

UNIVERSITY SENATE MEETING MINUTES

A regular meeting of the University Senate was held
Monday, April 5, 2021 at 4:00 p.m. via WebEx

1. Call to order and Approval of Minutes of the March 1, 2021 University Senate Meeting

The University Senate was called to order by Moderator **Deans** at 4:01 p.m.

Moderator **Deans** asked for any objections or amendments to the March 1, 2021 minutes. Hearing none, the minutes were accepted as distributed.

2. Report of the President – Presented by President Katsouleas

President **Katsouleas** began by noting wryly that he, and not the Provost [per the agenda], would be presenting these remarks for the unhappy reason that the UConn women's basketball team had lost a game.

The President formally began his remarks by updating the Senate on the Covid-19 vaccine and its distribution. Since the last Senate meeting, individuals of any age [down to 16] have become eligible for vaccination. Vaccine supply has tripled in the last two weeks. The UConn Storrs location is now offering the vaccine beyond the Storrs community at a rate of around 400 doses per day, up from 250. Anyone in the community can create an account at UConn's MyChart site in order to receive the vaccine. Students have access to the vaccine in two ways: through SHaW [UConn Student Health and Wellness) or through any site serving the community, including locations at UConn. By fall all UConn students, faculty, and staff will have had the opportunity to be vaccinated. There have been conversations with USG [Undergraduate Student Government] about motivating students to be vaccinated. The number one factor is convenience. They are discussing vaccine popups for returning students who have not been vaccinated. Also, students residing on campus who choose not to be vaccinated will have to agree to continued testing and possibility of quarantining, conditions that will not be placed on residential students who are vaccinated.

He next commented on the status of Covid-19 infection rate at UConn. There had been some clusters of infection in the residential community, resulting in several dorms now being under quarantine—the first residential quarantine this semester. The clusters had resulted from some large student gatherings, what had previously been a rare occurrence this academic year. He noted that, if not with complete smoothness, we would successfully reach the end of this academic year.

The President next addressed the clustered expressions of bias, bigotry, and racism against multiple communities that had recently occurred on campus and the Stop the Hate rally being held by student leaders and UConn Hillel. The University was standing

by its values in supporting victims and the entire community and the University's communications were of greater breadth and scope than in the past. He noted that this response, because greater, might convey that incidents have increased over previous years, which they have not. In response to the cluster of incidents over the past couple of weeks, the University response has been more vocal and transparent. He reminded the Senate of the InForm.uconn site, where the community can report incidents and track the University's response. Any outcomes will be posted there to show accountability. He thanked Provost Lejuez for attending the anti-Semitism rally so that he could present this report to the Senate. He reminded the Senate of the importance of speaking out so that those who perpetrated bias, bigotry, and racism could be "called in or called out," and that the University would continue its mission of education in order to undermine misperceptions and learn the lessons of history so that unchecked bias did not result in its repetition.

He finished by citing Martin Luther King Jr. in stating the arc of history bends towards justice. The President added that we must bend the arc; it doesn't happen on its own. We must speak out for our values and stand strong.

Moderator **Deans** invited questions and comments for the President.

Senator **Long** returned to a question he had posted in a previous meeting, asking about the anecdotal reports he had been hearing about drastic budget cuts, especially to departments in CLAS [College of Liberal Arts and Studies] and Fine Arts. He was concerned this would have adverse effects on the General Education curriculum if reductions in the number of graduate student TAs led to a reduction in courses and available seats. President **Katsouleas** first clarified that budget guidance was handed downward but that units were intentionally left to apply the budget. He then expressed concern at what he was hearing about potential impacts on attendance. He shared that he had heard about reductions in Ph.D. students, which also caused him concern, as it directly impacted the University's status at a time when the decline in the incoming student demographic made that critical. Against that he set the good/bad situation of the budget. On one hand, one-time funds from the federal and state government in response to Covid would enable us to bridge much of our budget gap. On the other hand, we faced the fact that our current budget wouldn't sustain us going forward, especially with the continued unfunded fringe costs, which remained our priority in discussions with the state legislature. We continued to emphasize with the state that this burden to higher education (and airports) is unique in that we do not receive funding to support these fringe commitments. Until that burden is relieved, we will face several years of 2% rescissions, on top of other cuts. This resulted in some painful decisions, such as the suspension of some programs including clinical outreach and adult education. He emphasized that he still believed it the best approach to leave specific budgetary decisions to those closest to them.

