

University Senate Meeting Minutes - draft

A regular meeting of the University Senate was held on
Monday, October 7, 2019 at 4:00 p.m.
in the ROME BALLROOM, Storrs Campus

1. Call to Order and Approval of Minutes of September 9, 2019 University Senate meeting

The University Senate was called to order by Moderator **Siegle** at 4:03 p.m.

Moderator **Siegle** called for the approval of the September 9, 2019 minutes. Senator **Long** made the motion, which Senator **Crivello** seconded. The vote was called.

The minutes were approved as written.

2. Report of the President – Presented by Interim Provost John Elliott

Interim Provost **Elliott** began by expressing the regrets of President **Katsouleas**, who was attending a meeting with Pratt & Whitney (which he would be leaving early also to attend).

Elliott brought 3 topics to the Senate on the President's behalf: [1] the Connecticut Commitment; [2] the new faculty hiring initiatives; and [3] the Sackler funding.

[1] The first two topics, he commented, had been brought up at the President's inauguration, which in his view, had gone very well: well-attended TED-style talks by various faculty members followed by the afternoon ceremony. It was during the inauguration that the President talked about the Connecticut Commitment. This new financial aid program is targeted at low-income families in the state of Connecticut. Any family with a family income of \$50,000 or less will have tuition-free education at UConn, assuming that they are admitted to UConn (the standard of admissions is unchanged) and that they have level of assets associated with people in that economic space. Families will fill out a FAFSA [Free Application for Federal Student Aid] and if they meet these [economic] standards, they will be funded.

He mentioned that he had been pleased to hear that announcement made earlier that day to the UConn Foundation, who would be tasked with raising upwards of 100M to support this. He noted that members of the Foundation didn't cringe and were excited by this possibility and with making it happen. He quoted President Katsouleas: "It is critical for U.S. higher education institutions to work to change both the perception and the reality of what they live with. This is critical for the future of prosperity of Connecticut: to keep our brightest, most talented, and most diverse human capital in Connecticut. We must continue to offer as many of them as possible a high quality and affordable education in their state."

Interim Provost Elliott noted that the proposal has been well received so far in the state (e.g. positive coverage in the *Hartford Courant*) and that it has resonated with people. They anticipate thousands will be eligible in the first four years of the program, including many first generation

college students, members of under-represented groups, and other academically talented young adults who might have hesitated to apply to UConn due to family finances. One aspect of this program, he noted, is that it will support many families who have that financial need. It will also have the effect, he continued, once it is widely understood, of having students who didn't think they could afford UConn, even with current levels of economic support, think of UConn as much more accessible opportunity.

[2] The second topic he brought on behalf of the President was the faculty hiring initiative. The baseline news, he said, is that we continue to give schools and colleges generally straightforward access to replace faculty who retire or leave. He noted that this year was a better economic year for us than the recent past.

Additionally, the President has approved "targets of opportunity" hires. Each school and college has access to such a hire. The idea is that schools and colleges will go out and find high profile, capable, proven scholars. Likely, these will be individuals with research portfolios and proven track records. Also likely, it will be hard to hire them, so we're not expecting a high hit rate. Usually, we author [for example] seventy-five hires and see 70-75 hires. But in this instance we've only authorized fourteen searches. Home institutions hang on to really capable people, so these will be difficult hires, but it's an important next step.

The following step will be strategic planning, which will identify clusters and other strategically focused hiring needs that the schools and colleges have. Hires will authorized out of that process.

[3] The third topic brought on behalf of the President was the various Sackler funding that exists at the university. He referred to the Senate's having expressed that this was money we [the University] should be reluctant to use and a name that we should be reluctant to give prominence. He shared that the University has gone back to the family and talked with them and that some significant progress has been made. Most of the existing Sackler money will no longer be used and branded in exactly the way that it has been. The Senate requested that this money be used to fund opioid research and issues. The language that will be used will focus on a response to addiction, which is a broader construct than just opioid addiction. He said that a small pocket of money will be used to continue to support medical research involving professionals doing work that is appropriate and underway—and on which we didn't want to simply pull the plug. He emphasized that the majority of this [Sackler] money will be focused on addiction.

Interim Provost Elliott opened the floor for any questions.

Senator **Long** asked a question he commented was obliquely related to both the Connecticut Commitment and to [Vice Provost for Academic Affairs] John **Volin's** report [see following item in minutes]. He referred to an analysis presented in the *Chronicle of Higher Education* that asked: do freshmen at flagships represent under-represented minority populations of the states? He shared that according to the analysis, only two of the fifty flagships do so (and by a very small decimal margin). UConn appears at number 29 in terms of proportional representation in the freshmen class of under-represented minority populations of Connecticut. Many of the programs outlined in Volin's report support these populations in various ways. But what about recruitment, particularly with respect to historically under-represented minorities in Connecticut?

Elliott responded that we have been making progress on this very metric. We have been working closely with the Hartford Promise, for example, and with other cities where we have concentrations of first generation and lower socio-economic populations, and that we have been working to enhance that. We also have various groups around the University that do work to reach down to high school and even the elementary school populations. I'm thinking of Innovation Connecticut, the Invention Convention. Similarly, the education schools been focusing on gender diversity and have been making great strides in increasing representation of women.

Vice President [of Enrollment Planning and Management] Nathan **Fuerst**, asked to further respond, noted that he had not yet closely read the report but noted that, in addition to the New Haven and the Hartford Promise programs, there were scores of other initiatives and things that are done to pique the interest of these populations—for example, we bus thousands of students from urban schools to campus every year. He said he would be happy to talk about this further with Senate Executive Committee and the Enrollment Committee and others. He noted that he'd first like to take a closer look at the (Chronicle) report and determine its veracity and how they were defining populations. He said once they understood the findings of the report better, they could circle back to the Senate/Senate Executive Committee with more information.

Interim Provost **Elliott** added that there were many people across campus who did a lot to make sure that students from these populations get their legs under them and whatever they need to succeed. He noted that graduation numbers, time to degree, and retention all positively reflect the effort that we're putting in, but that we had no interest in stopping and were anxious to do more.

Senator **Freake** commented that it was good to hear progress had been made talking to the Sackler family about their monies. He asked about the statement that most of the money has been repurposed. He wanted to check if there was any agreement about the use of the Sackler name—one wouldn't want to see the *Sackler* institute for addiction research.

Elliott responded that he didn't think that was going to happen, but that the agreement was currently in progress. His impression was that what comes out will be consistent with the University's hopes and expectations but that he hadn't seen the language. Until it's signed, he doesn't know for sure.

Moderator **Siegle** asked if there were further questions. There were none. Interim Provost **Elliott** thanked the Senate.

3. [Report of the Senate Executive Committee \[SEC\] – Presented by SEC Chair Veronica Makowsky](#)

Attachment #7

Before beginning her formal report, Senator **Makowsky** first welcomed Senator Gustavo **Nanclares** to the SEC. He is replacing Senator Nancy **Bull**, who has resigned from this position. Senator **Bull** will remain on the Senate and serve on the Senate Budget Committee. She expressed gratitude for **Bull's** years of dedicated service.

Senator Makowsky shared the Report of the Senate SEC (see supporting materials to these minutes).

During the presentation, Senator **Makowsky** paused to emphasize that faculty should be sure to talk to students about the proposed grade change policy change.

Senator **Makowsky** invited questions.

Senator **Brown** asked for clarification about the regional committee—was there information on the website? Senator Makowsky responded that nothing existed yet, as this was just a charge that was being written but is not yet formal—what was shared was a list of things that might go in the charge. When the SEC meets at the end of the month [October], they will work on the charge. This doesn't exist yet but is what they are planning to do.

Senator **Dyson** asked about the SEC's meeting with the Chair of the Provost Search committee and the President about the Provost search. Had the topic of open forums come up? He referred to a recent *Daily Campus* article that mentioned there would be no open forums, no chances for faculty to ask questions—but that no reason had been given for this change from past practice. Senator **Makowsky** answered that she wasn't sure of the answer but believes that that (no forums) is accurate. She called out for anyone with expertise to respond. (No one spoke up.) She said that her recollection was that, because of the difficulty of getting Provosts to apply who do not wish to reveal to their institutions that they are applying elsewhere. She then recalled that there would be meetings with groups such as the SEC and the Council of Deans (and similar) instead of an open forum.

Senator **Long** expressed his disappointment, which he had already shared with the President, that once again in residence and clinical faculty were excluded from the Provost search committee, from these executive-level searches. He hoped that in the future the Senate and the Senate Executive Committee would be more attentive to this issues. Senator **Makowsky** responded that the SEC wasn't consulted. She noted that the President hadn't been familiar with what was normally done here and said the search for the Chief Diversity Officer was being done very differently. She said that going forward they would certainly be vigilant but that she believed this particular case was an issue of transition and that the President now knew the ropes. Senator **Long** commented that, as a point of information that the executive search that resulted in the President's hire had also not included in residence, clinical, or extension faculty, so that he didn't believe we could claim this was a problem of transition. Senator **Makowsky** acknowledged the point and said that they would just have to be vigilant in the future.

Moderator **Siegle** asked if there was any further questions. There were none.

4. [Report from the Vice Provost of Academic Affairs – Presented by Vice Provost John](#)

[Volin](#)

Attachment #8

Vice Provost **Volin** prefaced his report by noting that normally there was a regional campus report in the fall and an undergraduate education report in the spring, but that at the request of SEC, the two reports had been combined into one. He reflected that he believes it to be a thoughtful report that reflects the great leaders he works with. He thanked and noted the contributing directors, associate vice provosts, and regional directors who were present (also noting that a number were attending the function at Pratt and Whitney): Ellen Tripp (Director, Student-Athlete Success Program; Associate Athletic Director); Jennifer Lease Butts (Assistant Vice Provost, Enrichment Programs; Director, Honors Program); Alyssa Kelleher (Director, Veterans Affairs and Military Programs); Maria Martinez (Assistant Vice Provost and Director, Institute for Student Success; Director, CAP; Director, McNair Scholars Program; Sarah Croucher (new Director, Academic Policy).

Vice Provost Volin shared the Report from the Vice Provost of Academic Affairs (see supporting materials to these minutes).

Moderator **Siegle** opened the floor to questions.

Senator **Fang** asked how student athletes' overall GPAs compare to non-athletes. Are they higher, lower, or similar? Ellen **Tripp** answered they are similar.

Senator **Majumdar** asked about percentage of first generation students at the Hartford campus: what is the definition of "first generation"? Vice Provost **Volin** responded that we do have a definition—and noted that not all universities use the same one. Vice President **Fuerst** elaborated that the definition UConn uses is neither parent has earned a Bachelor's degree or higher. It's actually any degree or higher. Senator **Majumdar** followed up by asking whether (as it used to be) it was Bachelor's degree or higher at a U.S. institution. Vice President **Fuerst** said it was Bachelor's degree or higher without any U.S. or non-U.S. distinction.

Senator **Majumdar** continued with a second question about the Stamford campus and summer programs. He referred to the report's mention of staff and faculty hiring at the Stamford campus. He asked about the progress of the expansion plan for the Stamford campuses as laid out by Sally Reis in March. The Stamford Director, he said, had been told the President hadn't decided to stop or cut that program but that he was reviewing it in terms of the prospects of it going forward. Vice Provost **Volin** responded that as he understood it the plan as written might not go exactly that way, that there were new Deans involved. Some parts, but not all, were currently going forward (Communication and Business hires, for example) in collaboration with the deans.

Senator **Majumdar** asked a final question about the summer programs: whether, on aggregate, they were cost neutral or making money? Vice Provost **Volin** confirmed that they were generating money for the university. Senator **Majumdar** asked if he knew, for example, what the amount was for the last summer. Vice Provost **Volin** said he did not have the exact amount at hand but could get it.

Senator **Vokoun** thanked Vice Provost Volin for the report and for noting the great people he worked with. He commented that much of the reporting about the regional campuses seemed to be about 4-year degrees at the campuses rather than their funnel function, about helping students be strategic about degrees they had to finish at Storrs. He asked whether the University had stepped away from that function—was 4-year degrees where the excitement was? And would departments need to continue that function (of helping students) on their own? Vice Provost **Volin** answered that there had never been a funnel concept—but there were some degrees that had to be completed in Storrs (he offered the example of Animal Science, which required contact with specific animals). He said it was case by case and responsive to need (for example, Allied Health in Waterbury, which responds to need there and the fact that the major is at capacity at Storrs). We will see, he added, an increase in 4-year programming where it makes sense, such as the growth we see at Stamford and Hartford. We'll also see a growth in support structure, to make sure our students there have the same support they have here in Storrs. It's a multi-pronged approach.

Senator **Makowsky** asked about his mention that we had our largest class of graduating Honors students (404), which is about 10% of the student body. She asked how this was working out, as

when we think of Honors, we think of more individualized instruction, smaller classes. Are we going to be able to keep up with this increasing enrollment in terms of keeping the quality of the Honors experience? Vice Provost Volin responded that we were always having these conversations to make sure we're not over-extending our Honors program. We're "right there" (at capacity). We have conversations with Enrollment Management. Given our applicant numbers and what our Honors Program offers, we're right there at our sweet spot.

Senator **Govoni** thanked him for the report and said she was happy to see the numbers of the Early College Experience credits, which was helpful. Based on the conversation earlier about affordable experience for all students, especially under-represented ones, she asked, do we have information on which schools are able to offer ECE? Are we getting an equal distribution from students in those under-represented groups? Vice Provost **Volin** answered that we are working all the time with over 200 schools across the state, across the socio-economic gradient, to make sure we're getting courses where we need them. We can always improve and are constantly looking at this.

Senator **Nunnally** asked for elaboration about the diversity that we see and the extent of that diversity at the Hartford campus. Vice President **Fuerst** was asked to respond. He noted that much of it could be explained by the fact that Hartford was a commuter campus and students who attend are in close proximity to the campus. There are a high proportion of first generation and under-represented students in the Greater Hartford area. This is the main driver and is the case across all the regional campuses. Senator **Nunnally** recalled that point from Vice President **Fuerst's** presentation at the previous Senate meeting and asked whether we are being mindful about what this means, especially in terms of our Storrs campus and diversity? It seems, she continued, that there's a concentration that we should be mindful of. **Fuerst** responded that yes, absolutely, we were mindful of this it is considered when we look at our admissions, our scholarships, and our financial aid programs. Senator **Nunnally** asked if there was some way to receive reporting on that balance. **Fuerst** responded that it is in the final reports, and will appear when he presents the final slide deck, which he will check to make sure it includes all pertinent information (such as data on first generation students).

Senator **Terni** returned to the topic of diversity and ECE (Early College Experience). She said she works with ECE students in the summer and knows that those credits can be pretty expensive. She asked what we have in place to help students get access to ECE credits and the leg up they offer when students come to UConn, given their cost. Vice Provost Volin answered that it was his understanding that if students were eligible for reduced cost lunch, ECE classes were free. And for all students, the cost was \$150 or less for 3 credits. It is much less expensive than taking a course at UConn. [Note: someone wondered out loud whether the question was in fact about the Precollege Program—which is run out of the same office.]

Senator **Segerson** asked about the numbers showing that, in Hartford, there are more graduate students than undergraduates. She asked if that was correct. (It was confirmed.) She continued with the question: when we do diversity statistics, do we distinguish grads from undergrads (because the students draw from quite different underlying populations)? Vice Provost **Volin** confirmed (which was echoed by Vice President **Fuerst**) that the numbers shown in the report represent undergraduates only.

Moderator **Siegle** asked if there were other questions. There were none.

5. Consent Agenda Items:

A. Report of the Nominating Committee

Attachment #9

Of note: several undergraduates had now been appointed to the University Senate. Also, two changes to the Enrollment Committee: Senator **Nanclares** has moved to the SEC and Senator **Deans** will chair the committee.

B. Report of the Senate Curricula and Courses Committee

Attachment #10

The vote was called to adopt the consent agenda items (the reports of the Nominating and Senate Curricula and Courses Committees). The consent agenda items were approved unanimously.

6. Report from the Scholastic Standards Committee – Presented by Senator Joe Crivello

a. Motion to endorse proposal on Defining and Renumbering Research and Experiential Courses

Attachment #11

Senator Crivello offered some context before presenting the formal proposal. He noted that the proposal did not mean that all departments would have to offer these classes, that departments could pick and choose.

Senator Crivello shared the motion (see supporting materials to these minutes).

Moderator **Siegle** opened the floor for discussion.

Senator **Berkowitz** wondered whether internships will remain with an “SU” designation. Senator Crivello called on Senator **Freake** to respond. Senator **Freake** had the pertinent slide put back on the screen (the slide showing the proposed renumbering for specific courses). He clarified that where one saw a “9” in the 4-digit numbers, one would simply substitute an “8” to give a class the SU designation.

Senator **Holle** asked about the timeline for this—when would it be in place? Senator **Crivello** answered that they anticipated a quick implementation, by fall of next year. Senator **Holle** confirmed: so by February of next year (2021)? Senator **Crivello** said yes. Senator **Holle** asked if there was a plan to look at this for graduate courses. Senator **Crivello** responded: not that he knew of.

Moderator Siegle called for a vote on the motion. The motion passed unanimously.

b. PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate, E.7 Change of Course Grades, E.8 Appeals of Assigned Course Grades

Attachment #12

Moderator **Siegle** clarified before the presentation of the motion that there would be no vote on the motion. It would be presented and discussed during this meeting and voted on in the November meeting.

Senator Crivello shared the motion (see supporting materials to these minutes).

The floor was opened for discussion.

Senator **Majumdar** offered a number of observations. The timeline is harsh. Why not within 10 days of the start of the next semester? Are we expecting students around Christmas break to get in touch with a faculty member and get in a request by the 2nd or 3rd of January? Why not make the standing committee more than three members so that when the need arises you can draw a group of three from that larger committee? Another issue is the document that specifies what should be in the syllabus tells how work will be assessed and grades assigned. If I tell students how many assignments I'll give (offered examples) and what they are worth, that only fulfills the assessment piece—but I'm not telling the student how I'm going to convert that weighted score into a letter grade. That has caused a number of issues. Senator **Crivello** responded that Scholastic Standards has encouraged faculty to give a complete explanation, as lack of clarity is grounds for a grade appeal.

Senator **Berkowitz** expressed surprise that there were contingency plans for the University but not for the student. Students could have medical or other issues and he didn't see any exigency plan for them. Senator **Crivello** answered that mention of "exigency" in the motion was meant to include any exigency, for any party. Senator **Berkowitz** noted that it didn't spell out that a student's exigency might be that they couldn't deal with something at that time (that they needed more time). Senator **Crivello** responded that it would be up to the colleges to adjudicate, up to the committees, that these were just broad deadlines.

Senator **Armstrong** added that, as she read the document, deadlines could be extended by the committee—which she believed answered Senator Berkowitz's concern.

Senator **Vokoun** applauded the efforts of the committee. He raised a concern that department heads are here in June but that faculty are in a non-contract period then. He wondered whether it was acceptable that the only people who would be available would be department heads—and is that who we want doing this? Senator **Crivello** clarified that the process just had to be initiated in this timeframe; it can be completed at a later time and extend into the following fall.

At 5:15, Moderator **Siegle** called for any new business. There was none.

Senator **Segerson** commented that ten days seemed excessively short. She asked whether this timeline applied to graduate students. (It was confirmed no.) She noted that the Graduate School follows many of the processes set up for undergraduates. If we don't want to follow a separate process, she suggested, ten days was short and something like thirty days might be more reasonable. Senator **Crivello** responded that the concern was that people who needed to

acknowledge the appeal might not be around later, might not save important materials. This timeline meant materials could be requested before people leave.

