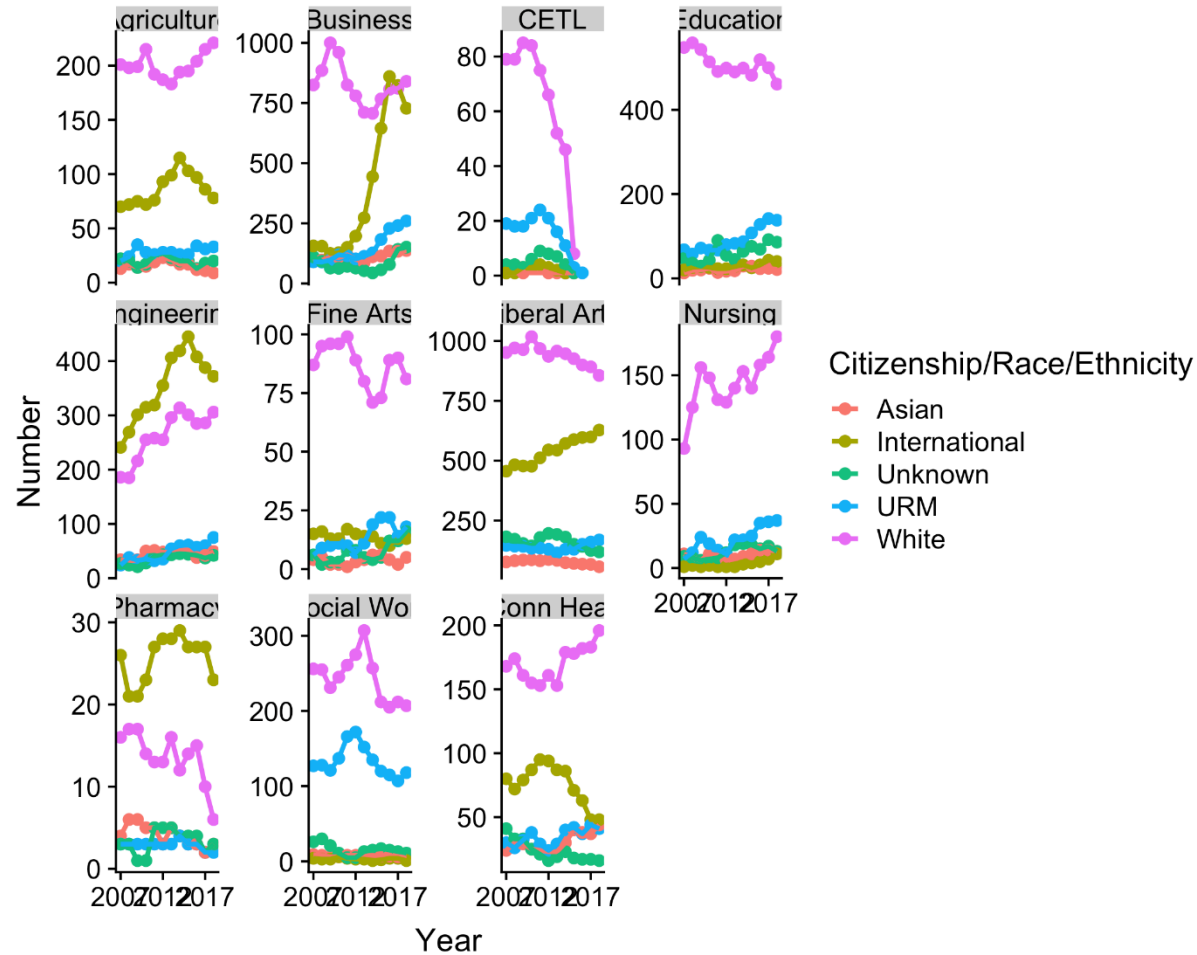
# Applications & Admissions



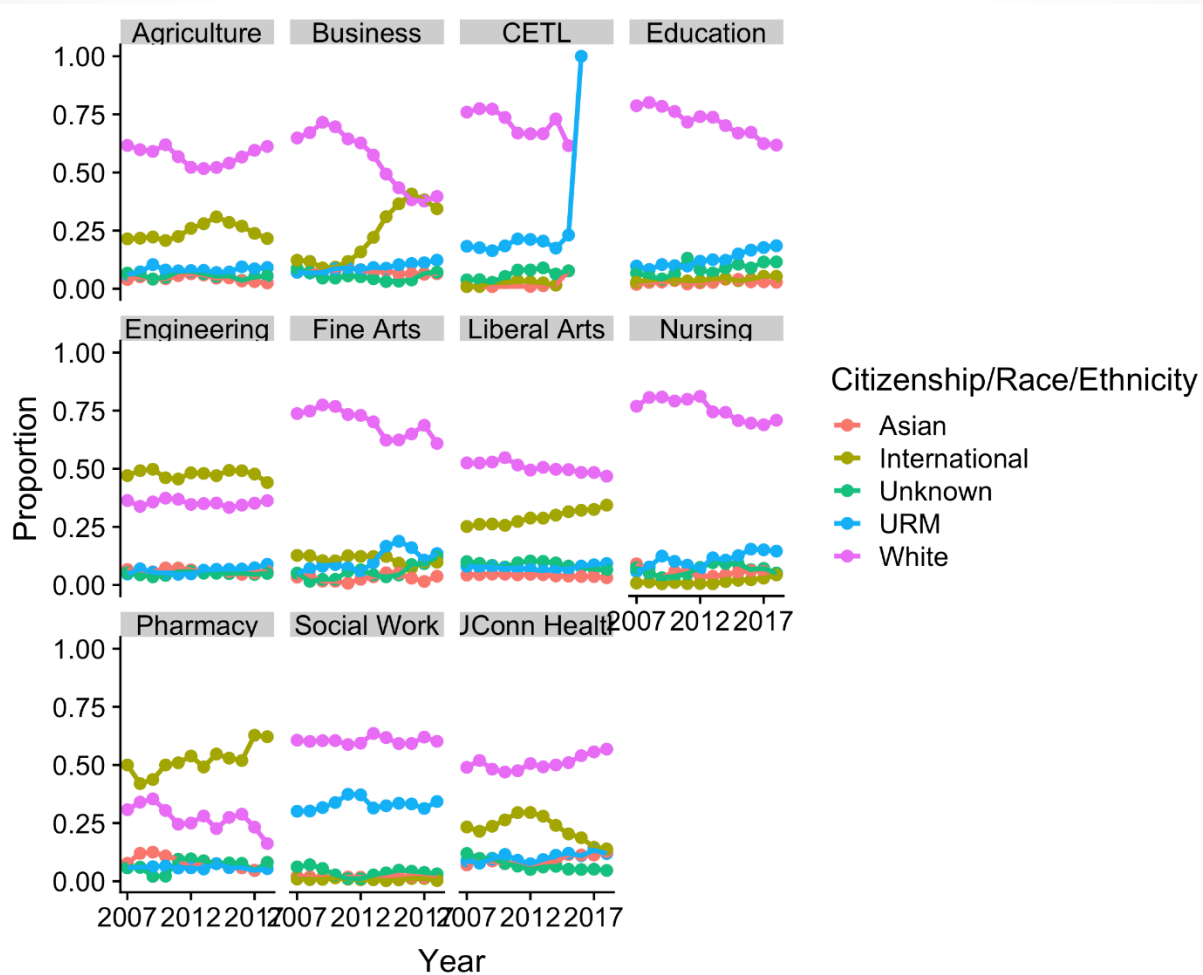
# Enrollment by School/College