Senator **McCutcheon** commented on the President's working group on sponsored programs. He referred to his understanding of what the Senate had proposed: an examination of sponsored programs and challenges to submission resulting in a report with recommendations. The Senate was to have been given until March 2021 to review the proposal, which he believed had not been done, thus leaving the approved motion unfulfilled. He noted that the meetings hosted by sponsored programs [the Office of the Vice President for Research] had been held as town halls, with only pre-submitted curated questions. There was no way to challenge the recommendations or cite problems. He used the analogy of traffic trying to get off a highway when the exit was backed up. People blame cutting in line for the backup, which doesn't address the capacity issue. Widening the exit lanes is the solution. Sponsored programs should increase the number of people who can process proposals. He reiterated that the Senate motion had not been fulfilled and asked when the Senate could properly review and evaluate the report. President **Katsouleas** took up Senator McCutcheon's metaphor, agreeing that widening the lane was needed and that the report had also noted further staff training was needed. However, he continued, wider lanes weren't the only measure needed to prevent accidents. He was not a fan of ends justifying means or vice versa but noted that the report did both. The recommendations were responsive to adopting deadlines, aligning us with peers, but they also allowed for flexibility. Not all pieces of a grant proposal had to be submitted in advance; some pieces could be submitted up to the last minute. Deadlines would result in more on-time proposals. He cited a recent example of human error resulting in a proposal missing a deadline, and only being saved from rejection as a result of a short extension allowed because of the pandemic. New policies plus adherence to old policies will support our goal of doubling research. This approach also supports other University values, such as creating a positive work environment. We don't want the burden of last-minute submissions to fall on the staff of sponsored programs in the form of emotional stress and long hours. The report's recommendations support both the end and the means. He leaves it to the Senate to decide if it has fulfilled the Senate's mandate and expressed that he was happy to abide by the Senate's wishes, including by holding another open discussion with the full body.

Senator **Park Boush** also commented on an issue related to grant submission. She expressed concern about the fringe rates, which she was aware were an important topic for the University but were having a detrimental effect. It was hard to argue one should be lead on a study when one's fringe was double that of colleagues at peer and aspirant institutions, an issue that had arisen just that morning in a conversation she had had with a colleague at MIT. President **Katsouleas** expressed complete agreement and said that it was exactly that argument the University was making to the state. He noted that her example was significant, especially for being so recent. They were arguing to the state that they were losing research opportunities. He reminded the Senate that the

University had artificially created a lower fringe rate by subsidizing that cost for faculty at the Health Center and Storrs using one-time funds, a measure that they couldn't sustain, given the fall of our reserve balances. This subsidy had been in place since last year and would continue through the next and funded the difference between our fringe rate and the mean rate. Senator **Park Boush** said she was happy to help in any way she could. The **President** asked that she please share her story with the Vice President for Research.

Senator **Amalaradjou** asked about support for the post-award process, as that was the bulk of interaction once a grant was obtained. The **President** asked Senator **Maric**, VP of Research, to answer. Senator **Maric** responded that once the second town hall on the grant proposal process had passed, they would hold one on the post-award process.

3. Report of the Senate Executive Committee – Presented by Carol Atkinson-Palombo, Committee Chair

See attached report provided by the Senate Executive Committee.

Vote on a motion to amend the University Senate By-Laws.

Moderator Deans invited questions and comments for Senator Atkinson-Palombo.

Senator **Vokoun** asked a process question regarding the special meeting on September 20 for the proposed Delta 2GE general education requirements: would it result in a vote in the Senate? Senator **Atkinson-Palombo** responded that the special meeting would be September 20 for presentation and discussion and that the vote would be at the October 4 meeting.

Senator **Long** (a member of the Delta 2GE committee) shared that the committee welcomed feedback on the proposed new guidelines, which were at <https://delta.senate.uconn.edu>.

Senator **Jockusch** asked if there was a PDF version of the webpage, as the site took some time to navigate. Senator **M. Wagner** was called on to respond. She stated that the website presentation format was intended to make navigation easier, but that a PDF could be created if there was a general wish for that. She deferred to Senator **Long**. Senator **Long** stated that the committee had worked with University Communications and had created a sub-committee that solely focused on communication of the plan. Consensus had been to avoid a lengthy, text-heavy PDF.

Senator **Polifroni** agreed that the site was cumbersome and requested another format for review, as the inability to review the new guidelines conveniently would impede robust discussion of them.

Moderator **Deans** asked for any discussion of the proposed By-laws revisions.

Senator **Morrell** asked had a technical question regarding when and how recent approved changes to By-laws wording on syllabi would be reflected. Senate Administrator **Galli** was recognized to respond. **Galli** clarified that the submitted By-laws changes did not reflect the recent changes, as they preceded them. However, the recent changes would be incorporated into the By-laws this summer.

Moderator **Deans** called the vote to accept the proposed By-laws revisions, as formally distributed to the Senate on March 31.

The proposed By-laws changes were approved: 61 Yes; 1 No; 0 Abstentions.

4. Consent Agenda Items

Report of the Senate Curricula and Courses Committee

See attached report provided by the Senate Curricula and Courses Committee.

Moderator **Deans** asked if anyone would anyone like to pull a particular item from the Consent Agenda for separate consideration or discussion. With none requested, he opened the vote.

The Consent Agenda was approved: 56 Yes; 1 No; 0 Abstentions.

5. Report from Senate Curricula and Courses Committee – Presented by Senators Schultz (Chair) and M. Wagner.

See attached report provided by the Senate Curricula and Courses Committee.

Vote on a motion to amend the By-Laws, Rules, and Regulations of the University By-Laws – II.C.2.e, General Education Oversight Committee

Senator **Wagner** presented the motion. Moderator **Deans** opened discussion on the motion.

Senator **Jockusch** asked for clarification: was the motion to add a single person to the committee? Senator **M. Wagner** confirmed it was. Senator **Jockusch** said “one individual representing all five” could result in confusion. Moderator **Deans** asked if she wished to propose an amendment. Senator **Jockusch** said it depended on whether the sense of potential confusion was shared. Senator **Magley** agreed there was potential ambiguity and proposed “one individual who represents all five” as an amendment. Senator **Jockusch** seconded the proposed amendment to the motion.