Senator **Nanclares** asked for a clarification: if the Department Head sees merit in the appeal (but the faculty member doesn't), it can be sent to the Dean? (Senator **Crivello** indicated yes.) Senator **Nanclares** asked: what if the Department Head also sees no merit in the appeal? Senator **Crivello** answered: the student can appeal to the college.

Senator **Long** commented (to laughter) that he'd never had a student object to a course grade any longer than twenty minutes after he'd posted the grade.

Senator **Coulter** offered (as a member of the Scholastic Standards Committee) that there had been a lot of student input, including members of undergraduate student government and student members of Scholastic Standards. She emphasized that part of this initiative was to get things moving sooner for students, who need to get this resolved. In some ways...60 days, 6 months—what is the magic number? The committee debated this across a full year. The 10 working days timeline came out of a desire in fact to resolve this before May 23rd, before faculty are gone. There was a lot of attention to students and needing to focus on their needs in a timely manner.

Senator **Werstler** said he appreciated the committee's history of and continued work to hear students. He said he had been talking with another undergraduate Senator about the fact that some of these problems that lead to appealing a grade step from miscommunication. Can we address the miscommunication to make sure students are reading the syllabus—and of course acknowledging the shared responsibility? Students need to come to professors, and professors need to be available to them. He offered that releasing grades throughout the year would help. If he knew how he was doing throughout the year, there would be no surprise at the final grade. When the grade is released at the end of the school year, after the year ends, that's of concern. If it were released throughout the year, we'd be more cognizant that the grade is what it is and less likely to appeal.

Senator **Crivello** followed by offering the thought that faculty could save themselves problems by having a very comprehensive and complete syllabus and letting students know exactly what they're being held responsible for. It saves you tremendous aggravation later on.

7. New Business/Adjournment of the Senate

As there was no new business, Moderator **Siegle** called for a motion to adjourn. Senator **Long** vigorously made the motion and Senator **Fang** seconded it. The vote was called and the motion to adjourn passed unanimously.

The Senate adjourned at 5:21 p.m.

Minutes for this meeting respectfully submitted by Susanna Cowan, Senate Secretary.

SENATE EXECUTIVE COMMITTEE

Veronica Makowsky, Chair
Carol Atkinson-Palombo
Rajeev Bansal
Justin Fang
Hedley Freake
Andrea Hubbard

Debra Kendall
Gustavo Nanclares
Angela Rola
Priyanka Thakkar
Jaci Van Heest

The following members were absent from the October 7, 2019 meeting:

Accorsi, Michael*
Atkinson-Palombo, Carol*
Bansal, Rajeev*
Barnes-Farrell, Janet
Barrett, Edith*
Boylan, Alexis
Bradford, Michael
Britner, Preston*
Bull, Nancy
Burkey, Daniel*

Chandy, John*
Chyun, Deborah
Fernandez, Maria-Luz*
Fitch, R. Holly
Gibson, George*
Gilbert, Michael*
Katsouleas, Tom*
Kazerounian, Kazem
Kersaint, Gladis*
Magley, Vicki

McElya, Micki
Pratto, Felicia
Rola, Angela*
Shor, Leslie*
Van Heest, Jaci*
White, Michael*
Wilder, Dana
Wilson, Cristina
Zurolo, Mark*

*Members who gave advance notice of absence

Senate Executive Committee
Report to the University Senate
October 7, 2019

Good Afternoon,

I will start my report today by welcoming Gustavo Nanclares to the Senate Executive Committee (SEC). Gustavo will serve for this academic year following the resignation from the SEC by Nancy Bull. Nancy will continue to serve on the University Senate and on the Senate University Budget Committee. We are grateful to her for her many terms of dedicated service on the SEC.

The Senate Executive has met twice since our last Senate meeting. On September 20, we met with Provost Elliott, followed by a meeting with senior administration. As approved in the University Senate Resolution in support of the Action on the Climate Crisis, the meeting was devoted to consideration of how the University can best respond to the climate crisis. Through the information shared by our administrators and in President Katsouleas' recent email to the UConn community, we were reminded that we have much to celebrate here at UConn. We have done a great deal of work and made significant progress, but now must build on that foundation. President Katsouleas has announced his intention to do such necessary building by devoting this academic year's TAFS Committee (Trustees, Administrators, Faculty, Students) to this issue, so more to come on this.

Members of the Senate Executive Committee and the Senate Diversity Committee met with President Katsouleas on September 23 to discuss the role and upcoming search for a chief diversity officer. We spoke about the history of this position, including the problems created by the rapidly changing leaders and structures in various versions of this office. There seemed to be general agreement that the chief diversity officer should report directly to President and should be someone with a demonstrated record of transformative leadership.

On September 27, the SEC had a full slate of meetings that included a review of the search for our new Provost with search committee chairs Sandy Chafouleas and Michael Kirk. We also had a private meeting with President Katsouleas and our monthly meeting with Senate committee chairs.

The salary inequity issue remains at the forefront of the SEC's priorities this year. The SEC is pursuing, in conjunction with the AAUP, means to analyze data, collect further information, and make recommendations for the present and the future.

Manuela Wagner, chair of GEOC, announced that proposals are now being accepted for the Provost's Office General Education Course Enhancement Grant Competition. The submission deadline is November 8. Details on the process are available on the GEOC website.

The Senate Scholastic Standards Committee will present on two topics this afternoon. A motion to recommend renumbering of Research and Experiential Courses will be considered. This document is the result of consultation between the Scholastic Standards Committee and the School and College Courses and Curricula Committees. Also coming to the Senate for review this afternoon is a by-law change proposal regarding the grade appeal process. In the future, not today, Scholastic Standards is also considering the issue of A+/A grading. Currently, graduate students are graded on a 4.3 (A+) grading scale whereas undergraduates can achieve up to a 4.0 (A) grade. More to come on this last issue, so please send your thoughts on this to Scholastic Standards.

In response to a period of growth and changes at our regional campuses, the Senate Executive Committee will soon establish an ad hoc committee to consider the needs of the regional campuses, both individually and collectively. A formal charge and membership are being drafted, but, to give you an idea of this work-in-progress, this committee may be charged to consider such issues as the cultures of Storrs and each regional campus; governance including voice, representation, and clear lines of communication; curricular challenges and opportunities; staffing and career challenges and opportunities; resources from dollars to equipment to space; and other issues that may arise as the committee seeks information and opinions. The SEC will populate this committee with representatives from our Standing Senate Committees, including, of course, significant regional representation. We hope that this committee's recommendations may be completed by the end of the spring semester, so that their work can inform the new University Strategic Plan, which President Katsouleas wishes to formulate in the following academic year.

Beginning this month, the SEC will share proposed Senate by-law changes in the *Daily Digest* prior to the Senate meetings, as we just did with the suggested changes to the grade appeal by-laws. *Daily Digest* readers are encouraged to contact Senate members with their issues and concerns, but Senators should also take the initiative of bringing significant Senate proposals to their constituents.

The next meeting of the University Senate will be held on November 4th. Scott Jordan will present an update on the university budget. Please plan to stay for a wine and cheese reception following the meeting where recipients of the Provost's Outstanding Service Award will be honored.

Respectfully submitted,

Veronica Makowsky, Chair
Senate Executive Committee

**Report to the University Senate on
Undergraduate Education & Instruction (UEI)
John C. Volin
Vice Provost for Academic Affairs
September 30, 2019**

Executive Summary

The following is a summary of the Academic Affairs programs that contribute toward the success of our undergraduate education and instruction (UE&I) mission at UConn. These programs actively engage with our students and provide support in ways that match the diversity of their needs, and that support the work of the faculty, graduate assistants, and staff whose teaching, advising, and scholarship brings the academic program to life. In so doing, as an institution, we are able to achieve exceptionally high rates of first-year retention and an average graduation rate of just 4.2 years. Given the ever-rising cost of higher education, identifying strategies to help students succeed and graduate on time greatly reduces their overall college cost and the following academic affairs programs greatly aid in this endeavor.

Following are recent accomplishments within the six UE&I units. While not an exhaustive list, it includes strategic high priority areas of foci, their corresponding progress and recent accomplishments.

- **Center for Excellence in Teaching and Learning** (<https://cetl.uconn.edu/>). The Center is dedicated to the support and advancement of best practices in teaching and learning, and includes: Faculty Development, Educational Technologies, UConn eCampus Course Design & Development, Office of Early College Programs, Summer & Winter Programs, Writing Center, Quantitative (Q) Center, Testing Center, UConn Central Advising Center, and Service Learning.

Recent accomplishments:

- Faculty development initiatives included 3,915 points of contact with 1,375 distinct individuals (faculty, TAs, staff) through showcase events and 285 CETL faculty development workshops; a second cohort (12) of newly hired tenure-track faculty completed the Faculty Success Program.
- Through leadership of *eCampus* (UConn's gateway team for all online undergraduate and graduate courses), we assisted and provided financial support to faculty for the development of 43 new online undergraduate and 27 graduate courses in 2018, bringing the total of active online courses to >500 across the university.
- Pre-College Summer is experiencing steady annual growth and provides net surplus revenue growth that is allocated to CETL and the University.
- In summer 2018, we launched a university-wide Learning Spaces Committee to develop and advance a vision for spaces dedicated to teaching and learning, with a goal of maximizing alignment with the University's strategic and academic plans. We have developed new research-informed Principles & Guidelines to optimize the design of existing and new learning spaces at the University, improving the way we assess and identify learning space needs as well as setting priorities for the creation of new learning spaces and the renovation of existing spaces. The new 'Science 1' classroom will be the first of its kind large (~205 students) active learning classroom on the Storrs campus.
- In fall 2018, we launched a "Degree in Three" task force to identify potential majors that could provide a path for degree completion in three years and, in some cases, a Master's degree in four or five (i.e., 3+1 or 4+1). The report was finalized in June 2019.

- We created a new Director of Teaching and Learning Assessment position with the goal of developing a new program called SET-Plus, designed to assist faculty in the documentation of teaching effectiveness through the use of student, self-, and peer evaluation tools. The Director, who was hired in December 2018, collaborates with Departments and Schools in the development of tailored teaching evaluation strategies.
 - In collaboration with the School of Engineering, we initiated and developed a partnership with Trilogy Education to offer Coding Bootcamp at two of our urban Regional Campuses that began in summer 2019.
 - Summer and winter programs are forecasted to increase by 5% in annual enrollments and annual tuition to increase by 6% through FY21. We rolled out a new revenue model in FY19 that provides a significant increase in funding allocation to Departments and Colleges/Schools. This summer we invested a considerable financial aid package to Pell eligible students for those students enrolled in two or more summer courses.
 - Early College Experience teaches > 12,000 high students per year, and will remain steady at this level in this FY, although revenue will increase because of higher tuition. Twelve percent of this revenue is directed to CETL, of which \$150K is allocated for Departments through large-course redesign grants. The remaining 88% of the revenue is allocated to Central University Administration.
 - This last year we led the purchase of Burning Glass licenses to enable effective analysis for predicting enrollment in potential new academic programs.
- **Institute for Student Success** (<https://iss.uconn.edu/>). The Institute includes the Academic Center for Exploratory Students, Center for Academic Programs, First Year Programs & Learning Communities, Bachelor of General Studies, Louis Stokes Alliance for Minority Participation, and Academic Achievement Center.

Recent accomplishments:

- We secured long-term funding for Student Support Services targeted at first-generation college students either from low-income families or from populations underrepresented in higher education.
- We secured long-term funding for UConn's College Access and Preparation Program (UCAP) — UCAP provides programming to help high school students graduate and be accepted into the college of their choice. In 2018, 100% of UCAP seniors completed high school and 96% are attending a college of their choice.
- In 2018, Student Support Services (SSS) expanded its Education Abroad offerings, adding new program sites in Croatia and Costa Rica; 65 SSS students studied abroad during the 2018-19 academic year – recently the program sent its 550th student abroad since 2011.
- We launched four new non-residential student Learning Communities (LCs) since 2017, bringing our total to 20 residential and 14 non-residential LCs. Over 40% of our first-year class is involved in a LC, and nine out of ten first-year students take a First Year Experience (FYE) course. Both LCs and FYEs greatly contribute to first year retention rate, which is at 93%.
- The Learning Community Innovation Zone (<https://lciz.uconn.edu/>) makerspace experienced a four-time increase in 2018-19 as compared to its inaugural year in 2016-17.
- The Major Experience (<https://tme.uconn.edu/>), a student-centered program dedicated exclusively to major exploration, experienced substantial growth and development over the last year and garnered national recognition.
- We opened a new Academic Achievement Center on our urban Hartford Campus to provide students with programs, resources, and services to enhance skill development,

effective decision-making, and personal transitions to and within the university setting. The Hartford campus is currently working with the UConn Foundation on a potential naming opportunity for the new Center.

- **Enrichment Programs** (<https://enrichment.uconn.edu/>). Enrichment includes the Honors Program, Individualized and Interdisciplinary Studies Program, Office of National Scholarships & Fellowships, Office of Undergraduate Research, Pre-Medical/Dental Center & Pre-Law Center, and University Scholars Program.

Recent accomplishments:

- Through the Office of Undergraduate Research we expanded funded research opportunities in our new Health Research Program where students are mentored by UConn Health faculty members.
 - In the last two years, we expanded our support for students in our Office for National Scholarships and Fellowships; since 2018 we have had two Truman Scholars (UConn's seventh & eighth), one Marshall Scholar (UConn's fifth), one Udall Scholar (UConn's eighth), one Boren Scholar and one Boren Fellow, four Goldwater Scholars, 11 Fulbright Scholars, and 23 NSF Graduate Research Fellowships. In just 2019, our students received 25 national awards, six more than the previous year and the most ever in UConn's history.
 - For fall 2019, we have expanded our Honors Program to new Honors freshmen on our urban Stamford campus – offerings include courses and co-curricular experiences.
 - Our 2019 Honors graduating class was the largest in UConn's history, with more than 404 students graduating in the Honors program.
- **Center for Career Development** (<https://career.uconn.edu/>) (CCD) – In partnership with employers, alumni, faculty, and staff, CCD connects students to quality career development resources, internships, experiential learning, and post-graduate opportunities.

Recent accomplishments:

- Over the last year, we had 880 employers at Career Fairs, a 13.8% increase over the previous year.
 - We launched CCD OnDemand and Husky Mentor Network. The latter connects UConn alumni & professionals for one-on-one career conversations with students.
 - We partnered with nine Departments on programs centered on topics of diversity and inclusion. CCD was a finalist for the National Association of Colleges and Employers award for diversity and inclusion initiatives.
 - We established a stronger career presence at regional campuses, including additions of staff and programs.
- **Veterans Affairs and Military Programs** (<https://veterans.uconn.edu/>) – These programs provide a full range of benefits and services to students who have served or continue to serve in our Armed Forces, including benefits processing, event programming, and community outreach.

Recent accomplishments:

- We increased Army ROTC partnership with four additional universities over the last year, bringing our program to 15 colleges and universities across Connecticut.
- We increased outreach efforts to student Veterans across all UConn campuses.
- We dedicated new Veteran space at all UConn campuses and renovated the main office and student space for the Veterans Affairs and Military Programs at the main campus, including the addition of a new active-learning classroom.

- In March 2019 we initiated the Veterans History Project, which includes for-credit student internships in partnership with the Department of History.
- **Student-Athlete Success Program** (<http://www.uconnhuskies.com/sports/sasp/conn-sasp-body.html>) – This program provides resources dedicated to empowering student-athletes to become independent, successful, and ethical student learners. The primary goal of the program is to assist student-athletes in reaching their educational goals while competing in intercollegiate athletics.

Recent activity:

- We transferred reporting from Athletic Director's Office to Provost's Office in fall 2018.
- Fourteen of our 24 teams scored 990 or better on their Academic Progress Rate (APR). Notably, football received a 981 (out of 1,000) multi-year score which is the highest rate achieved by the team since the APR was instituted in 2004.
- In spring 2019 65% of our student-athlete cohort achieved over a 3.00 GPA, with 39 students receiving a perfect 4.00.
- Eighty percent of athletic teams achieved over a 3.00 for their spring 2019 and cumulative GPA.

Center for Excellence in Teaching and Learning (CETL)

Summary of Progress on University Initiatives and Highlights of Achievement

1. Faculty Development Initiatives:

This past year we continued our emphasis on data to inform high utility faculty development programming. We can now determine which events any particular faculty member attended and develop a more customized engagement approach on their interests (see: <http://fins.uconn.edu/>). This past year, CETL had 3915 points of contact with 1375 distinct individuals (faculty, TAs, staff). Throughout the year, CETL has documented interactions with all 56 academic departments, plus the School of Medicine, School of Dental Medicine, and numerous non-academic departments. In addition to our showcase events (President's Series on Teaching Excellence, Mayday Faculty Training, New Faculty Orientation, TA Orientation, Annual Advising Conference, Annual Open House) CETL offered 285 faculty development workshops this past year. This was also our second year working in consultative fashion (externally funded program) to help support excellence in teaching and learning at Schwarzman College at Tsinghua University. CETL faculty development staff had a very successful year working with faculty on educational components of research grants, and 4 out of the 8 NSF early career award recipients worked with CETL staff.

Year	Points of Contact	Distinct Individuals
2017	2646	1137
2018	3915	1375

We also continue to get great feedback from faculty and TA's from our membership in the National Center for Faculty Development and Diversity (<https://www.facultydiversity.org/>). This virtual platform provides mentoring and accountability resources to improve faculty productivity and work life balance. We also had our second cohort (12) of newly hired tenure-track faculty complete the **Faculty Success Program** (empirically-tested methods to improve research productivity through intense accountability) (<https://www.facultydiversity.org/fsp-bootcamp>) this spring (*sample participant comments in appendix 1*).

2. Online Courses and Programs:

This past year, eCampus staff worked with core faculty to develop **71 new online courses** including 25 online graduate courses for Graduate Certificates and Programs and 46 online undergraduate courses for summer. Our instructional design staff now support more than **500 online courses**. We continue to help bring new academic programs forward including **new online graduate degree programs**; Master of Energy and Environmental Management (MEEM)---collaboration among CLAS, LAW, CAHNR and Master of Research Methods and Measurement---Neag; and **new online graduate certificate programs** in Clinical Genetics and Genomics---Institute for Systems Genomics UCHC; Healthcare Innovation---Nursing and Bilingual Learner Education---Neag; along with multiple new concentrations in the Master of Engineering (MENG) program---Engineering).

3. Summer and Winter programs

Continues to be strategically important as a mechanism that *helps UConn students get the courses they need when they need them to graduate on time*. It is also an important source of additional revenue for academic departments and central administration. This past year we continued to see a shift toward online course

enrollments instead of face-to-face enrollments with 85% of all enrollments in winter term now online, and 60 % of all enrollments in summer term now online. Year over year enrollment proved to be essentially flat (~12,000). The year over year revenue gain of 7.7% fell short of the goal of 15%. Against a national backdrop of zero to low enrollment gains in summer/winter and an increasingly competitive landscape, future enrollment and revenue gains will be hard won and principally due to highly focused and measured micro interventions. This year we successfully piloted marketing of niche summer courses to non-UConn (non-degree) students and will coordinate a much larger scale version of this strategy next year working closely with Enrollment Management aimed at students who attend other colleges and universities throughout the year but who return ‘home’ and live in CT during summer and winter breaks. Annual FY revenue for summer/winter programs for the last six years is reported below.