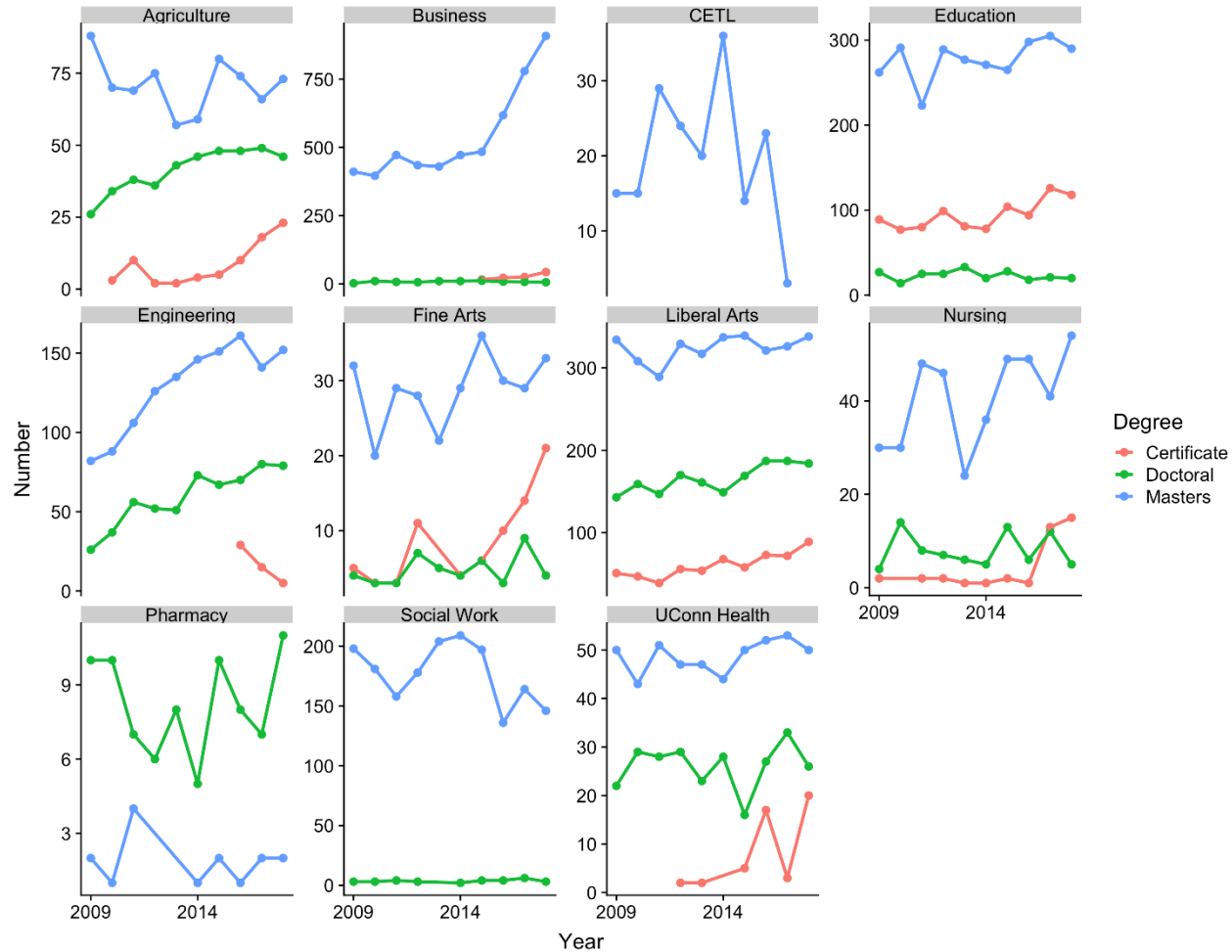
# Diversity by School/College



# Diversity by School/College



# Degrees by School/College