Moderator **Deans** opened discussion on the amended motion. With no discussion, he opened the vote.

The amendment to the motion passed: 52 Yes; 4 No; 1 Abstention.

There was no further discussion on the motion. The vote was called.

The motion, as amended, passed: 62 Yes; 1 No; 0 Abstentions.

6. Report from the Senate Justice, Equity, Diversity, and Inclusion Committee – Presented by Senator Rubega.

See attached report provided by the Senate Justice, Equity, Diversity, and Inclusion Committee.

Resolution Supporting Anti-Racist Policies and Practices

Moderator **Deans** opened discussion on the motion to endorse the committee's proposed first resolution. With no discussion, the vote was called.

The first resolution passed: 62 Yes; 0 No; 1 Abstention.

Resolution Endorsing AAASF Statement on Anti-Asian Violence

Moderator **Deans** opened discussion on the motion to endorse the committee's proposed second resolution. With no discussion, the vote was called.

The second resolution passed: 62 Yes; 0 No; 1 Abstention.

7. Report from Senate Scholastic Standards Committee – Presented by Senator Bedore, Committee Chair

See attached report provided by the Senate Scholastic Standards Committee.

The Senate was reminded that both motions will be voted on at the next Senate meeting (April 26).

PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.H University Calendar

Senator **Bedore** noted that the motion presented for discussion was slightly modified from a previous version.

Moderator **Deans** opened discussion on the presentation of the motion.

Senator **Bramble** asked what other activities might fall under the category of activities permitted on reading days. Senator **Bedore** answered that the committee had intentionally avoided providing a laundry list of possible activities.

PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.A.4, High School Students and Credit Bearing Courses

Moderator **Deans** opened discussion on the presentation of the motion.

Senator **Vokoun** asked if these proposed changes would have implications for students coming to UConn. Senator **Bedore** answered on behalf of Brian Boecherer [Executive Director, Early College Experience] that students would still have the choice of what they transferred from the non-degree portion of their transcript. The difference was that all grades would show on that non-degree portion. This change didn't affect a UConn student's GPA or their ability to choose what they transferred in.

Moderator **Deans** asked if there were any items for New Business. He noted that an item had been submitted by Senator **McCutcheon**, which would be presented under Agenda Item 10.

8. Report from Senate Nominating Committee – Presented by Senator Ortega

See attached report (proposed Senate roster) of the Senate Nominating Committee.

Presentation of the 2021-2022 University Senate Standing Committee Rosters

There was no discussion of the proposed roster.

9. Report from the Vice Provost of Graduate Education – Presented by Vice Provost & Dean of the Graduate School Kent Holsinger

See attached report from the Vice Provost and Dean of the Graduate School.

Moderator **Deans** invited questions and comments for Vice Provost/Dean Holsinger.

Senator **McCutcheon** asked about the link between international rankings and numbers shared in the report. Vice Provost/Dean **Holsinger** answered that we are still a global institution but that the number of international students was declining. The bulk of that decline is concentrated in two business programs. There is concern about whether graduate students will be able to reach Storrs in the fall from some countries such as China, which currently bans travel direct to the U.S. Additionally, consulates are still closed in many countries.

Senator **Vokoun** asked about the resolution adopted by the graduate school and wondered about the impact of it on recruiting, noting that the April 15 date falls before

we have a budget. Vice Provost/Dean **Holsinger** responded that the April 15 Resolution [Secretary's note: see [here](#)] was from the Council of Graduate Schools and that a large number of institutions had signed on. He noted that UConn signed on 10-15 years ago. The intent of the resolution is to act like the May 1 commitment deadline for undergraduates and only applies when financial packages are being offered. He added that we do not have to make offers before April 15, but any offers made before then must be honored through that date. He acknowledged the disadvantage to building meeting admissions goals but commented that the Resolution was widely accepted, and UConn would not be well regarded if we withdrew.

Senator **Holzer** asked about constraints created by funding structures for doctoral programs. The report suggested we were holding steady, but some departments are declining while others are increasing due to different funding structures. Vice Provost/Dean **Holsinger** replied that there was a gradual decline overall in graduate students. He referenced his complete report at the Senate site, which breaks numbers down by School and College. There are funding challenges when grants are not obtained. Departments were not trying to reduce programs, but they had to meet funding targets and at times the only available budget to decrease was the line for TA's. This is a severe constraint and affects some departments more than others and makes meeting the President's goal of doubling research harder.

Senator **Lillo-Martin** asked what the graduate school could do about this and whether graduate students could work remotely. Vice Provost/Dean **Holsinger** answered that currently there was an expectation that graduate students be here, but they would consult with the Provost in considering the fall. It will be case by case and the University will likely accommodate less than it did this year.

Senator **Kazerounian** asked whether the institution might consider the length of time to degree and whether programs could be more efficient in enabling students to finish. He wondered what practices existed nationally that might help us. Vice Provost/Dean **Holsinger** said they had just looked at time to degree as a part of the NECHE 5-year review. He stated our time to degree is roughly equivalent to peer institutions, considered by discipline.