FY13	FY14	FY15	FY16	FY17	FY18	FY19
\$12,541,340	\$12,755,946	\$13,915,388	\$15,000,127	\$16,759,023	\$18,060,000	\$18,250,000

4. **UConn’s Pre-College Summer (non-credit)**

UConn’s Pre-College Summer Program had another exceptional year. This year we saw slightly lower enrollments with 388 enrollments over 4 weeks. Students chose from 23 different courses taught by UConn faculty and industry experts. Popular courses continue to be in pre-professional areas including pre-law, pre-pharmacy, pre-med courses (at the Health Center and at Storrs) and pre-vet (at the Mystic Aquarium). New courses included digital animation and motion graphics, intro to data science, and intro to food science. We partnered with Noble Network of Charter Schools Summer of a Lifetime (Chicago) which provides low income minority scholars an opportunity to participate in life transformative summer programs (we had 20 students from this program).

5. **Early College Experience:**

The [Early College Experience](#) is the oldest and one of the largest dual and concurrent enrollment programs in the country -- 13,363 statewide enrollments last year (mostly high school juniors and seniors), 80,923 credit hours attempted, 208 partner high schools throughout CT, and 1,471 certified instructors by 32 participating UConn academic departments. More than 1/3rd of entering UConn students are ECE alumni. The Office of Early College Programs (OEC) hosted approximately 300 hours of professional development workshops this year to engage and enhance the instruction of UConn courses at our 208 high school partners. OEC hosted a number of student events---annual events such as French Immersion Day and Quiz Bowl, Globalization Conference, and Cardboard Boat Race. This was also the second year they hosted the Connecticut Science Olympiad (CTSO) – a 1,200 student event that involved two dozen UConn professors (UConn and UConn Health) and industry specialists.

6. **Student Success Data Dashboard:**

Collaborative efforts with Enrollment Management and ITS continue to complete the design of descriptive and predictive modelling/student data dashboards. [Nexus](#) is designed to provide the academic advising community with timely data to support targeted outreach and intervention to enhance student success and retention.

7. **Programs Focused on Elevating Student Learning Outcomes:**

CETL has a number of dedicated units (**Q Center, Writing Center, Testing Center, Educational Technologies**) and specialized programs (**Large Course Redesign Program, and Teaching Innovation Mini Grants**) that work to positively impact student learning outcomes.

8. **Academic Program Research Capabilities:**

This past year we led the purchase of **Burning Glass** licenses to more effectively support the market research process necessary for exploring and validating launch of new academic programs. Burning Glass allows us to conduct more effective analysis related to predicting enrollment demand because of crosswalks between academic programs and employment demand and trends including insights into skill clusters and competencies that can be useful for curriculum design and alignment. Burning Glass also provides competitive analysis and 5-year enrollment trends in similar programs through CIP and IPEDS data.

9. **Formation of Learning Spaces Committee:**

AVP Diplock and VP Volin coordinated a trip for 18 faculty to visit McGill University in summer 2018 to glean lessons learned from an aspirant and recognized leader in active classroom (re) design. Short term impacts from the newly created ~40 person Learning Spaces Committee (which includes faculty from each school/college and is charged with providing thought leadership and direction for classroom (re) design) have been immediate (e.g. modifications to Science 1 classroom, modifications to Physics teaching labs in Gant, first survey of faculty opinions of classrooms). The committee has adopted a set of guiding principles for classroom design that work to optimize instructional flexibility in a manner that facilitates active and engaged student learning. The new 'Science 1' classroom will be the first of its kind large (~205 students) active learning classroom on the Storrs campus.

10. **Pursuit of additional revenue opportunities:**

We continue to be a leader at the university exploring opportunities for revenue generation through academic programming. Led the effort this past year to contract with Trilogy Education Services to provide Coding Bootcamp workforce development opportunities to our regional campuses in Stamford and Hartford through the School of Engineering <https://bootcamp.uconn.edu/>

Top Initiatives for 2019/2020

1. Facilitate fall 2019 approval of multiple entrepreneurial graduate programs in **Data Science** with enrollment to begin fall 2020.
2. Facilitate development of multiple entrepreneurial graduate programs that stem from new '**fast track + 1 program structure**' (i.e. 4+1).
3. **SET + and SET reform initiatives.** Working collaboratively with Faculty Standards and academic departments to enhance assessment of teaching effectiveness.
4. Explore niche opportunities in **high quality non-credit online short courses** that support lifelong learning for select partners
5. **Bachelor of General Studies reboot:** Working collaboratively with Transfer Admissions in Enrollment Management to enhance marketing and outreach to prospective returning adult students and *increase BGS enrollments at the regional campuses.*
6. Increased emphasis on faculty development programming focused on diversity, equity, and inclusive teaching practices together with capacity building for CETL Players (new theater pedagogy program).

7. Support transition of remaining Master's in School of Nursing to fully online including Family Nurse Practitioner (FNP), Adult Gerontology Primary Care, Adult Gerontology Acute Care, and Doctor of Nursing Practice (DNP), to join existing Neonatal Nursing Practice Masters (NNP).
 8. Develop more effective descriptive and predictive models with algorithms to support summer/winter course offerings.
-

Appendix 1

Sample Faculty Comments from NCFDD Faculty Success Program

“The Faculty Success Program not only changed the course of my career, it has changed my life! I learned so many concrete skills including how to make a semester plan, how to make sure that my goals matched up with my calendar, how to establish a daily writing habit, and how to prioritize the one or two things that will move your scholarship along the most. I also worked through several "emotional" blocks I had around writing - like my fear of success/failure and of putting my ideas out there to be judged. The best part is - the program teaches you to do all this while not sacrificing family or personal time. I found that I completed MORE work and simultaneously had MORE time for myself. I cannot speak highly enough about this program. I was literally using the daily FSP alumni program writing software at the same time that I got this email to participate in this survey.”

“It is hard to overstate the impact that FSP has had on my work. I spent much of my first year in my job starting random projects but not finishing them, working on my writing only on non-teaching days, and really struggling with an acute sense of isolation as I transitioned from grad student to faculty. To be explicit, these conditions exacerbated pre-existing mental health issues and really culminated in a lost summer last year.”

“This program transformed the way I think about writing. The program gave me tools to balance the pressures with publishing along with my teaching and service commitments. I recommend it to all assistant professors.”

“FSP was transformational for me. It allowed me to increase my productivity to the level that I was able to make tenure. Importantly, it helped me to align my time with my priorities and be intentional about the choices I make around projects, my time, and energy.”

Institute for Student Success (ISS)

The [Institute for Student Success](#) (ISS), under the leadership of Dr. Maria D. Martinez, works to increase access to higher education, strengthens student readiness, provides one-on-one holistic support and promotes the recruitment, retention, and graduation of University of Connecticut students.

ISS is comprised of various programs: Academic Center for Exploratory Students (ACES) and Bachelor of General Studies (BGS) program; First Year Programs, Learning Communities (FYP&LC) and the Academic Achievement Center (AAC); Louis Stokes Alliance for Minority Participation (LSAMP); and the Center for Academic Programs (CAP), which oversees High School Initiatives and federally-funded TRIO programs including Student Support Services (SSS) and the McNair Scholars program.

ISS serves as the University's primary outreach to serve first-generation and low-income students in Connecticut. Starting in high school, UConn College Access and Preparation Program (UCAP), UConn Rising Scholars, Hartford Promise, New Haven Promise, and the UConn FirstGen program offer students a structured pipeline that includes summer programs and continues student engagement through graduation, graduate school and beyond.

Once students arrive on campus, ISS programs provide high impact practices for student success that include advising exploratory students, First Year Experience (FYE) seminars, Learning Communities, academic support, and student leadership and enrichment. ISS recognizes the critical importance of the first year for students to build a sense of belonging at UConn and healthy habits of mind. As such, ISS programs seek to personalize the academic experience for incoming students by scaffolding learning environments and experiences utilizing best practices to build a foundation for students to thrive during their time at UConn. This is particularly important, as ISS is responsible for ensuring equity and access to students coming from high schools in CT cities with large achievement gaps.

Through the CAP programs, ISS has a long history of reaching out to external funding sources such as the US Department of Education to supplement University funding. For over 50 years, UConn's low-income and first-generation students have benefited from critical programming funded by federal TRIO programs. Most recently, FYP/LC has been aggressively pursuing grants and donors to support high impact initiatives for our students. ISS is currently managing close to 8 million dollars from external funding sources.

Through ISS programs, incoming students benefit from small seminars, mentoring and strong academic advising. As a result, ISS is uniquely positioned to offer programs that lead to greater student retention and success. Below are some of the selected programs initiated in the past decade to address major University initiatives.

Select Signature Programs:

- **Short-term Study Abroad Experiences** - SSS created specialized education abroad opportunities for first-generation/low-income students. Studies show that studying abroad has a positive impact on retention and graduation for this population.
- **Comprehensive Peer Leadership Programs** - Over 400 peer educators serve in para-professional roles – advising, teaching, counseling, and mentoring. Peer educators enroll in 3-credit Educational Psychology courses for training in theory-to-practice methodologies.
- **Learning Communities** - First and second-year students can participate in one of 34 faculty-led communities, including 20 Living/Learning Communities that are major-based or interdisciplinary and align with UConn areas of research and programmatic excellence, including the environment, innovation, creativity & entrepreneurship, global citizenry, human rights and the humanities.

- **Learning Community Innovation Zone (LCIZ)** - A 1500 square foot makerspace in the Peter J. Werth Residence Tower engages students of any major in making. Equipped with wood working tools, 3-D printers, a laser cutter, and an electronics station, the LCIZ offers students a place to implement design thinking as they work to solve problems big and small. Signature events include [HackUConn](#), a 24-hour hackathon; Women in Making Forum; Maker Faire and summer programs for high school students.
- **UConn Rising Scholars** This program for foster/independent youth holds a summer program and over 90% of the students who attend matriculate into higher education, significantly higher than the national average for this group.
- **The Major Experience (TME)** - TME is a student-centered approach to discovering which major(s) are best for students. An online program and workshops provide comprehensive resources for self-exploration, as well as connection to student mentors, career coaches and academic advisors.
- **Undergraduate Research** - Each October a Research Connections event primarily for first & second year students showcases all the potential research opportunities at UConn. McNair and LSAMP offer intensive training and support of underrepresented students conducting research on campus with faculty collaborators. In collaboration with five partner institutions through the Northeast Louis Stokes Alliance for Minority Participation an annual international research summer program has been added to conduct NSF supported research abroad.

Following is a brief summary of the offices housed under the umbrella of the Institute for Student Success.

CENTER FOR ACADEMIC PROGRAMS (CAP)

CAP/SSS

UConn Student Support Services (SSS) provides students who are first-generation to college, from low-income families, and/or from populations underrepresented in higher education with access to the university, services to support their goal of graduation, and programming to enhance their academic, professional, and personal growth at UConn and beyond. Each year, UConn accepts approximately 300 students from Connecticut through the SSS program to Storrs and the regional campuses.

High School Initiatives (UCAP & UConn Rising Scholars)

The University of Connecticut College Access and Preparation Program (UCAP) recruits students in the 9th grade from Hartford and Windham who are first-generation to college and/or low-income. The UConn Rising Scholars Program is funded by the Connecticut Department of Children and Families (DCF) to support CT foster youth. Both programs provide ongoing support year-round and a summer residential component at UConn's Storrs campus.

McNair Scholars Program

The McNair Scholars Program prepares talented, highly motivated UConn undergraduate students for doctoral studies in science, technology, engineering, and math (STEM) disciplines. Faculty work closely with Scholars during an intensive residential summer research program, followed by a customized academic year component. McNair is open to low-income, first-generation college students or those from populations underrepresented in STEM graduate fields who are seeking to pursue a Ph.D. degree.

Top Initiatives for CAP

1. SSS was awarded a \$150,000 PASS (Promoting Academically Successful Students) grant for 2019-20 academic year by the Connecticut Office of Higher Education to provide intensive support and advising for 50 students of color placed on scholastic probation each semester.
2. Sixty-five SSS students studied abroad during the 2018-2019 academic year, including 49 in three short-term summer programs offered by SSS in Costa Rica, Croatia, and Prague. Students participating in the Costa Rica program lived with host families, and both the Costa Rica and Croatia programs included service-learning components.
3. New model for the McNair Fellows Program features expanded early immersion in undergraduate research. Formerly a two-week program, students will now participate in a full semester program with a dedicated FYE class and increased research experience.
4. Rising Scholars: - 35 foster care children from 27 high schools across Connecticut participated in the summer four-week residential component. They took courses in environmental activism and will attend activities related to this theme in the coming academic year. Overall, the program has 99% high school graduation rate and 93% college enrollment rate compared to 60% high school graduation rate and just 10% college enrollment rate for this population nationally.

LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (LSAMP)

NORTHEAST LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (NELSAMP)

The Louis Stokes Alliance for Minority Participation (LSAMP) program supports UConn undergraduates toward achievement and graduation in the science, technology, engineering, mathematics, and pre-health (STEM) disciplines.

By design and structure, LSAMP programs function in alliance settings, and as of 2016, the University of Connecticut became the lead institution of the Northeast Louis Stokes Alliance for Minority Participation (NELSAMP). This valuable collaboration, dating back to 2001, brings together LSAMP programs at Northeastern University, University of Rhode Island, University of Massachusetts-Amherst, Worcester Polytechnic Institute, and Tufts University with UConn to support the goals of the LSAMP program through joint events including symposia and international research opportunities.

Open to underrepresented students in STEM majors, LSAMP provides opportunities for mentoring, workshops, personal and professional development, and access to support for study abroad, undergraduate research, and participation in regional and national professional organizations.

Top Initiatives for LSAMP:

1. Increase participation in LSAMP funded research opportunities e.g REU's and international research through faculty collaboration.

FIRST YEAR PROGRAMS, LEARNING COMMUNITIES & THE ACADEMIC ACHIEVEMENT CENTER (FYP|LC|AAC)

FIRST YEAR PROGRAMS (FYP)

Since 1999, UConn's [First Year Experience](#) (FYE) program has offered courses and services that foster student success, development, transition, and leadership. Through our course offerings, first and second

year students at the University study and engage in exploration, learning, and research in small 19-seat seminar sections.

LEARNING COMMUNITIES (LC)

[Learning Communities](#) provide cohorts of students with opportunities to investigate areas of interest, based on their major or an interdisciplinary topic, through guided courses and co-curricular activities. Living and Learning Communities develop knowledgeable, responsible, engaged citizens in a culture of inquiry within a learner-centered university. While assisting students with their transition to academic life, they offer a small college feel and a sense of place on a large campus; they promote meaningful and sustained interactions with faculty, staff and student leaders; and they provide an effective structure for curricular coherence, deeper learning, student success, persistence, and engagement. 44% of the incoming class participates in a learning community, as well as hundreds of students beyond the first year.

LEARNING COMMUNITY INNOVATION ZONE (LCIZ)

The [Learning Community Innovation Zone](#) makerspace is a 1500 square foot space in the Werth Residence Tower designed to support experiential learning around concepts of innovation, creativity and entrepreneurship.

ACADEMIC ACHIEVEMENT CENTER

The [Academic Achievement Center](#) assists students to attain academic and personal goals by providing a comprehensive, personalized array of programs, resources, and services to enhance skill development, effective decision-making and personal transitions to and within the university. UConn Connects is the university's largest volunteer mentoring program designed to provide students the opportunity to meet weekly with a mentor. The AAC also provides specialized support and targeted outreach to cohorts including First-Gen Students, Transfer students, Hartford Promise and New Haven Promise Scholars and those on academic probation.

Top Initiatives for First Year Programs, Learning Communities & the Academic Achievement Center:

1. Coordinating events billed as part of the Month of Discovery!: Research Connections, Explore Innovation Expo and Fall Frontiers which will introduce first year students (including First Gen, Promise Scholars, Learning Communities and FYE) to the unique opportunities available at a Research I University.
2. Specialized programming for FirstGen students (e.g. Welcome Reception, First Gen Day, Faculty/staff retreat for First Gen, Success 360 to support first gen in financial trouble).
3. Women in Making Conference: Example of one of the many groundbreaking events hosted by the Learning Community Makerspace in Werth Tower.
4. Launch of Hartford AAC Fall 2019 - over 50 faculty and staff volunteered this past summer to be UConn Connects mentors to work with students on academic probation on their campus.
5. Business Connections Learning Community (BCLC) Stamford: Opened first major based Learning Community on the Stamford Campus over 100 students participating.

ACADEMIC CENTER FOR EXPLORATORY STUDENTS

ACADEMIC CENTER FOR EXPLORATORY STUDENTS (ACES)

[The Academic Center for Exploratory Students](#) (ACES) is UConn's advising program for students who want to explore their options before deciding on a field of study and for students who must complete specific requirements before applying to a major. An advisor works closely with each student until he or she officially declares a major.

THE MAJOR EXPERIENCE (TME)

[The Major Experience](#) (TME) is a student-centered program dedicated exclusively to major exploration. It is a University-wide initiative led by the Academic Center for Exploratory Students in collaboration with the Center for Career Development, and UConn's academic schools/colleges.

BACHELOR OF GENERAL STUDIES (BGS)

The [BGS program](#) is the University's degree completion program designed primarily for returning adult students and offered at all UConn campuses. Students must have an associate's degree or 60 credits from a regionally accredited college or university to be eligible for the program.

Top Initiatives for the Academic Center for Exploratory Students:

1. Further Development and Expansion of Programs Supporting Transfer and Campus Change Students:
 - University-wide Students in Transition committee
 - Transfer student honor society
 - Transfer Connections program – new cohort of peer mentors
2. Complete analysis of campus-wide racial microaggressions survey with the goal of informing policy changes and educating the University community about this issue.
3. Enhancement of The Major Experience (TME) Program with improved collaboration with Education Abroad and the General Education Oversight Committee (GEOG) for the purposes of educating students, staff and faculty on the benefits of academic and cultural exploration.

Enrichment Programs

HONORS PROGRAM

The UConn Honors Program provides opportunities for students to move from **consumers of knowledge** to **producers of knowledge**. Our emphasis is on an *Honors education* rather than educating Honors students. We promote inclusive practices and admissions strategies to ensure that students from diverse backgrounds have access to Honors courses, research and mentorship by UConn faculty, and co-curricular experiences that promote growth and development.

Our theoretical framework is based on research highlighting the interaction of *above average ability*, *creativity*, and *task commitment*. Students explore these constructs in three key areas – **Explore, Create, and Lead**.

Explore

- Honors courses designed specifically for students such as the interdisciplinary Honors Core and Honors First-Year Seminar;
- Honors courses across the UConn curriculum that provide intellectual breadth across broad epistemological areas, meet general education requirements and depth in a student's field of interest;
- Community that supports the social-emotional growth of students as they live, study, and socialize in the Honors First Year Residential Community.

Create

- Cutting-edge research and creative projects under the supervision of leading faculty;
- Unique and personal contributions to a diverse community of scholars;
- Growth in skills and abilities in preparation for future endeavors as students share their research and scholarship with authentic audiences.

Lead

- In the community through commitments to student organizations, clubs, and learning communities;
- In an academic field by presenting and publishing;
- For social change as a citizen-scholar at UConn and beyond.

Students who complete an Honors education at UConn emerge as leaders in their fields and in their communities. Our partnership with our UConn Enrichment Programs colleagues creates additional advising, support, and resources for student success.

Top Initiatives for 2019/2020

1. Continue implementation of new Honors requirements across all campuses.
2. Create first-year Honors and Enrichment Programs opportunities for students at UConn Stamford.
3. Increase fundraising for Honors Program students and program initiatives.