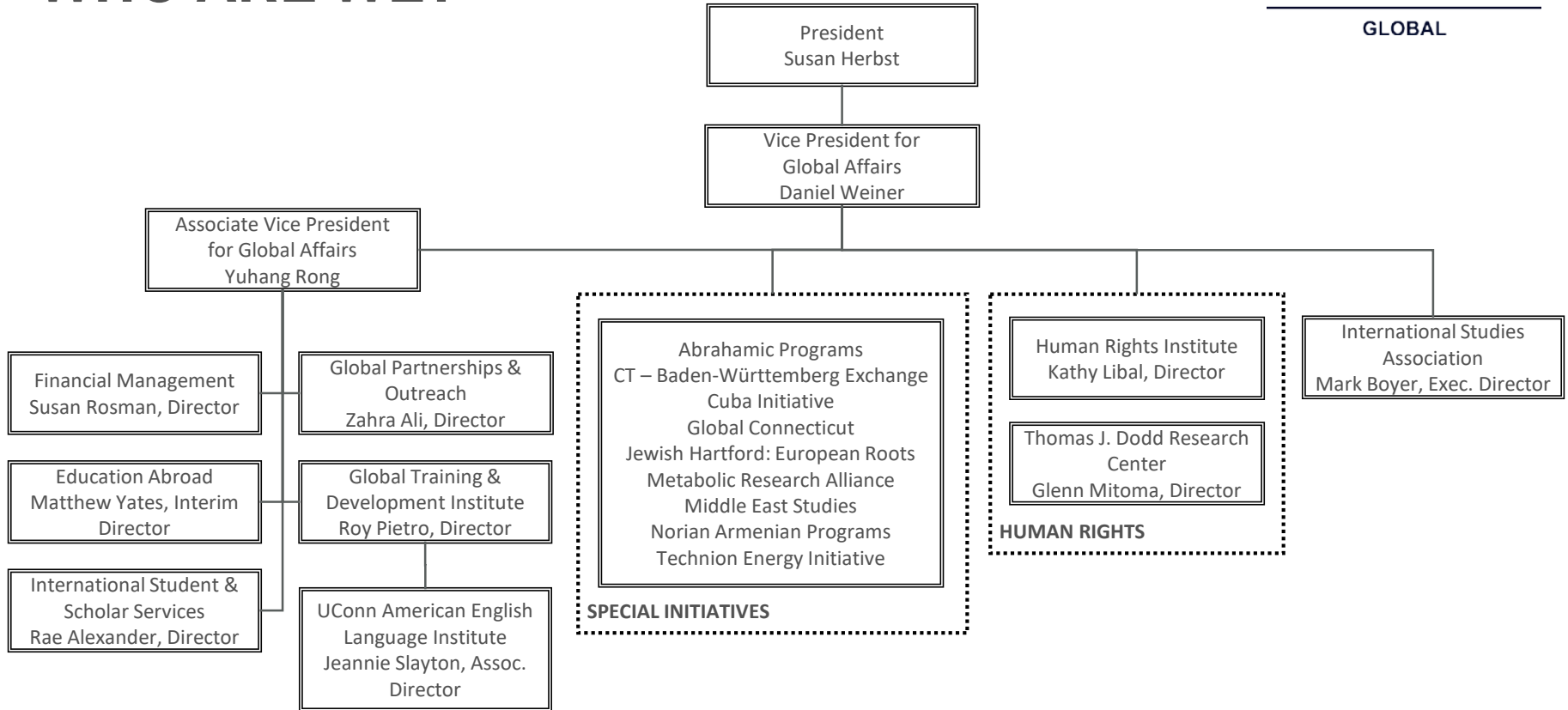




# GLOBAL AFFAIRS AT THE UNIVERSITY OF CONNECTICUT

Daniel Weiner  
Vice President for Global Affairs  