10. [New Business](#)

Senator **McCutcheon** introduced a motion to the Senate related to the President's Sponsored Programs Working Group

Senator **McCutcheon's** motion:

The Senate moves that the President's Sponsored Projects Working Group has not fulfilled its charge by the Senate to provide a report to the Senate for "review and evaluation" by the March Senate meeting. While a report written by the Working Group was published online and mentioned at the Senate meeting, no formalized

review or evaluation was made by the Senate. The Senate expects an open and transparent discussion on the report, particularly on recommendations related to the OVPR's planned enforcement of its proposal submission policy (i.e., "the 5-day rule"). The Senate continues to have concerns about the change in enforcement of the submission policy without opportunity for public discussion and critique.

The Senate expects such a review to take place during a future Senate meeting and that any changes to the enforcement policy not be made until after such a review is completed.

Senator **McCutcheon** provided context for the motion: the Working Group had not fulfilled its original charge. There had been no critique allowed about the five-day rule in the town halls sponsored programs held. According to the motion put forward by the Faculty Standards Committee, the report of the Working Group was supposed to be presented to the Senate and then reviewed and evaluated.

Senator **Majumdar** seconded the motion.

Moderator **Deans** opened discussion on the motion.

Senator **Long** expressed some confusion about the motion, as worded.

Senator **Gordina** commented that the working group report did not take everything into account. She expressed concern that the sponsored programs office doesn't support PIs and how they submit and manage grant applications. She stated she would like further discussion before the report's recommendations are implemented and noted that UConn is not as supportive as other institutions.

Senator **Schultz** expressed mixed feelings about the motion. He expressed support for the Senate as a forum for open exchange. He added that he felt the report's recommendations laid out a reasonable path forward for improving the proposal submission process. He commented that sponsored programs was bound to enforce rules set by NIH and NSF and that these changes brought them in compliance. He noted that the motion passed in the Senate did not specify that there had to be debate in the Senate about the report. There were opportunities to submit comments to sponsored programs through the town halls and other means. He returned to his opening statement that the Senate was the place for open discussion of contentious matters.

Senator **Vokoun** commented that the Office of the Vice President for Research [OVPR] was trying to provide robust services while telecommuting. Town halls were limited but not of ill intent. He also expressed mixed feelings about the motion and noted that the most important thing was whether the administration was noting motions coming out of the Senate. They were responded as if they were. However, the Senate does provide back-and-forth debate.

Senator **Kazerounian** noted that, as Dean of a school that obtained many grants, the issue required understanding a complex process. What opportunities would we lose with these changes? What stress was there on staff? These issues should be worked out with OVPR, not through Senate motions.

Senator **Anwar** commented that there needed to be policies governing proposals. But the policy focused on what faculty were failing to do, which was the wrong approach. If the goal is to increase research and development expenditure, we should ask if faculty have the resources they need to abide by the policy and be productive. Otherwise, the process will fail. The way the policy is being implemented works against its success. There should be a discussion on resource allocation before considering this policy. Faculty should have a say as it's their concern.

Senator **Park-Boush** echoed that it was a complex issue, and it was good to have this discussion. Frustration was on both the side of OVPR and that of PIs and they needed to work together on this. She expressed support for an extended conversation.

Senator **Long** shared his experience at UConn and that he had seen both sides of the pre-award process and serves on the President's Research Advisory Council. He stated that the VP of Research is receptive to ideas and that the group is representative of all the colleges and schools. He suggested that as a place for further conversation.

Senator **McCutcheon** praised the quality of the discussion. He commented that the Senate is the governing organization representing faculty, staff, and students and that virtual town halls did not provide an equivalent forum. He asserted we need to allow tough questions. He referenced his earlier analogy and restated that the proposed five-day rule does not unclog the exit ramp, does not fix capacity, and punishes faculty for the sake of convenience. He noted the May 1 deadline and suggested a delay to enforcement. He described the motion as one about public open discussion where those making policy could be challenged publicly.

Senator **Seth** expressed support for both OVPR and faculty. She echoed that it was a complicated problem. She expressed concern about calling it a policy made for the convenience of OVPR. It was about capacity, not convenience. She urged the Senate to be considerate of both sides when discussing this.

Moderator **Deans** called a vote on the motion, as presented by Senator McCutcheon

The motion failed: 25 Yes; 29 No; 4 Abstentions.

Moderator **Deans** called for a motion to adjourn. Senator **Morrell** made the motion, which was seconded by Senator **Long**.

The Senate adjourned by acclaim at 6:04 p.m.

SENATE EXECUTIVE COMMITTEE

Carol Atkinson-Palombo, Chair

Pam Bramble

Nafis Fuad

Andrea Hubbard

Gustavo Nanclares

Eric Schultz

Gary English

Michael Hernandez

Deb Kendall

Angela Rola

Manuela Wagner

These minutes are respectfully submitted by Susanna Cowan, Senate Secretary.

**Senate Executive Committee
Report to the University Senate
April 5th, 2021**

Good Afternoon,

Once again, our agenda is quite full this afternoon. I will briefly share the following updates and informational items from the Senate Executive Committee.

The Salary Equity Task Force and its subcommittees continue their work and report that analysis on equity is hindered by lack of demographics provided by faculty. Without data, any analysis is incomplete. Therefore, we are urging faculty to update their demographic data in Core CT. While we appreciate why faculty may choose not to submit demographic data, without it the task force is not able to be scientific in its analysis and left solely with anecdotal information; the latter is likely not something on which they can make recommendations. Please take a moment to review your demographic data in Core CT.