OFFICE OF UNDERGRADUATE RESEARCH

The Office of Undergraduate Research (OUR) helps students from all majors and UConn campuses to develop opportunities to conduct research and engage in creative activity. By providing funding for student

projects and venues for showcasing project outcomes, the OUR supports students in exploring the unknown, creating new knowledge, and sharing their discoveries. View full 2018-19 report [here](#).

Signature Programs

- The **Health Research Program**, which connects undergraduates to researchers at UConn Health within a program structure that supports sustained engagement in research.
- The **UConn IDEA Grant Program**, which supports students' immersion in projects they have conceived and developed, whether a service initiative, research project, creative endeavor, or entrepreneurial venture.
- The **BOLD Women's Leadership Network**, which develops a diverse cohort of women leaders through individual and collaborative service/leadership projects and professional development programming.
- The **Frontiers in Undergraduate Research Poster Exhibitions**, which provide two annual opportunities for students across the university to share their research and creative work with the university community.

Top Initiatives for 2019/2020

1. Increase the efficiency of application, review, and program management processes through the implementation of an electronic application management system (SMApply).
2. Develop a long-term strategy to increase participation in OUR programs by students currently underrepresented in applicant pools and awardee cohorts.
3. Collaborate with the Office of First Year Programs and Learning Communities and the Werth Institute to promote marquee research and innovation programming in October (Research Connections, Experience Innovation Expo, Fall Frontiers) under the Month of Discovery banner.

INDIVIDUALIZED AND INTERDISCIPLINARY STUDIES PROGRAM & UNIVERSITY SCHOLAR PROGRAM

The Individualized and Interdisciplinary Studies Program (IISP) supports individualized and interdisciplinary learning opportunities for undergraduate students at the University of Connecticut through the Individualized Major Program and several interdisciplinary minors. The University Scholar Program allows undergraduates to design and pursue an in-depth research or creative project and to craft an individualized plan of study that supports their intellectual interests during their final three semesters.

Signature Programs

- The **Individualized Major Program** (offered by the College of Liberal Arts and Sciences and the College of Agriculture, Health, and Natural Resources) enables students to design their own interdisciplinary majors. Through intensive advising by faculty and program staff, students pursue such themes as health studies, global studies, and data science. A gateway course and a capstone course or thesis provide opportunities for interdisciplinary reflection and integration.
- The **University Scholar Program**, with no more than 30 students selected each year, is one of the most prestigious and competitive programs for undergraduates, challenging them to engage in high-level, independent research and creative projects.

Top Initiatives for 2019/2020

1. Review the goals, mission, outreach strategies, and application process of the University Scholar Program in the context of other research and creative opportunities available to students.
2. Continue to build curricular connections between the gateway and capstone experiences of individualized major students.
3. Streamline application processes for the University Scholar Program and the Individualized Major Program using new online application software (SMApply).

OFFICE OF NATIONAL SCHOLARSHIPS & FELLOWSHIPS

The Office of National Scholarships & Fellowships (ONSF) advises and mentors high-achieving undergraduate and graduate students at the University of Connecticut who are competing for prestigious, nationally-competitive scholarships and fellowships. ONSF's mission is to foster the intellectual and personal growth of high-achieving students from all backgrounds who are applying for nationally-competitive awards. ONSF incorporates faculty, staff, and administrators into the recruitment, endorsement, and advising processes, and engages the entire university community in promoting fellowships and celebrating the excellence of UConn students.

Signature Programs

- The **National Fellowships Incentive Program** provides UConn and UCH faculty up to \$2,000 in professional development funds for mentoring students in the development and submission of applications for external fellowships. Additionally, graduate students who submit eligible fellowship applications may receive up to \$250 in scholarship funds.
- **Fulbright Week at UConn** (co-sponsored by the Office of Global Affairs and the Asian & Asian American Studies Institute) brings staff from the Institute of International Education (IIE) to campus to meet with faculty and graduate students to discuss their interest in the Fulbright Scholar and Fulbright U.S. Student Programs.
- The **Graduate Fellowships Summer Writing Institute** (co-sponsored by InCHIP) is a four-day workshop that helps graduate students jumpstart fellowship applications in the summer prior to submission.

Top Initiatives for 2019/2020

1. Increase efforts to recruit outstanding scholarship and fellowship applicants – especially from the humanities and fine arts – through outreach to relevant learning communities, student organizations, faculty, staff, and administrators.
2. Coordinate with the Office of Global Affairs to raise awareness of Fulbright US Scholar and Fulbright US Student Programs among faculty, graduate students, and undergraduate students.
3. Expand the Graduate Fellowships Summer Writing Institute to accommodate more students and to include a more substantial professional development component.

OFFICE OF PRE-PROFESSIONAL ADVISING

The [Pre-Medical/Pre-Dental](#) and [Pre-Law Advising](#) offices provide information and assistance to UConn students and alumni who are applying to law school, medical school, dental school, and related graduate programs in the health professions.

Signature Programs

- In conjunction with the Office of Undergraduate Admissions and the respective Deans, the **Special Program in Medicine/Dental Medicine** and the **Special Program in Law** offer conditional admission to these graduate schools for outstanding incoming first-year students.
- The **Accelerated Program in Law** allows undergraduates to begin the first year of law school during their senior year of undergraduate studies, thereby saving a year of law school tuition.
- Over 350 **Composite Letters** are written each application cycle to support students' admission to medical schools, dental schools, DO schools, and PA schools.
- The **Post-Baccalaureate Certificate in Medicine/Dental Medicine** provides courses, programs, and education abroad opportunities to college graduates seeking a career change to the health professions or to enhance the competitiveness of their applications to programs of study in the health professions.

Top Initiatives for 2019/2020

1. Strengthen the efficiency and effectiveness of the composite letter process in order to meet the increasing numbers of students requesting this service.
2. Continue to assess and hone the process for students to be admitted to law school via the Accelerated Program in Law and the Special Program in Law.
3. Evaluate the budget and funding model for the Post-Bacc program to create greater efficiencies and effectiveness for the students and the program.

Center for Career Development

For the past five years, the Center for Career Development (CCD or Center) has been recognized regionally and nationally for best practices in the delivery of career services by the National Association of Colleges and Employers (NACE) and the Eastern Association of Colleges and Employers (EACE) through awards and presentations at their annual conferences. This past year has been no exception as we continued to provide our students with services that meet or exceed national standards in supporting their career aspirations.

Over 66% of graduating students indicate through the UConn First Destination Survey that they engaged with the Center during their undergraduate experience, five points higher than a recent national Gallup poll. Our staff meets with approximately 7,000 students per year in one-on-one coaching sessions (up from 4,800 in 2013) and develops and delivers close to 600 career-related programs and presentations to student organizations and clubs with close to 10,000 students attending (up from 248 presentations with 6,700 students attending in 2013). UConn's proprietary job posting system, Handshake, has over 16,000 active student users (up from 7,000 in 2013). 22,540 jobs have been posted on the site over the most recent academic year.

In addition to providing coaching and guidance, we also partner extensively with our employer community to introduce viable jobs and internships to the students we serve. The Center's Corporate Partner Relations Team meets three times a year with the Corporate Advisory Council, comprised of representatives from 20 of our top corporate partners, to keep current on employment best practices. The Center hosts over 1,000 employers at multiple career fairs throughout the year with 7,000 students attending (up from 313 employers and 2,800 students in 2013). Over 1,000 on-campus interviews are conducted annually.

Both the Princeton Review and BestColleges.com annually identify the top 15 – 20 career centers in the country based on a variety of factors. Notre Dame, Wake Forest, Clarkson, Northeastern and University of Florida top the Best Colleges list while Bentley, Clemson and Northeastern lead in the Princeton Review. Schools that made both lists include Penn State, Southwestern, and University of Florida. As we have either first-hand knowledge or have researched these institutions, they all have two common threads – a low career center staff to student ratio and a strong institutional focus on student outcomes. The following reflects career center to student ratio as compared to UConn (also included are University of Virginia as a point of reference and University of Delaware as we typically benchmark our services against theirs):

UConn	1:1340
Penn	1:1294
Northeastern	1:1023
University of Florida	1:1007
University of Delaware	1:1005
UVA	1:770
Clemson	1:975
Clarkson	1:614

Southwestern	1:279
Bentley	1:217
Wake	1:203
Notre Dame	1:187

In order to scale our services to mitigate a high staff to student ratio, the Center invests heavily in technology as a means to address student needs. Career.uconn.edu has close to 700,000 page views per year (up from 254,000 in 2013) and CCD On Demand, launched in September 2018, now houses over 70 custom videos on career-related topics. In its first year it achieved 18,033 views, 514 “shares” and was added to 282 YouTube playlists.

As a thought leader in the arena of career services, the UConn Center for Career Development has been an active member of the Career Leadership Collective (The Collective) since its inception in 2016. The Collective is a nation-wide solutions group that focuses on the practical and inspirational aspects of leadership and innovation in university career services. The Collective develops and connects leaders, and partners with universities to create strategic and sustainable initiatives to thoughtfully weave career education into the fabric of the student experience.

Recently we have participated in the following:

- *Mastermind*, a senior level national career leadership community, inaugural conference
- *Aspire*, an elite leadership development community for emerging leaders, inaugural cohort
- National Alumni Career Mobility Survey (NACM), an annual national benchmark report and community on alumni career pathways and mobility at the 5 and 10-year post-graduation milestones, one of five universities nationally identified as a focus institution
- Fall and spring conference attendee and spring conference facilitator

Internally, the Center enjoys full partnership relationships with First Year Programs, Residential Life, Regional Campuses, Cultural Centers and the Graduate School, to name a few. Over 650 alumni engage with the Center annually as presenters, co-sponsors and event participants.

Through active campus-wide involvement, engagement with NACE, EACE and The Collective and alignment with our corporate partners, UConn continues to lead innovative career conversations and drive best practices to advance the career competencies of the students we serve.

Significant Accomplishments Include:

- On an annual basis, the Center develops and delivers over 500 career related programs and presentations to student organizations and clubs with over 9,000 students attending each year (up from 248 presentations with 6,700 students attending in 2013).
- Career Center staff meet with over 7,000 students per year in one-on-one coaching sessions (up from 4,800 in 2013).
- CCD On Demand, launched in September 2018, now houses over 70 custom videos on career related topics. In its first year it achieved 23,414 views, 514 “shares” and was added to 282 YouTube playlists.

- The Center hosts 880 employers at multiple career fairs throughout the year with 7,000 students attending (up from 313 employers and 2,800 students in 2013). Over 1,000 on-campus interviews are conducted annually.
- UConn's proprietary job posting system, HuskyCareerLink, has over 11,000 active student users (up from 7,000 in 2013). 22,540 jobs have been posted over the most recent academic year.
- Career.uconn.edu has close to 700,000 page views per year (up from 254,000 in 2013).
- Over 400 alumni engage with the Center annually as presenters, co-sponsors and event participants.
- The Center's Corporate Partner Relations Team meets quarterly with the Corporate Advisory Council, comprised of representatives from 20 of our top corporate partners, to keep current on employment best practices.
- Over 66% of graduating students indicate through the First Destination Survey that they engaged with the Center during their undergraduate experience.
- The Center conducts UConn's First Destination Survey and achieves a 72% knowledge rate of outcomes for our graduating students with an 88% positive outcome.
- The Center is one of five institutions that was selected as a focus school for the inaugural roll out of the National Alumni Career Mobility Survey that will measure career satisfaction at the five and ten year post graduation milestones.

Top Initiatives for 2019/2020

1. Career Everywhere
 - Integrating career readiness competencies into the broader student experience
 - Drive faculty engagement through rollout of a Career Champion Program
 - Integrating career readiness competencies into on-campus student employment experiences
 - Collaborate with enrollment management to positively impact admissions, matriculation, persistence and graduation goals
2. Career Readiness
 - Integrate an industry focus (career clusters) into existing career advising model, currently based on major
 - Expand employer and alumni engagement and integrate professional exposure and career opportunities into the student experience
 - Enhance virtual service delivery
 - Enhance and expand services specific to diverse population
3. Expanding Assessment
 - First Destination Expansion and National Alumni Career Mobility Survey Rollout
 - Collect robust, relevant data on specific programs and services to help inform strategy and provide the foundation for compelling stories that demonstrate impact
 - Drive innovation and expand impact through strategic analysis, technology and communication

Veterans Affairs and Military Programs

[The Office of Veterans Affairs and Military Programs](#) (VAMP) is a first-stop shop for all military connected students, faculty and staff on all UConn campuses. The VAMP staff provides a full range of benefits and services to students that have served or continue to serve in our Armed Forces. These services include benefits processing, event programming and community outreach. Our goal is to provide an excellent experience for all veterans, members of the military, and dependents that attend the University of Connecticut, and for each of them to know that they are an important and integral part of the University. The total number of students receiving educational benefits of some kind is currently around 800, with over 40% of these students in STEM majors. We employ 15 VA funded work-study students across all UConn campuses and have an OASIS center at each campus as well. On average during the Fall and Spring semester, close to \$2 million dollars a semester is paid directly to the university from the Federal VA. Additionally, approximately 110 students were paid directly each semester, with a good portion of these funds returning to either UConn or the local economy. All of these benefits, plus more, are processed through the VAMP office every semester.

UConn is unique in the military and veterans space for a few reasons. One, because of the way our office is structured. We report to the Provost's Office, we have all functions related to military and veterans within our office, most universities do not have Certifying Officials within their Veteran's Office, and ROTC falls under VAMP for resourcing, logistics, and liaising with the University. UConn also has unique benefits for our students in that UConn has extended the substantial state of Connecticut benefits (best state benefits in the nation) even further to cover more programs, more academic periods, and remove barriers that programs have in place.

The office conducts robust outreach and programming, to include connecting with employers and hosting military specific career related events, bringing the VA on campus to meet with students, conducting outreach with the Groton Sub Base, an annual donation drive for homeless and at-risk veterans, and various other events such as the "Colossal Colors" flag at Football, Basketball and more. We also teach a military/veteran-specific First Year Experience class geared towards the needs of our population, this academic year at Hartford for the first time in addition to the section at Storrs. These events and the class serve our students, faculty, staff and the larger veteran's community in the state of Connecticut.

We also advocate for students, assist with student issues, educate the larger campus population, and maintain strong partnerships with other departments. Nearly all members of the team are veterans or currently serving, and as such, we are able to dive into complex student issues, assisting when possible and referring to key partners when required. We assist students in making the transition to higher education, which is often difficult for them, all while targeting our programming to a "non-traditional" student population in order to meet students where they are and provide the most relevant support.

Annually, we provide feedback on state and federal proposals, bills, and initiatives that relate to military connected students, and at times, more broadly to veterans. When necessary, we provide written or oral testimony at hearings. We propose initiatives and refine policies through the University Board of Trustees that effect military connected students.

VAMP, in conjunction with other departments on campus, most notably the History Department, has started a chapter of the Veteran's History Project (VHP) at UConn in the Spring of 2019. VHP is a nationwide oral history project through the American Folklife Center at the Library of Congress aimed at making the personal accounts of veterans accessible. Students have the opportunity to learn about oral history, interview veterans, better understand the realities of war, and prepare the interviews for archiving at the

Library of Congress. The project continues to grow with new internships, partnerships with other departments at UConn, and partnerships with veteran's organizations.

Army ROTC

The Army ROTC (AROTC – Nathan Hale Battalion) at UConn is the only AROTC program in the state. UConn is the Host School and University of New Haven is an Extension location of UConn ROTC. The following have active cadets in UConn ROTC (at one of two locations) as cross-town schools: Eastern Connecticut State University, Central Connecticut State University, Southern Connecticut State University, Yale and Fairfield University. Additionally, University of Hartford, Wesleyan, University of Bridgeport and Sacred Heart are cross-town schools, but do not have any actively enrolled cadets at this time. The program has a total of 163 Cadets at the two locations, 65 of which are UConn students. This year 3 sophomores and 5 juniors from the program were selected for the Cultural Understanding and Leadership Program (CULP) and immersed themselves into the culture of 7 different countries including Sri Lanka, Peru, Philippines, Senegal, Honduras, Rwanda, and Bulgaria. This is almost double the number of cadets sent last year. Additionally, 9 rising senior cadets participated in military internships the summer after their junior year training with active duty Army units across the country and in Italy. The program continues to grow and increase partnerships with other departments on campus, as well as the Connecticut National Guard.

Air Force ROTC

Air Force ROTC (AFROTC – Det 115) at UConn is one of two AFROTC programs in the state (Yale also has AFROTC). UConn is the Host School to several 'crosstown' participating Universities. The schools with active cadets in UConn AFROTC are; Eastern Connecticut State University, Central Connecticut State University, University of Hartford and the University of Rhode Island. Connecticut College is also a cross-town school, but does not have any actively enrolled cadets at this time. The program has a total of 84 cadets, 60 of which are UConn students. In the 2018-2019 academic year AFROTC/HQ introduced a Gold Bar recruiter that actively recruits cadets for AFROTC as a whole. This new recruiter is based out of UConn. Of the cadets qualified for rated positions (flying) 6 of 6 seniors were selected for training. 4 for pilot training, 1 for Combat Systems Operator and 1 for Air Battle Manager. These are highly coveted positions, and the fact that UConn has 6 of 6 selected is a testament to the quality of the program. The UConn Flight Club, while not an AFROTC club, was restarted by AFROTC cadets last year and continues to grow in the University at large.

Of note, UConn offers a room and board incentive to contracted cadets that begins with a 25% discount for Sophomores, and a 50% discount for Juniors and Seniors.

Top Initiatives for the 2019/2020 Academic Year

1. Continue to expand outreach initiatives to the regional campuses - We have a significant population at the regionals, especially Hartford (including Graduate Business Learning Center) and Stamford. We will continue to send our Outreach Coordinator (currently a special payroll employee) to the campuses to build relationships. We will hold events at the regionals that were successful last year and continue to expand event offerings at the regionals as appropriate.
2. UConn Health Center - This will be the first time VAMP certifies UCH students for benefits. There is a new veteran's point of contact at the Health Center and the new responsibilities of certification give us a chance to build our relationship with the staff and students at UCH.

3. Grow the Veteran's History Project - As a new initiative at UConn, this project will continue to be a major focus. Increasing internship opportunities with additional departments; recruiting interviewers - students, faculty, staff and community members; recruiting subjects to interview; use as an outreach tool for external organizations; partner with CT State Military History Program.
4. Updated Needs Surveys - Re-issue a needs survey for students and one for faculty/staff. This was last done ~5 years ago, and the needs of those we support may have changed and our office has evolved as well. This will allow us to tailor our services and initiatives going forward. We hope to gain a better understanding of the best way to support our students with a mentorship program - whether it's peer to peer, informal or formal, etc.

Student Athlete Success Program

The [Student-Athlete Success Program](#) (SASP) continues to provide exceptional service to our 600 student-athletes. Every student-athlete has an individualized academic plan, which remains fluid as they explore the opportunities the University of Connecticut has to offer. Our three academic centers function as places for our students to receive comprehensive academic support and guidance. SASP strives to empower our students to become independent, successful, active learners. SASP also partners with our Student-Athlete Development program which provides opportunities for our students with regard to community service, professional development and leadership training.

SASP collaborates with academic advisors within the various schools or colleges to ensure students are working towards meeting university, graduation and NCAA requirements. SASP also works in conjunction with the Registrar and Compliance offices to track the NCAA eligibility, retention and graduation of our students. The SASP staff often travels with the various athletic teams, providing academic support, including structured study halls to support the students in balancing both their academic and athletic commitments.