Professor of Geography  
[daniel.weiner@uconn.edu](mailto:daniel.weiner@uconn.edu)

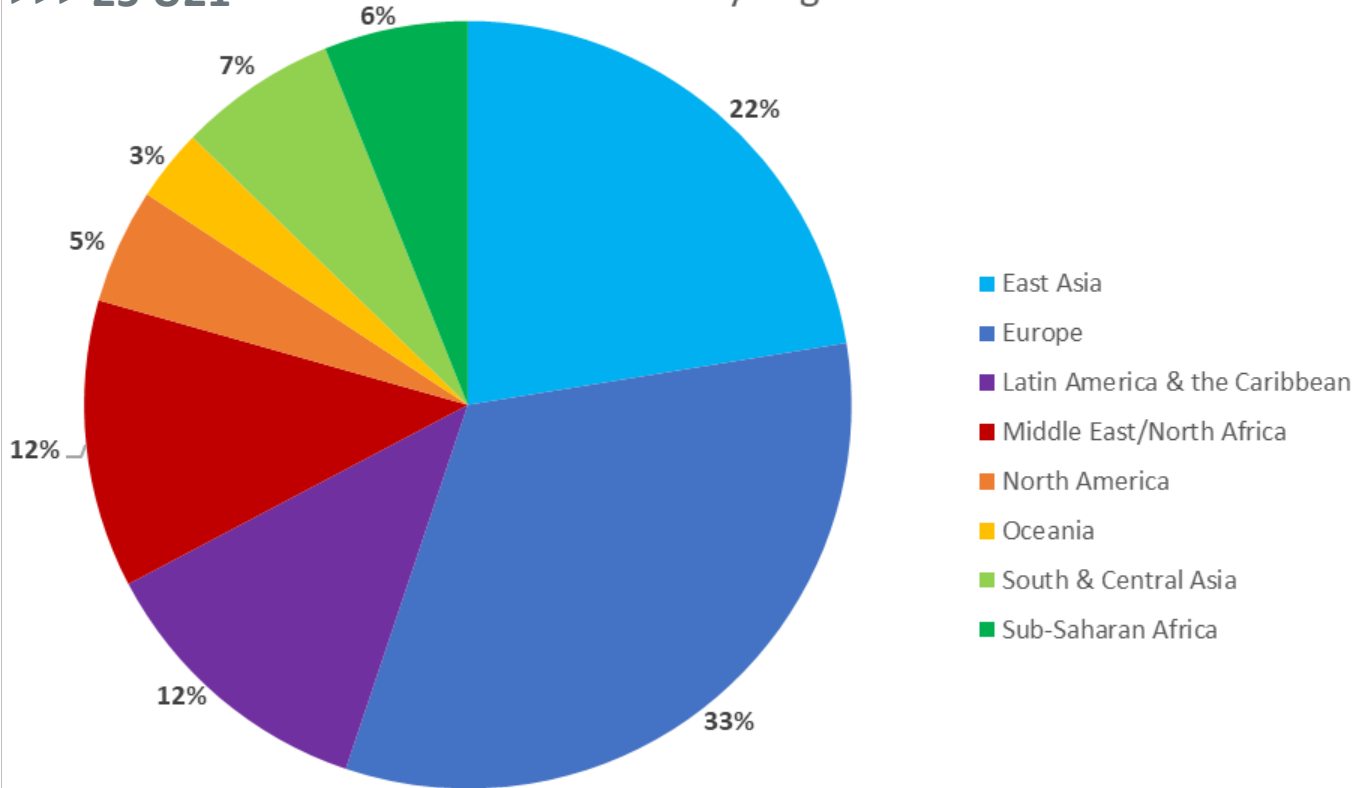
# WHO ARE WE?