The Delta 2GE Task Force is please to share a draft proposal of the new framework for general education on the following website: <https://delta.senate.uconn.edu>. Please take some time to review the proposal and offer feedback. The Task Force is planning several forums to take place during the weeks of April 19 & 25, and May 3rd. The specific dates are posted on the Senate website as well as the delta GE page. This will be another opportunity to ask questions, offer comments, and get to know the proposal. The Senate Executive Committee plans to call a special meeting of the Senate on September 20 to present and discuss the proposal. A vote on the proposal will be held at the October 4 Senate meeting.

The Senate Curricula and Courses Committee together General Education Oversight Committee have approved a dedesignation process for general education courses. One of GEOC's charges is to **monitor courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommend removal of courses from the General Education Curriculum that no longer meet these criteria.** The dedesignation process was created to fulfill that charge. The document explaining the process can be found on the GEOC and Senate websites.

The Faculty Standards Committee is pleased to share that a record number of faculty attended the Faculty Promotion, Tenure & Reappointment Forum held on Friday, March 19th. A separate forum on Clinical, In-Residence, & Extension (CIRE) Faculty Members & Lecturers Promotion and Reappointment on Friday, May 21st, 2021 from 1:00-3:00pm. Registration for the online event will open later this month.

The SEC is currently seeking self-nominations for the position of Recording Secretary of the University Senate. This volunteer position is open to non-Senators. Letters of interest should be sent to universitysenate@uconn.edu by April 26th. For further information, please contact Cheryl Galli.

The Senate will next meet on April 26th. Nathan Fuerst will present the Annual Report on Retention and Graduation.

Best wishes to all for a restful and well-deserved spring recess.

Respectfully Submitted,

Carol Atkinson-Palombo, Chair
Senate Executive Committee

University of Connecticut
University Senate Executive Committee
Report to the University Senate
March 1, 2021 – presentation
April 5, 2021 - vote

A. Justification:

In 2019 the Senate Executive Committee formed an ad hoc committee charged with completing a comprehensive review of the By-Laws, Rules, and Regulations of the University Senate. The focus of the review was on both substantive and non-substantive changes aimed at fixing outdated language, clarifying processes and roles, and improving readability and consistency throughout the document. The proposed changes are indicated on the attached document.

B. Proposal to Senate: Motion

We propose to amend the By-Laws, Rules and Regulation of the University Senate as indicated on the attached with ~~striketrough~~ for deleted language and underline for new language.

University Senate Curricula and Courses Committee
Report to the Senate
April 5, 2021

I. The Senate Curricula and Courses Committee recommends ADDITION of the following 1000- or 2000-level courses:

- A. PHIL 1109. Global Existentialism (#5316) [Approved for CA4-Int by GEOC]

Proposed Catalog Copy

PHIL 1109. Global Existentialism

3.00 credits.

Prerequisites: None

Grading Basis: Graded

An exploration of existential philosophy from a global, multicultural perspective. Focus will be on existentialists from the Global South in conversation with those in the Global North. CA 4-INT.

II. The Senate Curricula and Courses Committee recommends REVISION of the following 1000- or 2000-level courses:

- A. ARE 3215 Business Management (#5475) [Revise from 3000-level to 2000-level]

Current Catalog Copy

ARE 3215. Business Management

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Analysis of marketing, management, and financial decision-making tools in agribusiness.

Revised Catalog Copy

ARE 2215. Business Management

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Analysis of marketing, management, and financial decision-making tools in agribusiness.

Formerly offered as ARE 3215.

- B. ARE 3260 Food Policy (#5794) [Revise from 3000-level to 2000-level; change in recommended prep and description]

Current Catalog Copy

ARE 3260. Food Policy

3.00 credits

Prerequisites: None required. Recommended Preparation: ARE 1150 or ECON 1200 or 1201.

Grading Basis: Graded

Analysis of food and agricultural policies in the United States and abroad. Designed for students with diverse departmental affiliations.

Revised Catalog Copy

ARE 2260. Food Policy

3.00 credits

Prerequisites: None. Recommended Preparation: ARE 1150 or ECON 1200 or 1201.

Grading Basis: Graded

Analysis of contemporary food policies, including laws, regulations, government and corporate decisions that shape our food system. Designed to accommodate students from a diverse set of departmental affiliations. Formerly offered as ARE 3260.

- C. ARE 3462 Measuring Impact of Programs that Raise Human Well-being (#5774) [Revise from 3000-level to 2000-level]

Current Catalog Copy

ARE 3462. Measuring Impact of Programs that Raise Human Well-being

3.00 credits

Prerequisites: Recommended Preparation: ARE 1150 or ECON 1200 or 1201; Not open to students who have completed ARE 3464.

Grading Basis: Graded

The theory and practice behind measuring impacts and costs of programs that raise human welfare through poverty alleviation, economic development, and social and environmental justice. Case studies will show how governments and organizations can best optimize programming. Examples include how to increase incomes and farm productivity, how to decrease disease and child mortality, and how to improve resilience to climate change. Topics include survey design, performance indicators, the logical framework and results matrix, sample design, impact evaluation methodologies and project appraisal.