In accordance with the University's and SASP's mission of providing exceptional service to each student, we offer a variety of services for students who have documented learning disabilities as well as work to identify students who may have learning issues. This summer SASP began a new collaboration with Psychological Services and the Student Health and Wellness Mental Health group to increase the level of service for our students. The School of Education and Psychological Services facilitate testing for our student athletes who are experiencing learning challenges. These two groups work closely with SASP's Learning Services Director and the Center for Students with Disabilities to provide a clear diagnosis and a suggested academic plan.

SASP also has a comprehensive tutoring program. There are over ninety tutors who work with the student-athletes to provide tutoring on campus and while the students are traveling with their sports. All of our tutors undergo mandatory training each semester regarding learning strategies and NCAA rules.

SASP offers sections of UNIV 1800 and 1820 for our freshmen which focuses on the transition to college and the resources available to them. SASP also teaches an EPSY 3098 course for juniors/seniors. This course focuses on the transition from college into the next chapter of the students' lives, discussing such topics as the impact of leaving their sport, developing their own brand, career development, financial planning, and networking.

The Athletic Department and SASP continue to be committed to our student-athletes' graduation from the University of Connecticut. The "*Husky Finish Line*" is a program which works with students who may have left the University early to pursue professional opportunities to return to campus to finish their degree.

SASP also works closely with our Student-Athlete Development team to provide opportunities in service, leadership, career and personal development. This past academic year, our student-athletes participated in over 1496 hours of community service with three local elementary schools promoting reading as well as involvement in the *Goal Line* mentoring program at East Hartford Middle School. These programs are part of a grant from the SBM Charitable Foundation.

This past spring semester, sixty five percent of our student-athlete cohort achieved over a 3.00 semester grade point average. We also had thirty-nine students receive a perfect 4.00. Eighty percent of our athletic teams achieved over a 3.00 for their semester grade point average and their cumulative grade point average.

Top Initiatives for 2019/2020

1. In collaboration with Athletics, create an effective tracking Annual Percentage Retention (APR) plan and effective strategies for APR success.
2. Create an academic integrity committee to advise in academic integrity matters and best practices.
3. In collaboration with the offices of Athletic Compliance, Registrar's office, Admissions, create a more effective transfer evaluation process.
4. Design and implement an annual Student-Athlete Orientation to take place during the first week of each semester.

**Report to the University Senate on
Regional Campus Updates
John C. Volin
Vice Provost for Academic Affairs
September 30, 2019**

Avery Point Campus

UConn | AVERY POINT
... The University of Connecticut's Blue Gem



Avery Point provides exemplary undergraduate and graduate education in Southeastern Connecticut for a variety of majors and certificate programs with the advantage of smaller classroom sizes, individualized attention to students and a strong sense of community. Our interdisciplinary educational environment encourages faculty and staff to coordinate and collaborate across disciplines to make education meaningful, exciting and applicable to our lives. Unique coursework and programming addresses topics such as sustainable coastal ecosystems, marine and maritime policy and resource management, and integration of the natural, physical and social sciences, all with the purpose of meeting the educational and professional needs of the region while developing global citizens.

THE CAMPUS

- Established in 1967
- Sits on Long Island Sound at the mouth of the Thames River (bordered on three sides by water)
- Situated on 72 acres of land, containing 22 buildings totaling 347,331 square feet
- Our location provides the unique hands-on opportunity to participate in ocean-focused academic programs and learn sailing, kayaking, and safe boating

As the “blue gem” of the University of Connecticut, Avery Point is a global leader in Marine Research and Education. The campus’s Department of Marine Sciences is highly ranked at UConn for external research funding and nationally for both graduate and undergraduate research and education. The Maritime Studies program provides students with a unique educational experience that integrates disciplinary perspectives from the humanities and social sciences with a marine and maritime focus. English and American Studies programs offer students broader cultural contexts and complete Avery

Point's foundation for advanced STEM instruction in an environment that values and promotes the humanities and experiential learning. UCONN's blue gem campus is also home to important institutions and programs that augment marine and environmental research and education, including Connecticut Sea Grant, CT Institute for Resilience and Climate Adaptation (CIRCA), Mystic Aquarium Research Laboratories, National Institute for Undersea Vehicle Technology (NIUVT), Naval and Maritime Consortium, and Project Oceanology.

Avery Point, fulfilling UConn's role as a Sea Grant institution, is the University's center for ocean and coastal literacies. Coastal zones, where half of the world's populations currently lives, have become crucibles where human communities and natural forces converge. Avery Point's unique marine and maritime programs provide UConn students across all majors with the scientific, social, and humanistic education that both informed citizens and experts will need in order to face some of the globe's most pressing 21st-century challenges.

Rationale

Ocean and coastal literacies provide the fundamental knowledge needed to understand, analyze, and address issues that are both local and global, such as:

- Urbanization, greenhouse gas production, and global warming
- Sea level rise and hardening of coastlines
- Globalized movement of capital, labor and commodities
- Forced and voluntary migration and human rights
- Historical, artistic, and emotional relationships to coasts and seas
- Geopolitics and legal regimes of polar regions, islands, the deep-sea floor and other unique coastal and oceanic geographies
- Economic development of highly populated, dynamic coastal regions
- Marine natural resource distribution and consumption
- Cultural heritage management and preservation on land and underwater
- Coastal zone management and marine spatial planning

Human choices, behaviors, and infrastructures, concentrated in growing coastal population centers, are shaping coastal and global natural processes. Those in turn manifest themselves more strongly along coastlines than elsewhere. Educating students to recognize and comprehend this feedback loop linking human communities with physical forces prepares them for 21st century citizenship.

ACADEMIC PROFILE

<u>Four-Year Undergraduate Programs</u>	<u>Minors</u>
American Studies	American Studies
Bachelor of General Studies (BGS)	Anthropology
English	English
Marine Sciences	History
Maritime Studies	Marine Biology
Launching Platform for 100+ majors	Maritime Archaeology
	Native American and Indigenous Studies
	Oceanography
	Women’s, Gender, and Sexuality Studies

Graduate and Professional Programs

- Oceanography (both MS & PhD)
- Engineering – Masters in Engineering (MENG)
- Nursing – Certificate Entry into Nursing (CEIN)
- Teacher Certification Program (TCPCG)... STEM – Special Ed (in partnership with LEARN)

By the numbers

- 630 Current Total Enrollment¹
 - 559 undergraduate
 - 70 graduate
- 16:1 student-faculty ratio
- 47% first-generation students
- 22% students of color (self-reported, 60% response rate)
- 86% first year retention rate

Research

- Grantsmanship (2018)
 - 99 Active grants & contracts (total funds of approximately \$22.9M)
 - Marine Sciences ranked top in College of Liberal Arts and Sciences for awarded grants (> \$13M)
 - Diversified funding sources (>10)
- Scholarship
 - >200 Published peer-reviewed papers (2016-2018)

¹ source: Fall 2019 10th Day university Census (frozen 9.9.19)

- Faculty with numerous prestigious awards (e.g. National Science Foundation Career, Office of Naval Research Young Investigator, University Corporation for Atmospheric Research Early Career, Fulbright Scholars, Fellows of Scholarly Societies including American Association of Advancement of Sciences)
- Facilities and Staff
 - Modern research equipment to support interdisciplinary research in chemical, physical, & biological oceanography/marine sciences
 - Exceptional research & administrative staff supports marine research & teaching enterprise

Avery Point is home to:

- UConn's Department of Marine Sciences
 - Research Vessel Connecticut
 - Rankin Seawater Laboratory
 - Long Island Sound Integrated Coastal Observing System (LISICOS)
 - Coastal Laboratory for Atmospheric and Marine Studies
- Connecticut Sea Grant
- Project Oceanology
- Connecticut Institute for Resilience and Climate Adaptation (CIRCA)
- Mystic Aquarium Research Program
- National Institute for Undersea Vehicle Technology

Highlighted innovative ocean/environmental focused experiential learning opportunities

- NSF Grant - Research Experiences for Undergraduates (Marine Ecosystem)
- Coastal Studies Lecture Series (public lectures on coastal issues)
- Sail Through the Night (on the Mystic Whaler)
- Alternative Break – Coastal Clean Up
- Ecology and Evolutionary Biology Camping Trip
- Eco Husky Fellowship
- Multiple course offerings in Sailing and Scuba Diving available to all students
- Internships (e.g. Mystic Seaport, Mystic Aquarium, Blue Heritage Trail, USS Niagara, Project Oceanology)

Highlighted Public Engagement

- UConn Early College Experience (ECE) programs throughout Southeastern CT (e.g. New London High School, the Williams School, Grasso Tech, Groton Schools)
- Cardboard Boat Race for ECE High Schools (500+ students in addition to Avery Point student, faculty, and staff participation)
- Quahog Bowl (H.S. Science Competition)
- Connecticut Sea Grant On-the-water workshop series
- Earth Day
- Read Across America
- Regional Night Sky Observation
- On-campus Ensemble in Residence Performances
- Coast Guard Band Concerts

STRENGTHS

- Home to Department of Marine Sciences (top ranking CLAS department for awarded research grants), Sea Grant, CT Institute for Resilience and Climate Adaptation, and other centers/institutes of marine and environmental research/education
- Access to service learning, experiential learning, and hands-on research laboratory for undergraduate students
- Strong student experience (e.g. friendly and nurturing campus environment, personal attention from faculty and staff that strive to position students for personal and professional success, navigable support systems)
- Number of partnerships and level of participation with regional community and business organizations (e.g. Mystic Aquarium, Mystic Seaport, Women's Business Development Council, local government and non-profit organizations)

OPPORTUNITIES

- Continue to advance academic program offerings through school, college, and department partnerships.
 - Introduce new four-year programs: Environmental Studies, Psychology, Communications, and Human Development & Family Sciences.
 - Add additional course offerings and majors to meet the unique needs of southeastern CT, including degree completion programs
- Find additional ways to support faculty research based on or directed to regional needs and circumstances
 - Off-Shore Wind research, regional education/lecture series, industry conference
 - Continue to foster collaborations with UConn colleagues and regional partners to address naval and maritime advancement opportunities
 - Military and governmental programming
- Offer degree completion programs that attract, retain, and graduate people in the region with special emphasis on military personnel and families that have stopped out of higher education
- Physical plant and grounds infrastructure positioned to allow for expansion

CAMPUS GOALS

GOAL: Recognize excellence in teaching, expand research opportunities and promote scholarship

- Expand promotion of and incentives for excellence in teaching on campus
- Elevate support for growth in research opportunities
- Diversify opportunities for undergraduates to participate in rich and varied research
- Demonstrate value and recognition for non-traditional forms of scholarship

GOAL: Increase undergraduate, graduate and post-baccalaureate enrollment

- Expand 4-year degree program offerings at Avery Point (e.g. Environmental Studies, Psychology, Communications, Human Development & Family Sciences)
- Enrollment Management and the staff/faculty at Avery Point will continue to work to understand campus enrollment trends, needs, and refine the campus enrollment growth strategy
- Reinvigorate the Bachelor of General Studies (BGS) program on the Avery Point Campus

GOAL: Faculty & staff development - Increase the quality and number of development opportunities for faculty, instructional support staff and administrative staff

- Advance an environment and culture that encourages training and professional development to maximize performance
- Create awareness of and generate participation in teaching & learning workshops, seminars and presentations
- Expand resources and support for quality teaching at Avery Point

GOAL: Advance the physical campus through exploration of:

- Possible public, private, partnership residence hall including collaborative learning and living spaces
- Support for updating campus master plan
- Progression towards permanent accessibility to campus facilities in place of temporary systems/solutions
- Long-term planning for a new academic building and facilities to meet the needs of growing space demands (e.g. centers, institutes, lab space, visiting Storrs faculty, industry research and partnerships)

GOAL: Partner with the UConn Foundation to increase our visibility in Southeastern Connecticut with the goal to bolster our fundraising abilities. These activities will build upon prior activities (e.g. Women Leaders Making a Difference, UConn Day of Giving) and establish new initiatives for athletics and the scholarship program.

- Finalize the endowment for the Roger Bidwell Scholarship
- Secure funding from local business to support Avery Point Scholarships
- Reinstate an annual golf tournament as an athletic program fundraiser
- Develop criteria for athletic hall of fame selection and begin planning for future induction event

Hartford Campus



Campus Director: Mark Overmyer-Velázquez
Associate Campus Director: Nadine Brennan
Assistant Campus Director: Katherine Martin
Finance Director: Stephen Marchillo
Date: July 11, 2019

Executive Summary – Priorities

With two years and the transition to a new urban campus behind us, in the 2019-20 academic year UConn Hartford will focus efforts on advancing our mission of academic excellence in the context of urban and community-based, collaborative learning and research. With an increase in the undergraduate retention rate and enrollment, continued growth in first-choice campus applications, development of a new interdisciplinary research initiative, and establishment of community and corporate partnerships, UConn Hartford is building on its early successes.

Our priorities for the coming year are integrated, mutually constitutive elements that strategically build on and advance our current strengths in the core areas of our mission: undergraduate education, research, external funding and community collaborations.

Advancing Undergraduate Student Success

Our top priority continues to be the improvement of undergraduate access, achievement, and retention in the context of a highly diverse student population. To support student success at UConn Hartford and in the students' transition to Storrs, we have launched a new Academic Achievement Center; are enhancing

existing resources: W and Q Centers to increase tutoring for students in accounting, economics, and chemistry; and are developing new support units: Biology Center and Student Center with a focus on intersectional diversity and equity.

Fostering Research Excellence

Building on the outstanding scholarship in Social Work, Public Policy, Business, Urban and Community Studies and in other Hartford-based units, we are leveraging the campus's proximity to state and local governments, corporate entities, and non-profit and arts organizations to enhance research productivity and serve the wider community. With the support of the Provost's Office, the Sustainable Global Cities Initiative (SGCI) is moving forward with a 1 ½ year assessment phase to determine financial and scholarly sustainability, with the goal of establishing an interdisciplinary university research institute that will enhance UConn's research excellence.

Securing External Funding

In addition to catalyzing new research and teaching initiatives, the campus's strategic location affords new funding opportunities. We continue to support and develop community assets (corporations, businesses, not-for-profit organizations) in the service of our urban-based education. Leveraging initial gifts from the Mortensen Foundation (1M) and Travelers (250K), we have received additional commitments (e.g., Guttenplan Memorial Scholarship, 600K; Marfuggi Memorial Scholarship, 100K) and have several other private, corporate and foundation prospects under development.

Building Community

Community partnerships are central to our academic mission. Our strategic location and commitments to community allow us to connect faculty and students to learning, research and internships in the city and build university partnerships with corporations and not-for-profits. As a prime example of this, our shared space and collections and programmatic collaboration with the Hartford Public Library integrates us not only in the city center, but also throughout the capital's neighborhoods.

Campus Overview

With the move from West Hartford to downtown Hartford, the faculty and staff at UConn Hartford have built upon the campus's historical strengths while leveraging exciting new possibilities our new location in the state capital affords.[1] Aligned to the University's mission and core values, UConn Hartford connects its diverse student body to teaching, research, and service in and about the global city. With a vision of academic excellence focused on community-based, collaborative learning, UConn Hartford plays a critical role in advancing the University's commitment to innovation, leadership, global engagement, and cultural and intellectual diversity. With the majority of Connecticut and the world's population living in cities, UConn Hartford is ideally located to help our faculty and students better understand and engage the rich opportunities and challenging inequalities of urban life.

UConn Hartford offers undergraduate classes in 36 departments and masters, doctoral and certificate programs in five disciplines. Academic offerings span seven schools and colleges (Agriculture, Health and Natural Resources; Business; Education; Engineering; Fine Arts; Liberal Arts and Sciences; Social Work). Students can complete majors in English, Human Development and Family Sciences, Business Administration, Business Data Analytics, Psychological Sciences, Urban and Community Studies, and new majors in Digital Marketing & Analytics, Financial Management, and Social Work. The student U-Pass CT which provides free, direct CT Transit bus service between Hartford and Storrs has new bi-

campus curricular, teaching, and research opportunities. With additional service provided this year, students and faculty are increasingly traveling between campuses, prompting us to consider the advantages of this new proximity.

Our campus workforce has a variety of budget and reporting lines, some fully in Hartford and others centralized in Storrs. Temporary (adjunct) faculty teach most of our classes. APiR, tenured and tenure-track faculty vary in their teaching and research commitments. We expend over ninety percent of our total budget on salaries and benefits for our faculty and staff. We are carefully examining current curricular structures and offerings, which are the major drivers of our budget with a direct relationship to the delivery and success of our educational model. While we will continue to provide students with a broad array of introductory GenEd classes, we are expanding and deepening Hartford-relevant curricula, including internships and city-based and service-learning classes.

Advancing Undergraduate Student Success

UConn Hartford has a highly diverse undergraduate population. With a large first-generation (49%) and minority (54%) student body, including sizable Muslim and veteran populations, our campus community and classrooms greatly benefit from this diversity. Since many of our students come from educationally under-resourced communities, our student support staff work diligently to provide them access to much-needed academic services.

With increased enrollment (up 21% in 2018-19) and continued growth in first-choice campus applications to UConn Hartford, we are providing additional resources to support students whether they complete their degrees in Hartford or Storrs. We continually are working with University Admissions & Enrollment Planning and Student Affairs to determine how we can improve student retention and transition to the much larger and less diverse Storrs environment.

To support student success at UConn Hartford and in the transition to Storrs, we are enhancing existing resources: W and Q Centers; and developing new support units: Biology Center and a Student Center with a focus on intersectional diversity and equity. In partnership with the Institute for Student Success and First Year Programs, we inaugurated an Academic Achievement Center (AAC) at UConn Hartford. The AAC follows a mission of, “assisting students in attaining their academic and personal goals by providing a comprehensive, personalized array of programs, resources, and services which enhance skill development, effective decision-making, and personal transitions to and within the university setting.” In addition, to address food insecurity among our students and their families, this fall we are partnering with Foodshare Connecticut to open a food pantry on campus. Our students also receive personal support through the mental health Case Manager, wellness programming, disability services, and access to an interfaith and reflection space. Our Career Services staff are working with community partners to create more student employment opportunities for students on and off campus.

We embed these student support initiatives within a campus-wide commitment to diversity, equity and inclusion, and community engagement. We understand that having and being in a diverse urban community is a critical asset of our campus. To support this commitment, we offer staff and faculty regular diversity training and community engagement opportunities. Incentive grants are available to develop related research, curricular, and programmatic initiatives for faculty and students.

Fostering Research Excellence

Building on scholarship in Social Work, Public Policy, Business, Law, Urban and Community Studies and other Hartford-based units, the new Sustainable Global Cities Initiative (SGCI) leverages the campus’s proximity to state and local government, corporate entities, other regional academic institutions, and non-profit and arts organizations to enhance research productivity and serve the wider community. SGCI will

serve as a collaborative research hub that integrates and enhances the global urban studies scholarship and community practice of UConn Hartford's faculty. It will promote the study of cities, and their global engagement, in Connecticut—especially Hartford—the United States, and abroad through scholarly research and provide research outcomes relevant to promoting healthy, sustainable, and democratic urban futures. The SGCI director is assessing the initiative's long-term scholarly and fiscal sustainability and will present a proposal to the Provost's Office in fall of 2019 for its permanent status as a university-level research institute (see Appendix).