# GLOBAL PARTNERSHIPS

**164 PARTNERSHIPS >>> 25 U21**  
**51 COUNTRIES**  
**228 AGREEMENTS**

Partners by Region



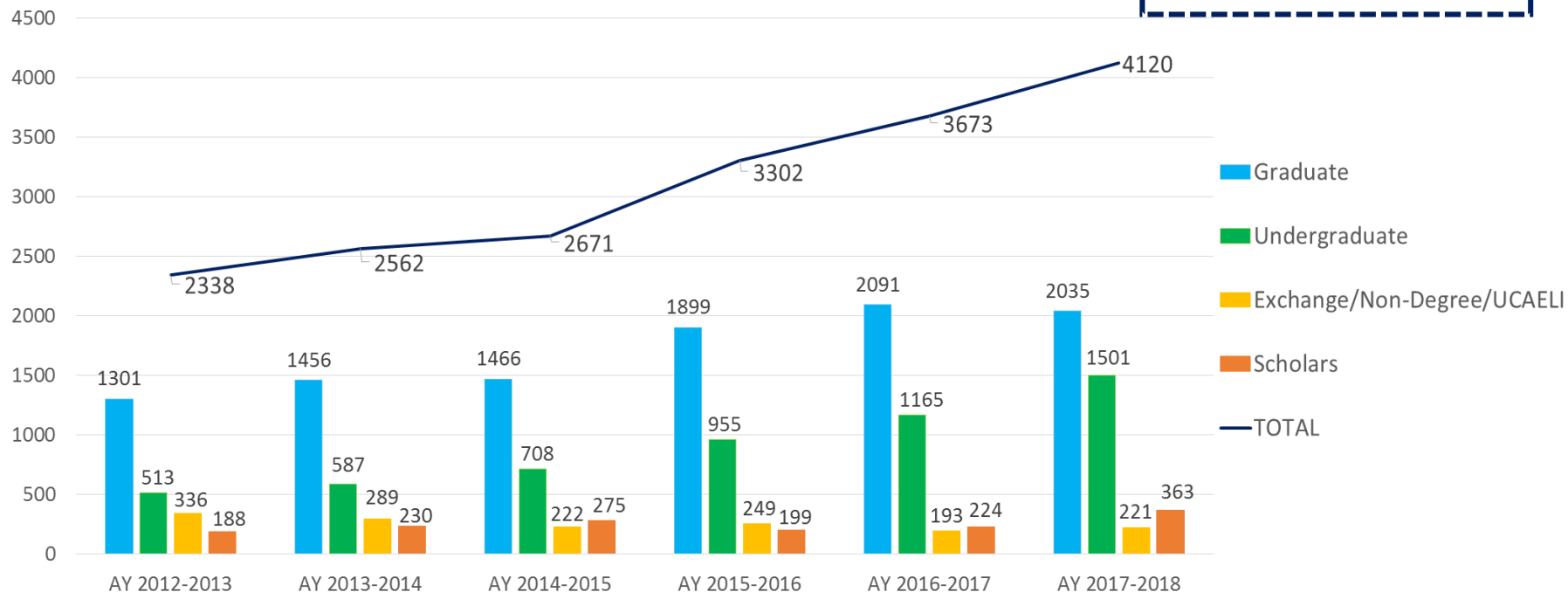


# INTERNATIONAL STUDENTS & SCHOLARS

# UConn

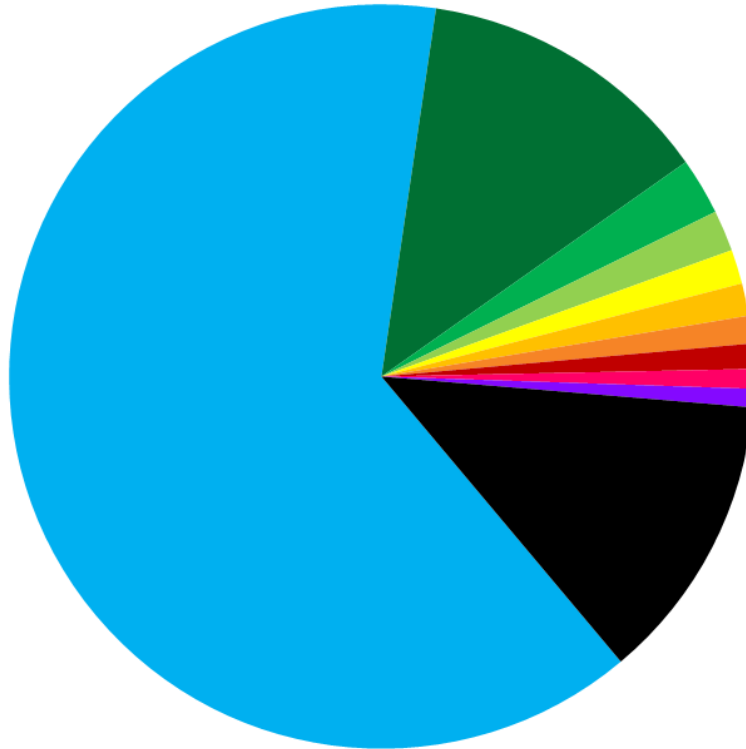
GLOBAL

76% growth in 5 years