Revised Catalog Copy

ARE 2464. Measuring Impact of Programs that Raise Human Well-being

3.00 credits

Prerequisites: Recommended Preparation: ARE 1150 or ECON 1200 or 1201

Grading Basis: Graded

The theory and practice behind measuring impacts and costs of programs that raise human welfare through poverty alleviation, economic development, and social and environmental justice. Case studies will show how governments and organizations can best optimize programming. Examples include how to increase incomes and farm productivity, how to decrease disease and child mortality, and how to improve resilience to climate change. Topics include survey design, performance indicators, the logical framework and results matrix, sample design, impact evaluation methodologies, and project appraisal. Formerly offered as ARE 3462.

- D. ARIS/WGSS 1170/W Women's Contemporary Writing in the Arab World (#3974) [Add CA1, CA4, & W; cross-list with WGSS]

Current Catalog Copy

ARIS 1170. Women's Contemporary Writing in the Arab World

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Fiction and non-fiction by women writers from the Arab world. Texts include feminist texts, literary texts, and popular fiction, in addition to films based on literary writings and works from the visual arts. Taught in English.

Revised Catalog Copy

ARIS 1170. Women's Contemporary Writing in the Arab World

Also offered as: WGSS 1170

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women's writing from the nineteenth century to the present in public life; women's writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

ARIS 1170W. Women's Contemporary Writing in the Arab World

Also offered as: WGSS 1170W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women's writing from the nineteenth century to the present in public life; women's writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

WGSS 1170. Women's Contemporary Writing in the Arab World

Also offered as: ARIS 1170

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women's writing from the nineteenth century to the present in public life; women's writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

WGSS 1170W. Women's Contemporary Writing in the Arab World

Also offered as: ARIS 1170W

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women's writing from the nineteenth century to the present in public life; women's writing in social and political movements such as the Arab Spring; the intersectionality of class, race,

gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

E. WGSS 2124 Gender and Globalization (#4094) [Revise prereqs]

Current Catalog Copy

WGSS 2124. Gender and Globalization

3.00 credits

Prerequisites: None. Recommended preparation: WGSS 1105

Grading Basis: Graded

Construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT

Revise Catalog Copy

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Prerequisites: None

Grading Basis: Graded

Construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

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. NURS 4250E Public Health Nursing (#4002) [Revise description]

Current Catalog Copy

NURS 4250E. Public Health Nursing

3.00 credits

Prerequisites: NURS 3554, NURS 3664, and 4230W. Corequisite: NURS 4282.

Grading Basis: Graded

Theories from nursing and public health are examined within the context of aggregate/population-based care with emphasis on understanding how the health of the natural environment and human systems are independent. Primary, secondary and tertiary approaches are used to promote the health of selected population/community. Learners will gain knowledge, skills and motivation for sociopolitical advocacy of public and environmental health.

Revised Catalog Copy

NURS 4250E. Public Health Nursing

3.00 credits

Prerequisites: NURS 3554, NURS 3664, and 4230W. Corequisite: NURS 4282.

Grading Basis: Graded

Theories from nursing, public health, and environmental science within the context of aggregate/population-based care; interdependence of the health of the natural environment and human systems; consequences of historical social injustices and social and structural determinants of health on population and environmental health inequities. Using population-centered, trauma-informed, and culturally responsive approaches, primary, secondary, and tertiary prevention strategies are used to promote the health of a selected population/community. Learners will gain knowledge, skills, and motivation for sociopolitical advocacy of public and environmental health.

IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following courses for offering in intensive session:

- A. ANTH 1010E Global Climate Change and Human Societies (N/A) [CA2, CA4-Int, EL]
- B. EVST 1000E Introduction to Environmental Studies (N/A) [CA2, EL]
- C. HIST 1200 World History, 1200-1800 (N/A) [CA1, CA4-Int] – *Approved for one offering*
- D. PSYC 2101 Introduction to Multicultural Psychology (N/A) [CA4]
- E. SOCI 1251 Social Problems (N/A) [CA2, CA4]

V. Other Business

- A. GEOC Course Alignment

GEOC Alignment Report 2020-2021

Content Area 1 – Arts and Humanities

ANTH 3401. World Religions

Submitted for review were the following documents: The original CAR from 2003, Content Area Form A: CA1; Supplement A; Course Alignment Overview, and syllabi from 2018 and from a hybrid course from spring 2020. Although the course is taught at both Storrs and Waterbury and is now available online, the same instructor is responsible for all sections.

This course, which provides a detailed understanding of the core features of a variety of world religions, meets at least four CA1 criteria. The course overview, goals, and methods of engaging students meet the objectives for how to think about belief systems, to identify the core beliefs of a wide variety of world religions, and to understand their historical conditions of their emergence. The course is clearly administered with rigor, requiring very active engagement from the students. The committee agrees that ANTH 3401 generously meets its mission as a CA1 Gen Ed.

RESULT: The course aligns with CA1 criteria.

DRAM 1110. Introduction to Film

Submitted for review were the following documents: The original 2008-09 CAR and intensive syllabus; Content Area Form A: CA1; Supplement A; 2014 syllabus taught for many years by an adjunct faculty member at regional campuses; Summer Session 2020 syllabus.