We also are deepening our commitment to the arts as part of UConn Hartford's urban-integrated curricula and research initiatives. With the School of Fine Arts, last academic year we established a new Visual Arts Practitioner-in-Residence position to coordinate arts curricula, research, and programming between campus faculty and students and Hartford's arts community. Similarly, we are finalizing a community partnership with Hartford's HartBeat Theater Ensemble. Finally, for fall 2019 with the School of Fine Arts we are developing an MFA in Fine Arts Administration at the Wadsworth Museum Atheneum.

Securing External Funding

Our beautiful new campus, successes in student advancement, new research initiatives, and community collaborations have attracted considerable interest from corporate, private and foundation donors. To fund scholarships and research, we are working with the first UConn Hartford campus-dedicated Foundation Director of Development and her colleagues to cultivate and steward new and existing donor possibilities, including:

- Mortensen Family Foundation (\$1M)
- The Travelers (\$250K)
- 21st Century Grant with Hartford Public Library and Public Schools (\$450K: \$90K X 5 years)
- Joseph R Marfuggi Memorial Scholarship Fund for Leadership in Urban and Community Studies (\$100K)
- Arthur and Annette Guttenplan Memorial Scholarship Fund (\$308K scholarship; Planned giving: \$300K; Total Giving: \$608K)
- Nancy Kline and James Trail (\$50K to Kline Trail Families' First Gen Opportunity Scholarship and \$25K to Support-A-Husky Hartford)
- Proposed: United Bank naming of AAC (\$125K)

Building Community

The Associate Campus Director is leading efforts to establish a campus-wide vision and mission on community engagement. Student, faculty and staff partnerships with Hartford community organizations enhance learning and research opportunities and bring positive change to individuals, organizations, neighborhoods and/or larger systems in our community. We challenge our students to apply these experiences to their academic success, civic development, personal and career growth and a deeper understanding of larger social issues.

Over the last year, we have focused on post-secondary academic access and anti-poverty initiatives including food insecurities and homelessness. In the fall semester, we will launch our after school program associated with the co-sponsored CT government 21st Century Grant received with the Hartford Public Library. Additionally, UConn Hartford collaborated with UConn Alumni, Hartford Yard Goats and Bear's BBQ to host a Footwear with Care event to support Hartford's homeless. Over 400 men, women and children received brand new sneakers, socks, backpacks, toiletries and a hot lunch from Bear's.

Alongside the capital region's 10 other colleges and universities, UConn Hartford quickly has become an active participant in the emerging "Hartford as a college town" development championed by residents, business leaders, and local and state politicians. We are a member of the Hartford Consortium for Higher Education.

A busy co- and extra-curricular event and program schedule, mostly open to the public, is indicative of our ability to utilize the Hartford campus to highlight our academic offerings. Demand to host events in Hartford has increased from community partners and UConn colleagues from Storrs and elsewhere. UConn Hartford's beautiful campus serves both as a functional and symbolic space for the University. While maintaining its primary use as an academic site, we have started to utilize the buildings and strategic location to generate new revenue for the campus. Attracting significant university-wide, public, private, and political attention, maintenance of our state-of-the-art facility is critical.

Senior campus leadership has cosponsored grant applications with the Hartford Public Library and Public Schools and serves on a number of high-profile boards, including Leadership Greater Hartford; Hartford Foundation for Public Giving; Hartford Public Library; Hartford Consortium for Higher Education; MetroHartford Alliance; Boys and Girls Club of Greater Hartford; iQuilt, and Capitol Region Council of Governments.

A wide range of Storrs-Hartford campus collaborations is integral to our administrative and fiscally efficient operation. Dynamic examples include partnerships with CETL (instructor training); Honors Program (undergraduate research); and Academic Achievement Center, IT, Centers for Students with Disabilities and Career Development, Police, Library, Facilities (oversight and training).

Strategic Investment and Growth

Research and Revenue Generation

- Obtain research grants and indirect costs revenue through a new research unit, Sustainable Global Cities Initiative (Institute, see Appendix)
- Build on success of Hartford Foundation for Public Giving, Travelers, Mortensen Family, and other campus donations to bring in additional foundation, corporate, and private funds for research and student scholarships
- Utilize campus buildings and strategic location to generate rental income for corporate and community event
- Grow summer and winter session program offering
- Create a Summer Academy with UConn's Early College Experience and Student Support Service to not only generate revenue but also provide academically successful rising juniors and seniors in Hartford and our region opportunities to take courses during the summer
- Collaborate with School of Engineering and Trilogy Education Services to run fee-based coding boot camps for professionals in the regio
- Work to secure clients to rent the industrial kitchen in the lower level of HTB. We have started related discussions with the Food Services departments of the Hartford Public Schools, Hartford Public Library, and the not-for-profit food bank, Hands on Hartford.

Campus Expansion

Expanding enrollment and research will require additional campus space. In support of our community-engaged educational mission, the university might consider building-out some of the collocated retail units in our main building at 10 Prospect Street. Responding to the need for additional classroom, research, and programmatic space on campus, the following is an initial list of potential uses and

corresponding revenue-generation potential of the spaces. Any new space also would provide additional opportunities for private and corporate donor naming and support.

- Classrooms (expanded enrollment, tuition revenue)
- Research Space for SGCI, SSW, DPP (indirect costs from grants; internship and employment opportunities for students)
- Community/Research Health Clinic (clinic fees, indirect costs from grants; internship and employment opportunities for students)
- Programmatic/Community Partnership Space (rental fees, offset current campus rental costs; internship and employment opportunities for students)

In addition, in a similar fashion to UConn Stamford, the university should consider the merits of constructing residential dorms for our students in Hartford.

Hartford-focused Faculty Hires

Schools, colleges, and departments will benefit from collaborating with the Hartford campus as a primary location for urban research, teaching, programming, and summer programs that impact the academic success of our diverse region. To realize this benefit, it will be important to make new and restructure existing faculty hires to permit movement across campuses for teaching and research that takes advantage of our strategic location and unique resources.

UConn Hartford Student, Staff, Faculty and Program Data

First Year Applicants Directly to UConn Hartford 2017-2018

Fall 2017	Fall 2018	Increase
322	358	11.2%

First Year Enrollment Increase

Fall 2017	Fall 2018	Increase
521	629	21%

Minority Student Enrollment Increase

Fall 2017	Fall 2018	Increase
290	328	13.1%

Five-year Undergraduate Enrollment Increase

2014	2015	2016	2017	2018
1278	1281	1211	1246	1398

UConn Hartford Undergraduate Diversity – Fall 2018

White	494
Asian	231
Hispanic or Latino	210
Black or African American	181
Two or more Races	36
American Indian or Alaskan Native	2
International	19
Unknown	22

Faculty – Fall 2018

Tenure-Track	18
APiR / IiR	20
Staff	12
Adjunct	70
Graduate Instructor	19
<u>Total</u>	<u>139</u>

Other Faculty (approx.)

School of Social Work	45
School of Business (GBLC)	72
College of Liberal Arts & Sciences (DPP)	33
Neag School of Education (MA & TCPCG)	5
School of Fine Arts (MFA Administration)	2
<u>Total</u>	<u>157</u>

Staff

Staff (see org. chart)	63 FTE
------------------------	--------

Other Staff (approx.)

School of Social Work	16
School of Business (GBLC)	19
College of Liberal Arts & Sciences (DPP)	6
Neag School of Education (MA & TCPCG)	1
School of Fine Arts (MFA Administration)	0
<u>Total</u>	<u>42 FTE</u>

Undergraduate Majors Offered at UConn Hartford

English
Human Development and Family Studies
Individualized and Interdisciplinary Studies
Psychological Sciences
Urban and Community Studies
Business Administration
Business Data Analytics
Digital Marketing Analytics
Financial Management
Social Work
General Studies
Fast-Track in Public Policy

Graduate Programs at UConn Hartford

College of Liberal Arts and Sciences - Department of Public Policy

Master of Public Administration
Master of Public Policy
Master of Arts in Survey Research
Nonprofit Leadership Program
Online Graduate Certificate in Survey Research
Online Graduate Certificate for Nonprofit Leaders
Public Financial Management Certificate
Leadership and Public Management Certificate
Joint Masters Degree Program in Public Administration (MPA) and Public Policy (MPP) and Latino and Latin American Studies.
Joint Masters Degree Program in Program in Public Administration (MPA) and Public Policy (MPP) and Survey Research (MASR).

School of Social Work

Master of Social Work
PhD Social Work

School of Business - Graduate Business Learning Center

MBA – Full-time, Part-time and Executive
MS in Business Analytics and Project Management
MS Financial Risk Management

Neag School of Education

Teacher Certification Program for College Graduates
Master in Curriculum and Instruction
Master in Educational Psychology

School of Fine Arts

Master of Fine Arts Administration (fall 2019)
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Graduate Students (approx.)

School of Social Work	352
School of Business (GBLC)	1,301
College of Liberal Arts & Sciences (DPP)	158
Neag School of Education (MA & TCPCG)	38
School of Fine Arts (MFA Administration)	13
<u>Total</u>	<u>1862</u>

Appendix

Sustainable Global Cities Initiative

Dr. Robert Wilson, Interim Director

With the support of the Provost's Office (\$192K), the Sustainable Global Cities Initiative (SGCI) is moving forward with a 1 ½ year assessment phase to determine financial and scholarly sustainability with the hope of establishing a university research institute located at the UConn Hartford campus.

Mission

To promote (1) the study of cities and their global engagement in Connecticut, the United States, and abroad through faculty and student research and (2) the integration of the research outcomes into public discussions of strategies to build just, healthy, and sustainable cities.

Vision

The Sustainable Global Cities Initiative (SGCI) at UConn Hartford aspires to be a university-wide interdisciplinary research unit investigating questions relating to cities and new models of urban life that identify and address key challenges faced by cities in Connecticut and around the world, with the goal of enhancing UConn's research capacity and scholarship.

Goals

- Support interdisciplinary scholarship across the university on urban topics and cities, and the mobilization of resources—financial, human, and space—needed for this work;
- Showcase pioneering, publicly relevant research on global cities and their futures in the state capital and elsewhere;
- Leverage UConn Hartford's proximity to key stakeholders (policymakers, businesses, and community organizations) to catalyze urban-focused research and contribute to the University's growing research portfolio;
- Support existing efforts of Hartford-based partner organizations through collaborative, interdisciplinary research and teaching;
- Enhance the rapidly growing reputation of UConn Hartford by highlighting its role as a primary center for research at UConn.

Why Cities?

Spheres of social creativity — ranging from arts and culture to community initiatives to science and technology — as well as a growing share of the world's wealth generation processes are increasingly located in metropolitan areas. Diversified urban economies with high levels of human capital are especially well positioned for innovation and growth. Cities, however, must simultaneously grapple with very complicated issues of human capital development, health, public safety, affordable housing, social exclusion, and neighborhood stability. Equity issues in cities, especially for residents with disadvantaged backgrounds and immigrant communities, and avenues for intergenerational mobility require inclusive economic development. As cities search for innovative and sustainable approaches to promote development and prosperity for their populations, public universities, including UConn, are increasingly responding to these issues.

Why UConn?

Urban areas have many advantages and opportunities for UConn's research and public service agendas. UConn, with three urban campuses in a state with an 85% urban population, has considerable research capacity that focuses, or could be focused, on city-related topics, spanning numerous schools, colleges, and research centers. UConn's contributions involving research and training of graduate students harbor incredible potential for improving the quality of life for urban residents and promoting technological and economic development that 21st century cities need.

Purpose and Activities of the SGCI

The SGCI will maximize UConn's urban-related research and outreach efforts by identifying, connecting, and supporting scholars and experts and marshaling UConn's resources to increase research capacity. A dedicated interdisciplinary work space like the SGCI would be uniquely positioned to support research on expansive topics like urban sustainability and could lead to new research agendas on emergent topics like the "Smart Cities" movement. The SGCI will attract new researchers and provide infrastructure for existing researchers through seed grants and post-doc support. Past efforts of UConn, such as the Convergence Awards for Research in Interdisciplinary Centers, provide a model for creating research networks on urban research (see Table 2). The SGCI will be a catalyst for new partnerships with external institutions, which will also provide new local, national, and international opportunities for UConn research. Finally, the SGCI will actively promote these initiatives through social media, original podcasts, and a website featuring a portal to an up-to-date searchable database.

Sources of Support

To fulfill the aspirations of a university-wide unit, multiple deans need to be engaged and persuaded to support the SGCI. This will be accomplished by identifying faculty members and centers in schools and colleges with urban-related research interests. With the support of deans, the conversation will shift to key members of the central administration and university offices such as Global Affairs. Funding support will be sought within the university as well as through external grant competition, foundations, and governmental agencies. Formal recognition and support by the university will facilitate building relationships and securing external funding.

Additional Items to Highlight

- Bold new campus vision: urban, collaborative, community engaged*
- Piloting new initiatives for potential university-wide implementation
- Expanding undergraduate Engineering program
- Piloting intro Arabic language and culture program
- Sponsoring participatory budgeting program for undergrads
- Collaborating with Obama Foundation Youth Leadership Program
- Analyzing undergraduate campus change
- Rebuilding of UConn Hartford alumni network

[1] For purposes of this overview, UConn Hartford consists primarily of the staff, faculty, and spaces at 10 and 38 Prospect Street and at the Hartford Public Library. Other Hartford-based UConn units and their faculty and staff also are active academic partners in the wider campus. These units include the School of Business's Graduate Business Learning Center, Rudd Center, Health Disparities Institute, and Analytics and Information Management Solutions.

Stamford Campus

UConn | STAMFORD



Who We Are

The “Jobs” Campus

- Top 25 R1 education in an intimate urban educational environment
- UConn’s largest undergraduate regional campus, in the most high profile and economically productive county in CT
- Educate in the classroom, and with experiential learning opportunities that help students prepare for future careers

Advantages for UConn Stamford

- Less than an hour to NYC
- Student housing
- Downtown location
- Stamford as business center
- Diversity and culture
- Intellectual and human capital: UConn, Fairfield County, NYC

Our Students

(Fall 2018):

- 2624 total enrollment
 - 1977 undergraduate
 - 647 graduate
- 55% students of color
- 45% first-generation students
- Majority of students from Stamford/Fairfield County

Residence Halls

- Residential program growth
 - Fall 2017: 261 students, 1 building
 - Fall 2018: 424 students, 2 buildings
 - Fall 2019: 485 students, 3 buildings
- Residence halls attract more students, who have higher expectations for academics, residential life, and overall student experience.

Enrollment Growth

**UNIVERSITY OF CONNECTICUT
Stamford Campus Enrollment**

UNDERGRADUATE	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Degree	1336	1430	1382	1670	1858
Non-Degree	149	134	125	126	119
Total	1485	1564	1507	1796	1977
Total International	87	102	108	113	125
GRADUATE (3 Business Programs)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total	465	535	594	630	647
Total International	125	186	254	278	304

Academic Programs

- Start and finish in Stamford
 - 14 undergraduate majors
 - 3 graduate degrees in Business
- Top undergraduate majors:
 - Digital Media and Design
 - Business (4 different majors)
 - Biology
 - Psychology
 - Economics
- New B.S. in Computer Science
- Adding Communications in Fall 2020

List of Undergraduate Majors

- Business Administration
- Business Data Analytics
- Certificate of Entry into Nursing
- Computer Science
- Digital Marketing & Analytics
- Digital Media & Design
- Economics
- English

- Financial Management
- General Studies
- History
- Human Development and Family Studies
- Political Science
- Psychology

**Adding Communications in Fall 2020*

Preparing Students for the Workforce/Experiential Learning

Examples Include:

- Digital Media and Design
 - Strategies for Business
 - Web Development
- Digital Media CT (summer training)
 - 3 Masters Degrees in Business
- Financial Risk Mgmt.
- Business Analytics & Project Mgmt.
- Part-time MBA
 - Computer Science
 - Minor in Accounting
 - Professional Certifications

Experiential Learning:

- Hundreds of Internships
- Agency and Learning Accelerator projects
- Network of donors, alumni, and Friends of UConn in Fairfield County and NYC, provide mentoring, leadership, and other professional development opportunities
- Ready to enter workforce upon graduation

Community Engagement

Non-Profit:

- Business Council Fairfield County
- Downtown Special Services
- Mayor's Office, City of Stamford
- Stamford Public Schools
- Stamford Public Education Foundation
- Fairfield County Community Foundation
- Stamford Family YMCA
- Stamford NAACP
- Ferguson Library
- Stamford Health

Corporate (select):

- Google
- Synchrony Financial
- Indeed.com
- NBC Sports
- Blue Sky Studios
- Datto
- FactSet
- WWE
- RBS/NatWest Markets
- Pitney Bowes
- Charter Communications

New Initiatives

- Hiring tenure-track faculty across schools in FY20 & FY21
- Innovate Stamford
 - Summer 2019 & 2020
 - 50 summer internships with stipend & housing for undergraduates at prominent Stamford companies
- Summer Housing for Non-UConn student interns in Stamford
 - 60 students housed in Summer 2019
 - Resource for businesses in Stamford and Fairfield County
 - Strengthening HR pipeline into Stamford / Fairfield County / CT
- New Honors Program
- Synchrony Digital Technology Center
- Fundraising for scholarships, paid internships, study abroad, and more

Strengths and Opportunities

Strengths

- Clear message and identity
- Location
- Loyal staff and faculty, committed to UConn *and* Stamford
- Expertise and institutional knowledge in myriad areas
- Support from Storrs
- Support from regional municipalities

Opportunities

- UConn Stamford = “NYU of Connecticut”: major urban higher education presence, impacting CT, NY, and beyond
- Expand physical presence (academic and residential)
- Build on core strengths in business, digital media, computer science
- Work with industries to train current employees navigating change, while preparing future workforce in our students
- Public-Private R&D (TIP Digital, Werth Institute, others)

- Codify network of alumni, donors, and other supporters
- Create high-powered experiential learning program, i.e. Northeastern University
- Programs for International Students

Vision for the Future

Create unified center for research and innovation

- The Werth Institute in collaboration with OVPR can create a new unit to provide student startups with digital media, computer science and School of Business support
- Build industry partnerships to understand and act upon current and future needs.
- Create degrees and credentials for students and workforce.
- Increase and expand the University's research agenda and extramural opportunities.

Potential for New Programs:

- Nursing, allied health, nutritional sciences, and masters degrees in education.
 - Campus would have base strengths in Digital/Tech, the Liberal Arts, Business, Health and Human Services, and Education.
 - Areas of need; socio-economic impact; built on UConn's strengths.
- Nexus of activity: flexible, interdisciplinary; experiential learning, faculty research.
- Extend UConn's reach and impact: engage donors, alumni, and external partners; advance mission and vision for what UConn can do as a top research university.

Waterbury Campus



Overview

The University of Connecticut at Waterbury was established in 1942 as an Extension Center to address the educational needs of students in the surrounding areas. It has grown steadily to become a full-service regional campus that meets the continued and varying demands of almost 1000 area students.

The Waterbury campus provides educational access and excellence to hundreds of students annually from Connecticut’s northwest corner, the greater Naugatuck Valley, and the New Haven and Danbury areas. The campus offers an extensive array of programs as well as the opportunity for students bound for undergraduate degree programs at Storrs to complete the first or second year of course work at the Waterbury campus. The campus also offers post baccalaureate options in Nursing, Education, and Business.

The Waterbury campus boasts the largest first generation student population of all the regional campuses. In the fall 2018 semester almost half, 49.9%, of our undergraduate students were first generation. This was up 44.6% from five years earlier.