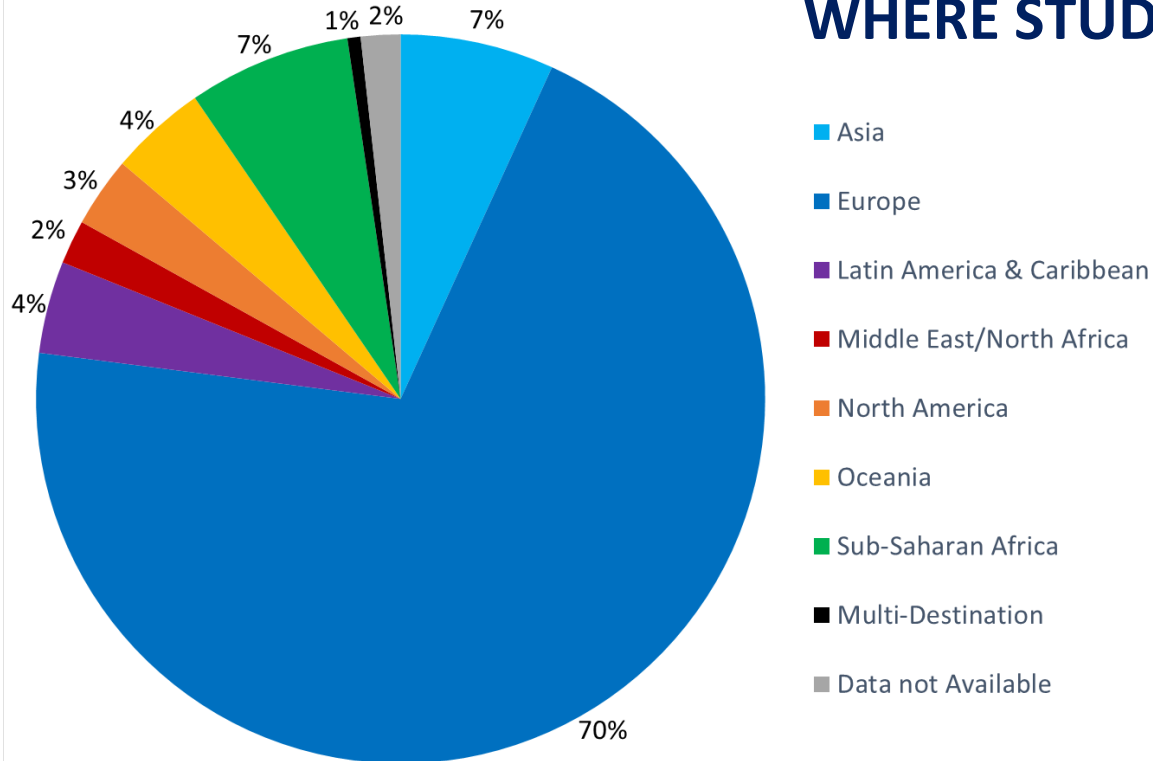
# INTERNATIONAL STUDENTS

## 2017-2018 = 3,733



Top 10 Countries	# Students	%
China	2384	64%
India	484	13%
South Korea	93	2%
Taiwan	67	2%
Iran	56	2%
Germany	53	1%
Canada	45	1%
Saudi Arabia	41	1%
United Kingdom	32	1%
Turkey	30	1%
Other	472	13%