Subcommittee members were generally agreed that the course still meets at least one CA1 criteria despite a radical content/syllabus change from the socio-cultural analysis of film over history to analyses of the contemporary film production pipeline rather than a historical perspective for which no justification was provided other than the course was previously taught by a different instructor for more than a decade. As a result, subcommittee members were unanimous in wishing more information and syllabi had been provided, particularly syllabi for the regular session rather than solely for summer and intensive sessions. However, communication with the Alignment director indicated that such records had gone missing or were not preserved and thus the course history was largely unknown at this point in time.

Subcommittee reviewers also noted that although it was clear the course was offered on all but one of the regional campuses, the submitted forms indicated that it was solely offered at Storrs without indicating why or whether this was a new or long-term shift in faculty resources or major.

Finally, CA1 subcommittee members expressed concern about how DRAM 1110 in its new iteration fits with the Drama department, mission, and major generally, as well as concern about potential overlap with the film/video concentration in the Digital Media Design department (also in the SFA), for which new course proposals are required to confirm and/or justify.

RESULT: The course aligns with CA1 criteria with several asterisks for the Drama Department to follow up on.

HEJS 2104 (originally HEJS 1104). Modern Jewish Thought

Submitted for review were the following documents: The original CAR from 2014, Content Area Form A: CA1; Supplement A; Course Alignment Overview, and syllabi from 2020. The course is only taught at Storrs.

The committee was unanimous that HEJS 2104 fulfills the first two criteria for CA1 (investigations and analyses of human experience, and inquiries into philosophical and political theory) and delivers by placing the development of Jewish thought within the contextual framework of history, philosophy and political changes. The course clearly engages GEOC CA1 goals / criteria, in particular “investigations and historical / critical analyses of human experience” and “inquiries into philosophical and/or political theory” as well as meeting the overall objectives of the Gen Ed.

The co-chairs will contact the instructor to request updates in his syllabus so that it includes policies for students with disabilities and the university policy against discrimination and sexual harassment.

RESULT: The course aligns with CA1 criteria.

PHIL 1106. Non-Western and Comparative Philosophy

Submitted for review were the following documents: The original CAR from 2004, Content Area Form A: CA1; Supplement A; Course Alignment Overview. It is taught at Storrs, Avery Point, Hartford, and Waterbury and includes syllabi from four different professors.

The Committee was unanimous that this course still meets two to three of the CA1 criteria. The course is designed to expose students to foundational philosophical texts from both Western and non-Western cultures, and thus clearly meets CA1 criteria II “Inquiries into Philosophical inquiry;” its focus on

comparative philosophy engages with the problem of cultural difference, meeting the criteria for “critical analyses of human experience;” and each course syllabus clearly analyzes and compares different traditions of cultural representation, ethics, and value-formation. There were comments about the variation in approaches to the course outlined by the various syllabi, but this is not uncommon with courses taught widely and by several faculty members. The structure, readings, and major themes covered by the different syllabi versions are consistent enough that they correspond to the rubric and, for our current purposes, to the goals of CA1.

RESULT: The course aligns with CA1 criteria.

Content Area 2 – Social Science

ANTH 1006. Introduction to Anthropology

No notes.

RESULT: The course aligns with CA2 criteria.

EDCI 2100. Power, Privilege, and Public Education

It was noted that the proposer did not check the box for CA2 in Main Form, but they did submit the CA2 form.

RESULT: The course aligns with CA2 criteria.

Content Area 3 – Science and Technology

BIOL 1108. Principles of Biology II

No issues noted.

RESULT: The course aligns with CA3 criteria.

EEB 2202. Evolution & Human Diversity

No issues noted.

RESULT: The course aligns with CA3 criteria.

MCB 1405. Honors Core: The Genetics Revolution in Contemporary Culture

No issues noted.

RESULT: The course aligns with CA3 criteria.

Content Area 4 – Diversity and Multiculturalism

ANTH 1006. Introduction to Anthropology

No issues noted.

RESULT: The course aligns with CA4 criteria.

ANTH 3028W. Indigenous Rights and Aboriginal Australia

No issues noted.

RESULT: The course aligns with CA4 criteria.

ANTH 3401. World Religions

No issues noted.

RESULT: The course aligns with CA4 criteria.

DRAM 3133. Latina/o Theatre

No issues noted.

RESULT: The course aligns with CA4 criteria.

EDCI 2100. Power, Privilege, and Public Education

No issues noted.

RESULT: The course aligns with CA4 criteria.

EEB 2202. Evolution and Human Diversity

While the 5 different syllabi are a bit different in terms to assignments & structure, the content is similar across campuses.

RESULT: The course aligns with CA4 criteria.

HEJS 2104. Modern Jewish Thought

No issues noted.

RESULT: The course aligns with CA4 criteria.

PHIL 1106. Non-western and Comparative Philosophy

No issues noted.

RESULT: The course aligns with CA4 criteria.

Quantitative Competency

PHIL 2211Q. Symbolic Logic I

The committee received two syllabi, corresponding to the offerings in Fall 2017 by Keith Simmons and in Fall 2020 by Lionel Shapiro. Both offerings were at Storrs. According to the Main Form, this course is not offered elsewhere.

The committee is unanimous in its opinion that the course continues to fulfill the Q criteria.

RESULT: The course aligns with Q criteria.

Writing Competency

ANTH 3028W. Indigenous Rights and Aboriginal Australia

Dussart Syllabus – The syllabus is missing a description of the feedback process.