First Generation Enrollment - Regional Campus Comparison

	AVYPT Total %	HTFD Total %	STFD Total %	WTBY Total %
Fall 2018	222 542 41%	665 1396 47.6%	854 1858 46%	419 840 49.9%

Undergraduate and Graduate Academic Programs

- American Studies
- Business
 - Business Administration (BSBA)
 - Business Data Analytics (BSDA)
- English
- General Studies/Center for Teaching and Learning (CETL)
- Human Development and Family Sciences
- Psychological Sciences
- Urban and Community Studies
- Master of Business Administration (MBA)
- Teacher Certification for College Graduates (TCPCG)
- Certificate Entry into Nursing (CEIN)

Strengths and Initiatives

Waterbury Campus Faculty

Waterbury faculty have published books and peer-reviewed articles. Waterbury faculty are editors and peer reviewers. Our faculty are keynote speakers, presenters, panelists, panel moderators and panel chairs as well as departmental and professional society officers and committee members, University Senate and Senate Committee members, Advisory Board and Editorial Board members, student organization advisors, and supervisors for Field Studies, Service Learning, Independent Studies, and Internships.

Our faculty provide many opportunities for our undergraduate students, engaging them in undergraduate research that has led to a number of funding awards from both inside and outside the university. Through the support of our faculty, students have traveled throughout the country and the world to work on research projects and to present papers and posters at various academic conferences.

Retention

Retention efforts at the campus have been extremely successful. Efforts focus on supporting and retaining our academically challenged student population and include a comprehensive Scholastic Probation program, accessible academic resources in our expanded Tutoring Center and the campus's two consecutive absence policy.

Scholastic Probation

A student who is on Scholastic Probation will be notified via email and will be encouraged to schedule an appointment with the Probation Advisor by the first week of classes. The first meeting includes a discussion about what academic probation means for the students, issues that may have impacted grades in the previous semester, current study habits and work schedule, and the importance of using a planner. The student and the advisor review current major and career interests and discuss whether their current major is right for them. They create a plan for the semester including referrals to academic resources such as: the Writing Center, Tutoring Center, and Career Development. Students are encouraged to meet with the Probation Advisor every two/three weeks at least up to the 9th week withdrawal deadline.

Fall 2018

60 students on probation; 46 retained = 77%

46 of the 60 students met with probation advisor at least once = 77%

Of the 46 students who met with probation advisor, 37 were retained = 80%

Spring 2019

73 students on probation; 52 retained = 71%

67 of the 73 students met with probation advisor at least once = 92%

Of the 67 students who met with probation advisor, 48 were retained=72%

Tutoring Center

The Tutoring/Q Center offers peer and faculty tutoring for many of the first year STEM courses such as Accounting, Biology, Chemistry, Economics, Mathematics/Statistics, Psychology, and Spanish. In addition, a Study and Life Skills tutor is available to assist students with test taking preparation, note taking strategies, study skills, time management techniques and more. The Tutoring Center also provides students with computer access to useful links to academic resources, support with use of classroom technology (HuskyCT, Student Administration System, Google Apps), and printing services.

Fall 2018 Check-Ins = 966

Spring 2019 Check-Ins = 736

*Spark Board (WebEx Board) to be operational in 2019-20; will provide streaming access to Storrs Q Center tutoring/review sessions

Two Consecutive Absence Policy

The "Two Consecutive Absence" policy involves all faculty and designated staff at the Waterbury Campus. Faculty notifies the Registrar of any student who has missed two consecutive classes. The Registrar alerts the Academic Advisor who tries to make contact with the student. The Advisor identifies the student issue, refers to resources, and/or assists with course withdrawal.

Food Insecure Committee

The issue of food insecurity among college students has been gaining national attention in the last several years. Because of the alarming statistics, coupled with a round table discussion with Congresswoman Johana Hayes on the Waterbury campus, the Waterbury Campus Mental Health Resource Center surveyed the student population to gain a better scope of the issue at the Waterbury campus. The survey was distributed through email to all undergraduate and graduate students. There were 104 responses to the survey. Out of this small sample of students that responded, 40.2% indicated being food insecure. The question on the survey that directly asks about food insecurity stated, "While a student at UConn has there ever been a time when you did not have enough food for yourself or your household?" After careful consideration of the results, the Waterbury Campus Food Insecure Committee was developed to address what appears to be a significant issue on campus. The committee was established in July 2019 with committee members from Student Services, Mental Health Resource Center, Student Support Services, Admissions and campus administration. The committee has begun to address the issue of food insecurity with the following initiatives:

- Inviting a local vendor to sell low cost lunches to students once a week. The vendor has agreed to sign up for Husky Bucks along with accepting cards and cash.

- A “Grab and Go” station is being explored to provide students with a complimentary snack daily. Partnership with the Connecticut Food Bank is being explored so that the committee can purchase snack items at a reduced rate.
- “Food for Thought” events throughout the semester are planned. The first event is scheduled for October 31, 2019. Faculty and staff will serve the meal to students to foster more engagement and relationship building with the students on campus.
- Committee is assisting the management at the campus’s private off campus residential building, the Brown Building, to set up a “food closet” for the residents that live in the building.
- Committee has developed a relationship with the local food pantry, Greater Waterbury Interfaith Ministry, to provide emergency food items to students in need. A direct line of access to the food pantry has been established with the campus’s Mental Health Resource Center.

David and Joan Reed Faculty Fellowship

Through the very generous donation of Dr. David Reed and his wife Joan, the David and Joan Reed Faculty Fellowship was established for the Waterbury campus. This endowed gift of \$1 million to the University allows for the fellowship to bring UConn’s best faculty to teach at the Waterbury campus. The key criterion for selection of the fellowship recipient is excellence in teaching. The first Reed Fellow was named in the 2015/2016 academic year.

Academic Year	Reed Fellow	Course
2015/2016	Professor Mitchell Green, Philosophy	Problems of Philosophy
2016/2017	Assoc Prof Roger Travis, Literature, Cultures, & Language	Classical Mythology
2017/2018	Professor Regina Barreca, English	British Literature II
2018/2019	Assoc Prof Shareen Hertel, Political Science/Human Rights	Intro to Human Rights
2019/2020	Assoc Prof Stephen Dyson, Political Science	Intro International Relations

Osher Lifelong Learning at UConn Waterbury (OLLI)

- 800+ Lifelong learning members
- \$1 million endowment from Bernard Osher Foundation
- \$1 million David and Joan Reed Faculty Fellowship
- \$25,000 Capacity Building Grant – Bernard Osher Foundation (May 2018-June 2019)
- \$6,000 grant-Connecticut Community Foundation, Greening of Waterbury project (2019)
- \$1,500 grant - Connecticut Community Foundation (Spring 2018 Open House)

Opportunity and Growth

New Undergraduate Academic Major

- Allied Health Sciences – Standard Plan
- Allied Health Sciences – Health Sciences Concentration

Feeder to Current Post Baccalaureate and Graduate Degree Programs

- CEIN/BS – Nursing Accelerated Second Degree Program
- TCPCG/MA – Teacher Certification
- PMBA

Opportunities for Potential Expansion

- Individualized and Interdisciplinary Studies: Health Related Majors
- Allied Health Sciences – Healthcare Administration
- Health Care Management

Waterbury: The Allied Health Campus

Starting in fall 2020, Waterbury will be the regional campus of choice for students interested in pursuing Allied Health.

- 46% of Waterbury entering freshmen are enrolled in majors related to Allied Health
- Faculty excellence-award winning teachers: EEB, MCB, CHEM, PHYS, HDFS, PSYC
- Current academic offerings support the Allied Health expansion
- Private dorm-style housing across from the campus
- Increased collaboration with the community with particular interest in working with Waterbury and Saint Mary's Hospitals to allow for student internships, teaching opportunities, and professional development
- Increased interest of transfer students from Community College
- Serves as a pathway to post-baccalaureate programs already in place including the Certificate Entry Into Nursing, Masters of Business Administration, and the Teacher Certification Program for College Graduates
- Strength in regional employment market

Challenges

Faculty Retirements and Faculty Relocation

- As of the end of FY16, the campus lost five full-time faculty positions
 - only 1 refilled as of FY19
 - plans to refill a 1.5 position for FY20
- The campus lost one APiR to a relocation to the Hartford campus at end of FY17
- Since 2008, the campus experienced a net loss of 10.5 full-time faculty positions (both APiR and tenure/tenure-track)
- Loss of tenure/tenure-track positions
 - 2005/2006, 21 tenure/tenure-track positions at Waterbury campus
 - 2008/2009, 19 tenure/tenure-track positions at Waterbury campus
 - 2018/2019, 12 tenure/tenure-track positions at Waterbury campus

Loss of faculty has a negative effect on our academic offerings and our student experience and is reflected in metrics such as the student to faculty ratio. Based on OIRE Leadership Dashboard data, Waterbury's

overall student to faculty ratio increased from 30 to 1 in fall 2016 to 38.1 to 1 in fall 2018 and is the worst of all UConn campuses even when comparing only undergraduate faculty and student enrollment.

Student to Faculty Ratio for Undergraduate Students and Faculty

	Avery Point	Hartford	Stamford	Waterbury
Undergraduate Student/Faculty Ratio	19.2 to 1	35.4 to 1	31.3 to 1	37.2 to 1

Full-time Faculty Counts – Including Graduate and Undergraduate Faculty

	Avery Point	Hartford	Stamford	Waterbury
Faculty FTE	39.4	42.5	63.5	22.5
Tenured	25.0	18.8	20.5	11.0
Tenure-track	7.0	4.0	9.0	1.0
Non-Tenure Track	7.4	19.7	34.0	10.5

With heavy reliance on adjuncts and graduate students, courses are scheduled based on instructor availability and not on student need. This creates scheduling problems for our students, particularly those who rely on public transportation outside of the city of Waterbury. The campus also suffers from the inability to develop a strong academic community due to the heavy reliance on part-time faculty and graduate students.

Staff Retirements and Low Levels of Staffing

In the last three years, the Waterbury campus has lost three professional staff members to retirement and one position to a layoff. The campus has lost three facilities positions and only one position recently replaced. The campus is also down three police officers and to date none of those positions have been refilled.

- 13.3% decrease in staff FY17 to FY19
- 43.8 to 1 student to staff* ratio

*all undergraduate academic and student services staff

Declining Enrollment

Freshman enrollment increased from fall 2013 to fall 2018 by 44.5%. This fall 2019 semester data, however, shows freshman enrollment dropping by 24.8% from fall 2018. While this is still an 8.7% increase over fall 2013 data, the dip in freshman enrollment is of concern.

First Semester Freshman Enrollment

Year	Enrollment
Fall 2013	218
Fall 2014	275
Fall 2015	223
Fall 2016	249
Fall 2017	312
Fall 2018	315
Fall 2019	237
Increase	35
% change	+8.7%

Junior and Senior Declining Enrollment

While our freshman enrollment numbers have risen since 2013, our overall enrollment struggles to keep pace. This is due to our upper division student enrollment which is decreasing significantly.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Lower Division (Freshmen and Sophomores)	494	517	498	542	611	631	28%
Upper Division (Juniors and Seniors)	366	314	277	261	240	209	-43%
Total	860	831	775	803	851	840	
& of Students in Upper Division	42.56%	37.79%	35.74%	32.50%	28.20%	24.88%	

- Loss of full-time faculty means fewer course options for students, particularly at the upper division level
- More students are required to transition to Storrs earlier and earlier due to lack of course offerings and curriculum changes
- Limited access to UConn courses and programs at Waterbury for place bound students forces students to leave the campus and, in many cases, the university earlier than completion of the four year degree
- Campus expects to see some significant upper division enrollment gains with the full implementation of the Allied Health program

**Nominating Committee Report
to the University Senate**

October 7, 2019

1. We move the following staff addition to the named standing committee:
Sarah Croucher to Senate Scholastic Standards Committee

2. For the information of the Senate, the Graduate Student Senate has made the following appointments:
Senate Diversity Committee – Stephany Santos
Senate University Budget Committee – Nafis Fuad
Senate Student Welfare Committee – Daniel Pfeiffer
Senate Growth & Development Committee – Deepa Shukla
Senate Scholastic Standards Committee – Erin Curry
Senate Faculty Standards Committee – Cynthia Gerber

Respectfully submitted,

Del Siegle, Chair
Rajeev Bansal
Morty Ortega

Carol Atkinson-Palombo
Terri Dominguez
Leslie Shor

University Senate Curricula and Courses Committee
Report to the Senate
October 7, 2019

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

A. CAMS 1121 Elementary Latin I (#12888) [Revise description]

Current Catalog Copy

CAMS 1121. Elementary Latin I

4 credits. Prerequisites: Not open to students who have had three or more years of Latin in high school or who have passed CAMS 1122, 1123 or 1124.

A study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose.

Revised Catalog Copy

CAMS 1121 Elementary Latin I

4 credits. Prerequisites: May not be taken out of sequence after passing CAMS 1122, 1123, 1124. May not be taken for credit after passing any 2000-level or above course taught in Latin, or three or more years of high school Latin.

A study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose.

B. CAMS 1122 Elementary Latin II (#12889) [Revise description]

Current Catalog Copy

CAMS 1122. Elementary Latin II

4 credits. Not open for credit to students who have had three or more years of Latin in high school, except with Departmental consent. Prerequisite: CAMS 1121 or one year of Latin in high school.

A study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose.

Revised Catalog Copy

CAMS 1122. Elementary Latin II

4 credits. Prerequisites: CAMS 1121 or one year of Latin in high school. May not be taken out of sequence after passing CAMS 1123, 1124. May not be taken for credit after passing any 2000-level or above course taught in Latin, or three or more years of high school Latin.

Further study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose.

C. CAMS 1123 Intermediate Latin I (#12891) [Revise prereqs and description]

Current Catalog Copy

CAMS 1123. Intermediate Latin I

3 credits. Prerequisites: CAMS 1122 or two years or more of Latin in high school. Not open for credit to students who have had CAMS 1124.

Review of the essentials of grammar. Reading of classical Latin prose and poetry with emphasis on Cicero and Ovid or Virgil.

Revised Catalog Copy

CAMS 1123. Intermediate Latin I

3 Credits. Prerequisite: CAMS 1122, two years of Latin in high school, or instructor consent.

May not be taken out of sequence after passing CAMS 1124.

Review of the essentials of grammar. Reading of classical Latin prose and poetry with emphasis on Cicero and Ovid or Virgil.

D. CAMS 1124 Intermediate Latin II (#12890) [Revise prereqs and description]

Current Catalog Copy

CAMS 1124. Intermediate Latin II

3.00 credits Prerequisites: CAMS 1123. Cannot be taken for credit after passing CAMS 3102.

Review of the essentials of grammar. Reading of classical Latin prose and poetry with emphasis on Cicero and Ovid or Vergil.

Revised Catalog Copy

CAMS 1124. Intermediate Latin II

Three Credits. Prerequisite: CAMS 1123 or instructor consent.

Introduction to the reading of classical Latin prose and poetry with emphasis on Cicero, Ovid or Virgil, with particular attention given to a review of the essentials of grammar.

E. ECON 1107 Honors Core: Economics, Nature, and the Environment (#11128) [Add E]

Current Catalog Copy

ECON 1107. Honors Core: Economics, Nature, and the Environment

Three credits.

Impact of nature on societies; effects of geography and climate on economic development and income inequality. Impact of humans on their environment; environmental problems; collapse of societies; sustainable development. CA 2.

Revised Catalog Copy

ECON 1107E. Honors Core: Economics, Nature, and the Environment

Three credits. Open to honors students; others by permission.

Impact of nature on societies; effects of geography and climate on economic development and income inequality. Impact of humans on their environment; environmental problems; collapse of societies; sustainable development. CA 2.

F. HIST 3451 Germany Since 1815 (#13130) [Revise level and description]

Current Catalog Copy

HIST 3451. Germany Since 1815

Three credits.

A study of German political, social, and intellectual history since the Napoleonic Wars. Also considers European and world problems as reflected in the emergence of Germany as a pivotal force in international affairs.

Revised Catalog Copy

HIST 2451. Germany Since 1815

Three credits.

German political, social, and intellectual history since the Napoleonic Wars. European and world problems as reflected in the emergence of Germany as a pivotal force in international affairs.

G. ILCS 1147 Intermediate Italian I (#13133) [Revise number and description]

Current Catalog Copy

ILCS 1147. Intermediate Italian I

4.00 credits Prerequisites: ILCS 1146 or two years of Italian in high school. Cannot be taken for credit after ILCS 1148 or any 2000 level or above courses taught in Italian. Grading Basis: Graded Review of elementary Italian grammar. Graded composition and translation. Intensive and extensive reading. Oral practice in the language.

Revised Catalog Copy

ILCS 1003. Intermediate Italian I

Four credits. Prerequisite: ILCS 1002 or equivalent. May not be taken out of sequence after passing ILCS 1004. May not be taken for credit after passing any 2000-level or above course taught in Italian, or three or more years of high school Italian. Students with questions about placement should contact the head of the Department of Literatures, Cultures and Languages. Intensive oral-aural practice based on selected readings and exposure to a wide range of contemporary cultural themes through materials such as newspaper articles, advertising material, and videos. Emphasis on more complex grammatical structures and vocabulary.

H. ILCS 1148 Intermediate Italian II (#13132) [Revise number and description]

Current Catalog Copy

ILCS 1148. Intermediate Italian II

4.00 credits. Prerequisites: ILCS 1147 or three years of Italian in high school. Cannot be taken for credit after any 2000 level or above courses taught in Italian. Grading Basis: Graded Review of elementary Italian grammar. Graded composition and translation. Intensive and extensive reading. Oral practice in the language.

Revised Catalog Copy

ILCS 1004. Intermediate Italian II

Four credits. Prerequisites: ILCS 1003 or equivalent. May not be taken for credit after passing any 2000-level or above course taught in Italian. Students with questions about placement should contact the head of the Department of Literatures, Cultures and Languages. Intensive oral-aural practice. Practice in speaking through a combination of group-based and individual activities, focusing on grammatical structures, language functions, and vocabulary. Further exposure to a wide range of contemporary cultural themes through materials such as newspaper articles, advertising material, and videos.

II. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend ADDITION the following 3000- or 4000-level existing courses in the General Education curriculum:

A. NURS 4230W Quality Improvement and Evidence Based Practice in Nursing (#9220) [New W]

Proposed Catalog Copy

NURS 4230W. Quality Improvement and Evidence-Based Practice in Nursing

Prerequisites: NURS 3205; and ENGL 1010, 1011, or 2011. Corequisites: NURS 3334 and NURS 3444 or NURS 3554 and NURS 3664

A framework for health care system change through evidence-based practice (EBP) and quality improvement (QI). Strategies for implementing EBP, including dissemination through writing. QI processes, use of information technology to monitor and evaluate quality indicators, and implementation of strategies to improve outcomes.

B. POLS 2073Q Advanced Quantitative Methods in Political Science (#10857)

Proposed Catalog Copy

POLS 2073Q. Advanced Quantitative Methods in Political Science

Three credits. Prerequisite: POLS 2072Q or STAT 1000Q or SOCI 3211Q or equivalent.

Explanation of advanced quantitative methods used in political science. Application of these methods and relevant statistical software for the analysis of substantive political questions.

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend REVISION of the following 3000- or 4000-level existing courses within or into the General Education curriculum:

A. ARE 3434 Environmental and Resource Policy (#10938) [Add E]

Current Catalog Copy

ARE 3434. Environmental and Resource Policy

Three credits. Prerequisite: Open to juniors or higher.