# EDUCATION ABROAD

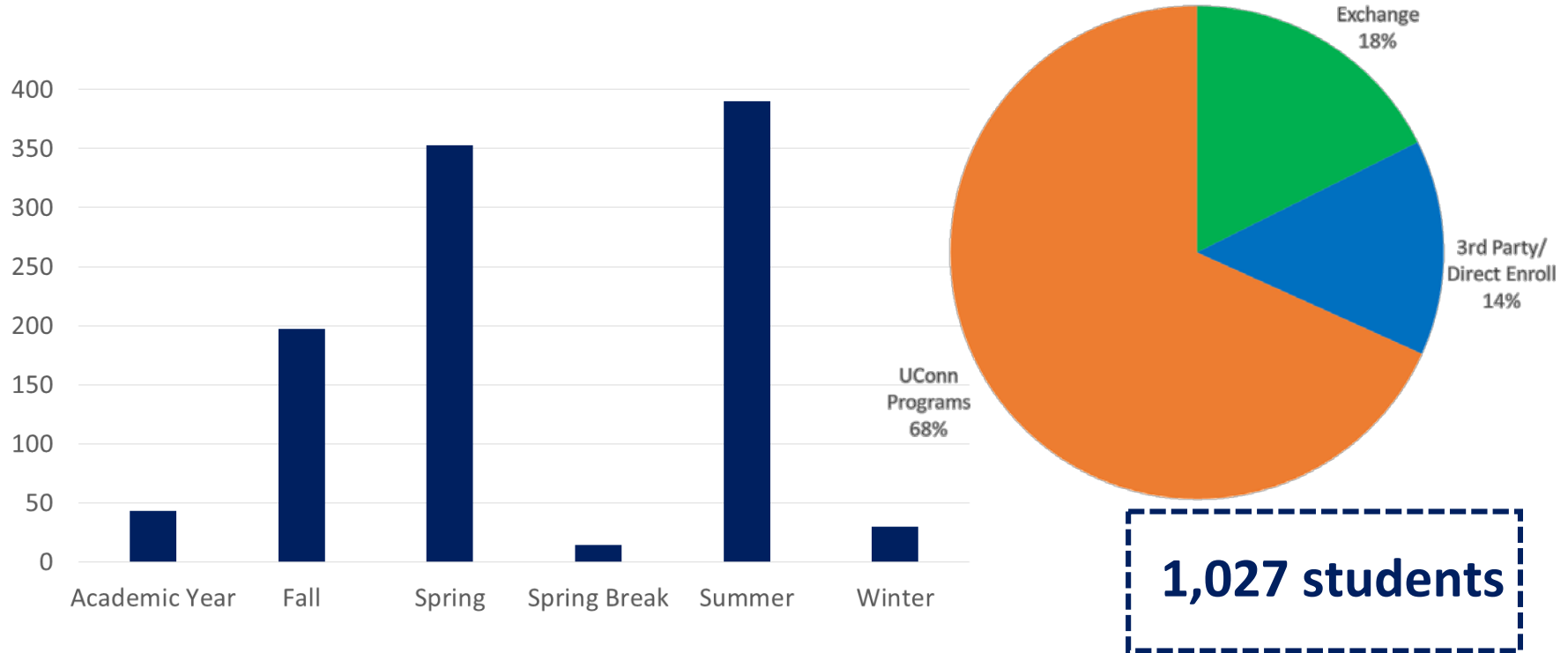


## WHERE STUDENTS STUDY?

In AY 2017-2018,  
**1,027** students  
participated in a  
credit bearing  
education abroad  
program.

# EDUCATION ABROAD

## AY 2017-2018 Participation by Term & Type



# INTERNATIONAL TRAVEL POLICIES & GUIDELINES



*All graduate and undergraduate students must register any university-sponsored or university-related travel with Education Abroad, regardless of destination.*

- ▶ Between Fall 2012 and Summer 2015, only 67 students who were not participating in a formal education abroad program reported their travel; since the mandatory policy came into effect in Summer 2015, 999 students have registered their travel (as of January 3, 2019).

*If the U.S. Department of State issues a travel advisory level 3 or above for a particular country or region within a country, UConn faculty, students and staff must submit a waiver application for travel approval.*