Economic and policy aspects of natural resource use and environmental quality issues. Designed for students with diverse departmental affiliations.

Revised Catalog Copy

ARE 3434E. Environmental and Resource Policy

Three credits. Prerequisite: Open to juniors or higher.

Economic and policy aspects of natural resource use and environmental quality issues. Designed for students with diverse departmental affiliations.

B. ARE 3437 Marine Fisheries Economics and Policy (#10939) [Add E]

Current Catalog Copy

ARE 3437. Marine Fisheries Economics and Policy

Three credits. Recommended preparation: ARE 1150 or ECON 1200 or ECON 1201

Explores the various natural, human and management components of the fishery system and presents the application of economic and policy analysis for the optimal allocation of resources to a fishery.

Revised Catalog Copy

ARE 3437E. Marine Fisheries Economics and Policy

Three credits. Recommended preparation: ARE 1150 or ECON 1200 or ECON 1201

Explores the various natural, human and management components of the fishery system and presents the application of economic and policy analysis for the optimal allocation of resources to a fishery.

C. ECON 3466 Environmental Economics (#11127) [Add E]

Current Catalog Copy

ECON 3466. Environmental Economics

Three credits. Prerequisite: ECON 2201 or 2211Q.

Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

Revised Catalog Copy

ECON 3466E. Environmental Economics

Three credits. Prerequisite: ECON 2201 or 2211Q.

Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

D. ENGL 3635 Literature and the Environment (#8461) [Level change Add CA1 and E]

Current Catalog Copy

ENGL 3635. Literature and the Environment

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors and higher, others by consent.

Ecocritical approaches to literary treatment of global environmental issues.

Revised Catalog Copy

ENGL 2635E. Literature and the Environment

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

Ecocritical approaches to literary treatment of global environmental issues. CA 1.

E. ENGL 3715 Nature Writing Workshop (#8959) [Add E, description revision]

Current Catalog Copy

ENGL 3715. Nature Writing Workshop

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher; open only with consent of instructor. Recommended preparation: ENGL 1701.

For student writers of proved ability who wish training in techniques of nature writing. Emphasis on nonfiction or poetry.

Revised Catalog Copy

ENGL 3715E. Nature Writing Workshop

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher; open only with consent of instructor. Recommended preparation: ENGL 1701.

For student writers of proven ability who desire training in techniques of nature writing. Emphasis on nonfiction or poetry.

F. COMM 4640W Social Media: Research and Practice (#12887) [Remove prereq]

Current Catalog Copy

COMM 4640W. Social Media: Research and Practice

Three credits. Prerequisites: COMM 1000; COMM 1100; COMM 1300; COMM 3100 or 3200 or 3300; ENGL 1010 or 1011 or 2011.

Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

Revised Catalog Copy

COMM 4640W. Social Media: Research and Practice

Three credits. Prerequisites: COMM 1000; COMM 1300; COMM 3100 or 3200 or 3300; ENGL 1010 or 1011 or 2011.

Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend DELETION of the following 3000- or 4000-level existing courses from the General Education curriculum:

- A. ECON 2312W Empirical Methods in Economics II (#11981)

V. New S/U Graded Courses:

- A. SANR 991 Field Study Internship (#13048)

Proposed Catalog Copy

SANR 991. Field Study Internship

One to six credits. Hours by arrangement. Prerequisite: instructor consent required. This course may be repeated to a maximum of six credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Designed to acquaint students with their career field of interest through work experience. The student, internship supervisor, and faculty supervisor will develop and sign a learning contract prior the start of the internship. Both the internship supervisor and the student will provide an assessment to the faculty supervisor at the end of the internship.

VI. Revised S/U Graded Courses:

- A. MARN 4891 Internship in Marine Sciences (#12951) [Revise repeatability]

Current Catalog Copy

MARN 4891. Internship in Marine Sciences

1.00 - 3.00 credits | May be repeated for a total of 3 credits. Prerequisites: Recommended preparation: Nine credits of MARN courses at the 3000 level or above.

An internship under the direction of MARN faculty. Placements stress application of academic training. A journal of activities is required. One credit may be earned for each 42 hours of pre-approved activities in a semester to a maximum of three credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). With a change in topic, may be repeated for credit, not to exceed 3 credits.

Revised Catalog Copy

MARN 4891. Internship in Marine Sciences

One to three credits. May be repeated for a total of nine credits. Recommended preparation: Nine credits of MARN courses at the 3000 level or above. Instructor consent required.

An internship under the direction of MARN faculty. Placements stress application of academic training. A journal of activities is required. One credit may be earned for each 42 hours of pre-approved activities in a semester to a maximum of three credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

VII. New Graduate-level S/U/ Graded Courses:

A. ISG 5730 Professional Skills and Competencies (#10394)

Proposed Catalog Copy

ISG 5730. Professional Skills and Competencies

Variable credits (one to two credits). Repeatable for credit up to ten credits. Instructor consent required.

Career skills development toward effective practice in health care research, diagnostic and/or clinic settings. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

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

A. ECON 1495 Special Topics: Economics through Film (#11925)

Respectfully Submitted by the 19-20 Senate Curricula and Courses Committee: Pam Bedore (Chair), Mark Brand, Tutita Casa, John Chandy, Marc Hatfield, Kate Fuller, David Knecht, Matt McKenzie, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Gina Stuart, Jennifer Terni, Manuela Wagner

From the 9/11/19 and 9/25/19 meetings

Experiential Course Numbering

Proposed University Senate Motion to Registrar

Motion:

The Senate Scholastic Standards Committee moves that the University Senate endorse the proposal on Defining and Renumbering Research and Experiential Courses and forward it to the Office of the Registrar for implementation.

Background

- An inconsistent number of course titles and numbers are used for experiential learning experiences. These courses are not approved for all departments, they are not used consistently across campus, and there are no shared definitions across disciplines.
- This proposal was reviewed by the Senate C&C and approved for submission to the senate.

Background

The rationale for creating common definitions for these types of courses across all schools and colleges is threefold:

- To provide clear information to students about the type of learning and skills that will be developed in these courses,
- To ensure that faculty teaching these courses or supervising these experiences are receiving credit for participating in these forms of engaged learning, and
- To facilitate the university's ability to more accurately report on and assess the number of students and faculty engaging in these high-impact practices.

Course type	Number	Definition
Field study/Field experience	xx90	Credit awarded for applied academic work done in the field and supervised by a faculty member as a component of a student's academic program.
Internship	xx91	Credit awarded for professional work done in the field, supervised by an external expert and coordinated by a faculty member, which may or may not be part of a student's academic program.
Practicum	xx92	Credit awarded for work done where the primary purpose is to apply information from coursework in a practical setting and aid a student's professional development (may be used for licensure programs).
Undergraduate Research	1x96	Introduction to Research Introduction to the practice of research for beginning students, which may be individualized or taught to a group.
Undergraduate Research	2x96	Directed Research 1 Introductory research conducted under the supervision of the instructor, which may be individualized or conducted by a group.
Undergraduate Research	3x96	Directed Research 2 Individualized research conducted under the supervision of the instructor.
Undergraduate Research	4x96	Independent Research Student-initiated research activities supervised by the instructor.
Thesis	xx97	Credits earned by students for engaging in the process and production of a thesis.
Independent Study	xx99	Credits earned by pursuing individual academic interests under the supervision of a faculty instructor.

Impacts

- Departments are not required to establish all of these courses. But existing courses need to be renumbered to this template
- The Registrar will streamline the process by which departments create new courses and update existing courses.
- If an experiential learning experience could conceivably fall within two or more classes, the department should pick the course that most accurately captures the learning experience
- Catalog copy need not be the same across departments if the numbering is the same.

Impacts

- The proposal is only for undergraduate classes
- Research is engaging in the practice of research or scholarship in a discipline.
- Independent study course is the investigation of a specific topic of interest under the guidance of an instructor.
- The simple addition of an R after a course number does not accurately capture the type of experiential learning that can occur in a class

Honors

- Departments have three options for Honors designations at the course level:
 - Honors version of the course and non-Honors version of the course (distinct course numbers)
 - Honors version of the course only
 - No Honors designation at the Catalog level; distinct Honors and non-Honors sections offered

Questions?

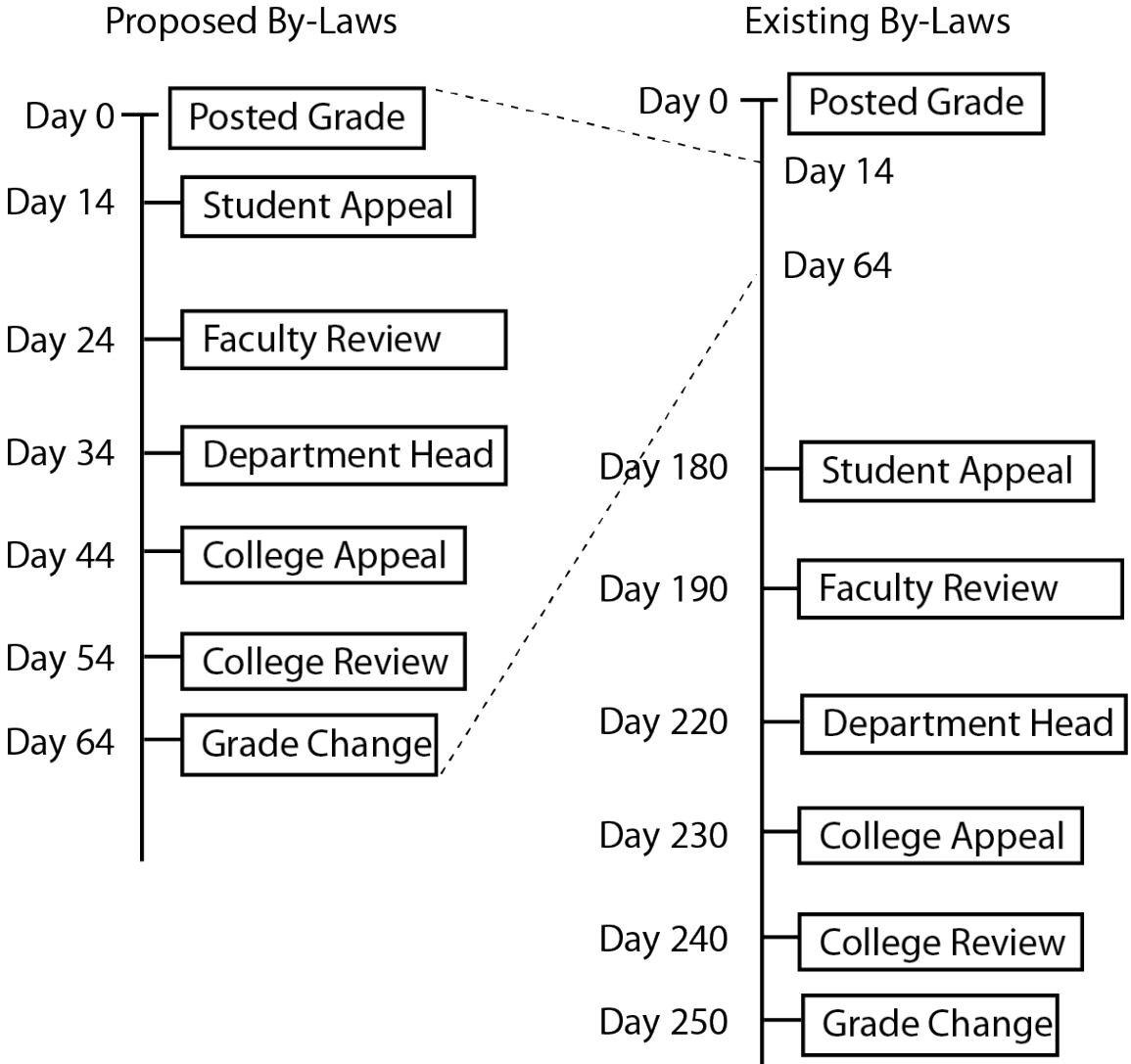
Grade Appeal Policy

Proposed By-Law Change

Justification

- Appeals that occur in the summer pose a problem that relevant parties are unavailable
- Faculty leave the University, TAs are unavailable, etc.
- Grades needed for continuation of financial aid
- In era of rapid electronic communication, 180 days to appeal a grade seems an unnecessary delay.

Present/Proposed Change



Relevant By-Law

- If a student believes that an error in grading has occurred, the student may request (within six months of the final grade being posted) that the instructor to review the grade. If the student cannot contact the instructor, then the student should contact the department head. When the course is in a non-departmentalized school or college, the student should contact that dean or the dean's designee.

Proposed change

- If a student believes that an assigned course grade is in error ~~error in grading has occurred~~, the student has ten (10) working days from the posting of the grade or the last day grades are to be posted, whichever is later to ask ~~may request (within six months of the final grade being posted)~~ that the instructor to review the grade. ~~If the student cannot contact the instructor, then the student should contact the department head. When the course is in a non-departmentalized school or college, the student should contact that dean or the dean's designee.~~ Allowable reasons for a grade change request are defined in current By-Laws (E.7 above) and compromise "...computational errors, clerical errors, and the discovery of overlooked components in a student's body of work."

Clean Copy

- If a student believes that an assigned course grade is in error, the student has ten (10) working days from the posting of the grade or the last day grades are to be posted, whichever is later to ask the instructor to review the grade. Allowable reasons for a grade change request are defined in current By-Laws (E.7) and comprise “...computational errors, clerical errors, and the discovery of overlooked components in a student’s body of work.”

Relevant By-law

- If the instructor believes that the original grade is correct, the student has 30 days to appeal the decision to the head of the department in which the course is taught. The department head will seek input from the instructor and the student to determine his/her opinion related to the merits of the grade appeal.

Proposed change

- If the instructor ~~believes that the original grade~~ notifies the student that the original grade is correct, the student has ten (10) working 30 days to appeal the decision to the head of the department in which the course is offered taught. The department head will seek input from the instructor and the student to determine ~~his/her opinion related to the merits of the grade appeal~~ and provide a decision within ten (10) working days from date of the appeal.

Clean Copy

- If the instructor notifies the student that the original grade is correct, the student has ten (10) working days to appeal the decision to the head of the department in which the course is offered. The department head will seek input from the instructor and the student to determine the merits of the grade appeal and provide a decision within ten (10) working days from date of the appeal.

Relevant By-Law

- If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Panel. The department's head request shall be made within 10 working days of completion of the grade appeal review.

Proposed Change

- If the instructor ~~believes that the original grade~~ notifies the student that the original grade is correct, the student has ten (10) working 30 days to appeal the decision to the head of the department in which the course is offered ~~taught~~. The department head will seek input from the instructor and the student to determine ~~his/her opinion related to the merits of the grade appeal~~ and provide a decision within ten (10) working days from date of the appeal.

Clean Copy

- If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, within ten (10) working days, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee.

Relevant By-Law

- Faculty Grade Change Review Panel. The Faculty Grade Change Review Panel, hereafter referred to as the Faculty Review Panel, shall be composed of three full-time faculty members appointed by the dean of the school or college in which the course is taught. The Faculty Review Panel shall convene a hearing within 10 working days of notification of a case. Both the appealing student and the course instructor should be present at the hearing. The student shall be afforded an opportunity to state the grounds on which he or she is appealing the grade. The instructor will be afforded an opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and/or request testimony of others. The Faculty Review Panel may request input from the department head.
- If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the Registrar a change of grade request signed by all members of the Faculty Review Panel. The Faculty Review Panel will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within 10 days of the decision. The decision of the Faculty Review Panel shall be considered final.

Proposed change

- Faculty Grade Change Review Panel Committee. Each school or college shall appoint a standing Faculty Grade Change Review Committee (FGCRC) composed of a minimum ~~The Faculty Grade Change Review Panel, hereafter referred to as the Faculty Review Panel,~~ shall be composed of three full-time faculty members appointed by the dean of the school or college in which the course is taught or assign the responsibilities of grade appeals to a standing committee within the school or college. If, due to exigency, a grade appeal must be resolved and the standing committee is not available, the dean or the dean's designee of the school or college will convene an *ad hoc* FGCRC of three full-time faculty members to hear the appeal.
- The FGCRC should perform an administrative review to determine if there are sufficient grounds to proceed with an appeal hearing. If so, the ~~Faculty Review Panel~~ FGCRC shall ~~convene~~ schedule a hearing within ten (10) working days of notification of a case. ~~Except under extenuating circumstances approved by the FGCRC,~~ both the appealing student ~~appealing the grade~~ and the course instructor ~~should~~ must be present, either in person or via electronic communication, at the hearing. The student will speak first and shall be afforded an opportunity to state the grounds for the grade appeal on which he or she is appealing the grade, followed by the instructor's response. ~~The instructor will be afforded an opportunity to document the basis on which the grade was awarded.~~ Both parties must present supporting evidence related to the grade appeal and/or may request testimony of others. The ~~Faculty Review Panel~~ FGCRC may request input from the department head.

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- Faculty Grade Change Review Committee. Each school or college shall appoint a standing Faculty Grade Change Review Committee (FGCRC) composed of a minimum of three full-time faculty members or assign the responsibilities of grade appeals to a standing committee within the school or college. If, due to exigency, a grade appeal must be resolved and the standing committee is not available, the dean or the dean's designee of the school or college will convene an *ad hoc* FGCRC of three full-time faculty members to hear the appeal.
- The FGCRC should perform an administrative review to determine if there are sufficient grounds to proceed with an appeal hearing. If so, the FGCRC shall schedule a hearing within ten (10) working days of notification of a case. Both the student appealing the grade and the course instructor must be present, either in person or via electronic communication, at the hearing. The student will speak first and state the grounds for the grade appeal, followed by the instructor's response. Both parties must present supporting evidence related to the grade appeal and/or may request testimony of others. The FGCRC may request input from the department head.

Relevant By-Law

- If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the Registrar a change of grade request signed by all members of the Faculty Review Panel. The Faculty Review Panel will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within 10 days of the decision. The decision of the Faculty Review Panel shall be considered final.

Proposed change

- ~~If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the Registrar a change of grade request signed by all members of the Faculty Review Panel. If the FGCRC agrees (by a majority vote) that a grade change is warranted, the FGCRC chair will send a grade change notification to the registrar. If, however, the FGCRC does not agree that a grade change is warranted, the instructor's grade stands. The FGCRC's decision shall be considered final. The Faculty Review Panel FGCRC will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within ten (10) days of the decision. The decision of the Faculty Review Panel shall be considered final.~~ using official university email.

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- If the FGCRC agrees (by a majority vote) that a grade change is warranted, the FGCRC chair will send a grade change notification to the registrar. If, however, the FGCRC does not agree that a grade change is warranted, the instructor's grade stands. The FGCRC's decision shall be considered final. The FGCRC will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within ten (10) days of the decision using official university email.

Summary of Changes

- Changing the timeline for student appeals from **6 months** to **10 working days**
- Charging each college to establish and staff a **Faculty Grade Change Review Committee (FGCRC)** with three full-time faculty.
- All steps in the process must be documented in **writing**, using official university email.
- A student has **10 days** instead of 30 days to appeal to the department head after a faculty's decision denying a grade change.
- Providing the dean or the dean's designee of the school or college in which the class is offered, an **administrative review** of the merits of the student's grade appeal before sending the case to the FGCRC.
- If due to an exigency, the dean or the dean's designee of the school or college in which the class is offered may convene an ***ad hoc* FGCRC** of three full-time faculty to hear the appeal.
- Outlining a procedure for grade appeal in **UNIV and INTD classes**.
- Requiring the student and instructor to be **present** at the appeal, or via electronic communications.