# GLOBAL TRAINING & DEVELOPMENT INSTITUTE



*GTDI has secured  
\$11.77 million in  
contract awards,  
since AY13.*

# UConn AMERICAN ENGLISH LANGUAGE INSTITUTE

**UConn**  
GLOBAL



# HUMAN RIGHTS @ UCONN



## **HUMAN RIGHTS INSTITUTE**

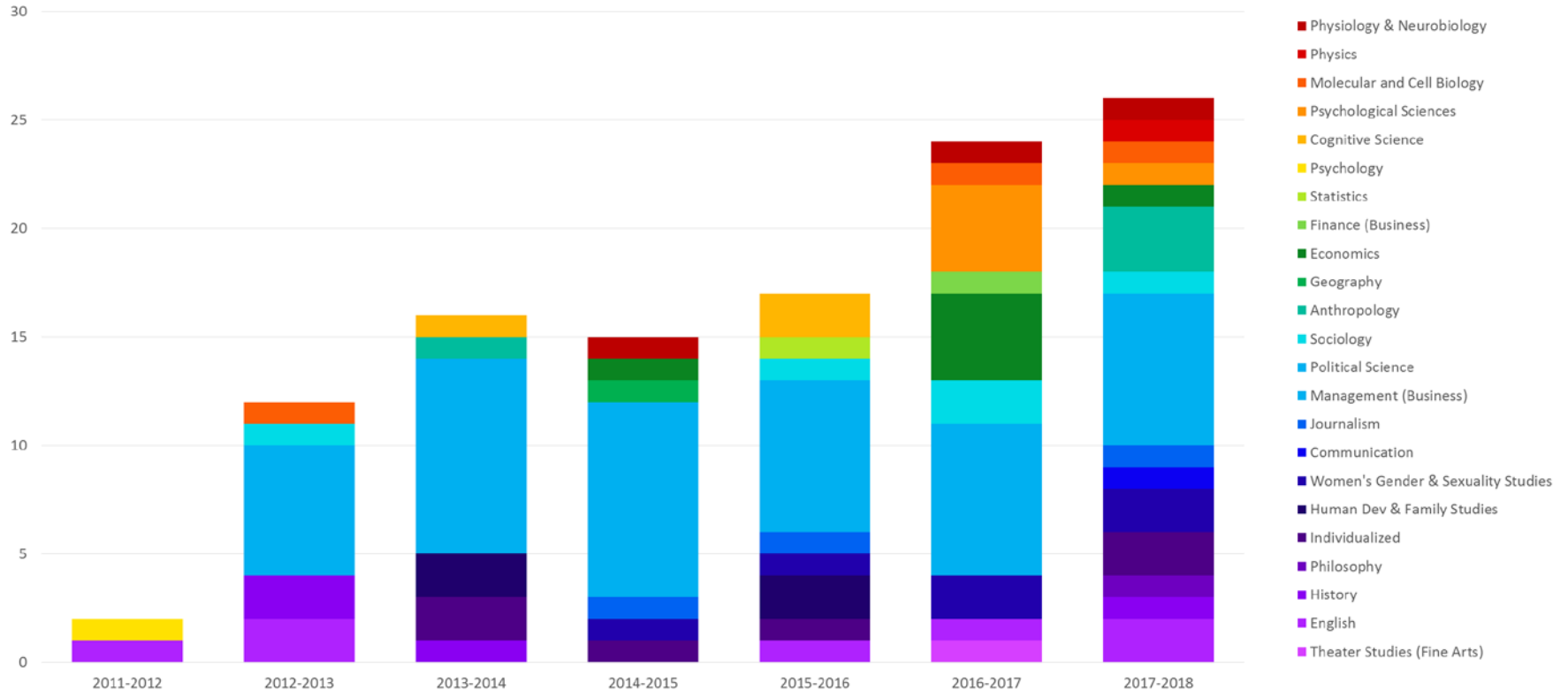
- ▶ 3 Research Clusters: Economic & Social Rights; Humanitarianism; and Global Health & Human Rights
- ▶ Majors (135), Minors (60) and Graduate Certificate (25)

## **THOMAS J. DODD RESEARCH CENTER**

- ▶ K-12 Human Rights Education
- ▶ Business & Human Rights



# HUMAN RIGHTS MAJORS (GRADUATING CLASS)





# INTERNATIONAL STUDIES ASSOCIATION



ISSN: 0020-8833 E-ISSN: 1468-2478	ISSN: 1521-9488 E-ISSN: 1468-2486	ISSN: 1528-3577 E-ISSN: 1528-3585	ISSN: 1743-8586 E-ISSN: 1743-8594	ISSN: 1749-5679 E-ISSN: 1749-5687	ISSN: 2057-3170 E-ISSN: 2057-3189	Vol. 2 Issue 3 July 2017
INTERNATION QUARTERLY <a href="http://academic.oup.com/isq">academic.oup.com/isq</a>	INTERNATIO REVIEW <a href="http://academic.oup.com/isr">academic.oup.com/isr</a>	INTERNATION PERSPECTIVE <a href="http://academic.oup.com/isp">academic.oup.com/isp</a>	FOREIGN PO ANALYSIS <a href="http://academic.oup.com/fpa">academic.oup.com/fpa</a>	INTERNATIO SOCIOLOGY <a href="http://academic.oup.com/ips">academic.oup.com/ips</a>	JOURNAL OF GLOBAL SECURITY STUDIES <a href="https://academic.oup.com/jogss">https://academic.oup.com/jogss</a>	

Publishes International Studies Encyclopedia and 6 journals.  
Co-sponsors a 7<sup>th</sup> journal – *International Interactions*.

# DEVELOPMENT



**GLOBAL AFFAIRS HAS RAISED \$7.28 MILLION SINCE FY 2013.**

- ▶ Study Abroad Access
- ▶ Human Rights
- ▶ Special Initiatives

# DEVELOPMENT



*In December 2015, Philanthropist George Soros (left) committed to gift \$2 million if UConn could raise \$4 million.*

*UConn alumnus Gary Gladstein '66 (right) with his wife, Dr. Phyllis Gladstein, provided a \$2 million gift, leaving the UConn foundation to raise an additional \$2 million.*

*This is the largest gift in HRI history.*



# SPECIAL INITIATIVES



- ▶ Abrahamic Programs in MENA Region
- ▶ Connecticut & Baden-Württemberg Exchange
- ▶ Cuba
- ▶ Diversity in Education Abroad
- ▶ Global Connecticut
- ▶ Jewish Hartford: European Roots
- ▶ Metabolic Research Alliance
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