RESULT: The course does NOT align with W criteria.

CHEG 4143W. Chemical Engineering Capstone Design II

The syllabus submitted is missing the 15-page revised, written material requirement. This syllabus is also missing the F clause.

RESULT: The course does NOT align with W criteria.

DGS 4234W. Diagnostic Molecular Technologies

No issues noted.

RESULT: The course aligns with W criteria.

DIET 3231W. Writing for Community Nutrition Research

No issues noted.

RESULT: The course aligns with W criteria.

DRAM 4711W. The Director in the Theatre

While the syllabus submitted does align with all W course requirements, the committee found that the requirements as listed are quite wordy and should be clarified for better understanding.

RESULT: The course aligns with W criteria, although some clarification is requested.

EDCI 3100W. Multicultural Education, Equity and Social Justice

No issues noted.

RESULT: The course aligns with W criteria.

EEB 2245W. Evolutionary Biology

Goffinet Syllabus – We found that it almost completely aligns with W course requirements. We recommend a clarification of the feedback schedule to ensure complete alignment.

Lewis Syllabus – This syllabus is missing the 15-page revised, written material requirement.

Santoferrara Syllabus – No missing requirements.

Wagner Syllabus – No missing requirements.

RESULT: The course does NOT fully align with W criteria; some syllabi need revision.

GSCI 4050W. Geoscience and Society

The syllabus is missing evidence of writing instruction and a detailed description of feedback.

RESULT: The course does NOT align with W criteria.

MCB 4997W. Honors Research Thesis in Molecular and Cell Biology

The syllabus is very close to aligning. With the addition of the clarification on the feedback process it will align.

RESULT: The course does NOT quite align with W criteria.

PHIL 3225W. Analysis and Ordinary Language

No issues noted.

RESULT: The course aligns with W criteria.

PHRX 4001W. Current Topics in Pharmacy

Hernandez Syllabus – The F clause is missing from the syllabus.

Kendall Syllabus – The syllabus is missing a description of feedback.

Meade Syllabus – The syllabus is missing a description of feedback, 15-page revised written material, and F clause.

Wick Syllabus – Feedback description is confusing. It is also unclear if all 15 pages of written material are revised.

RESULT: The course does NOT align with W criteria.

PNB 4296W. Senior Research Thesis in Physiology and Neurobiology

Since no syllabi were provided, we could not properly evaluate the course.

RESULT: The course does NOT align with W criteria.

SLHS 4254W. Intro Language Disorders in Children

Grela Syllabus – No W course requirements listed in the syllabus. We believe we were provided with the syllabus for the non-W version of the course.

Spaulding Syllabus - No W course requirements listed in the syllabus. We believe we were provided with the syllabus for the non-W version of the course.

Wig Syllabus – All W course requirements listed in the syllabus.

We also received material for CDIS 4254W. We believe this material is from before the SLHS program was initiated and therefore the SLHS material supersedes the CDIS material.

RESULT: The course does NOT align with W criteria.

Respectfully Submitted by the 20-21 Senate Curricula and Courses Committee: Eric Schultz (Chair), Kate Fuller, Manuela Wagner (Ex-Officio), Alana Adams, Mark Brand, John Chandy, Marc Hatfield, Ben Keilty (Student Rep), Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Irene Soteriou (Student Rep), Steve Stifano, Gina Stuart, Julia Yakovich, Terra Zuidema

From the 3/8/21 and 3/22/21 meetings

University of Connecticut
Senate Curricula and Courses Committee
Report to the University Senate
March 1, 2021 – presentation
April 5, 2021 - vote

A. Justification:

We propose to add one ex officio seat on GEOC to represent the following five institutes and programs related to social justice and intersectionality studies institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program. The institutes contribute significantly to the current general education curriculum and represent the most significant repositories at UConn of faculty expertise on anti-racism, feminism, anti-homophobia, sexualities studies and disabilities studies. As such, their continued input on GEOC where the standards and curriculum are discussed will be invaluable.

B. Current Relevant By-Laws

II.C.2.E General Education Oversight Committee

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, and Directors or Associate Directors of the First-Year Writing Program. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

C. Proposal to Senate: Motion

We propose to amend the By-Laws, Rules and Regulation of the University Senate for II.C.2.E, General Education Oversight Committee

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, ~~and~~ Directors or Associate Directors of the First-Year Writing Program, and one individual representing all of the following five institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

**Resolution Supporting Anti-Racist Policies and Practices
at the University of Connecticut
University Senate Justice, Equity, Diversity, & Inclusion Committee
April 5, 2021**

Whereas:

- Racist attitudes, actions, policies, and practices are embedded in the history of the University of Connecticut
- This historical legacy results in systemic discrimination, inequity, and injustice in the work and culture of the University that directly harms BIPOC members of our community, and harms our whole community by creating divisions
- The intersectionality of identities exacerbates the effects of racism
- The burden of fighting racism and its impacts is carried disproportionately by those most harmed by racist policies and practices
- The identification and elimination of racist policies and practices should be a priority of our University

This University Senate resolves:

- To endorse Anti-Racism as one of the core values in the mission of The University of Connecticut
- To call on the University administration to clearly identify Anti-Racism as a key component of the University's identity on all public facing information resources, for example, the UConn "Get To Know Us" web page (<https://uconn.edu/about-us/>)
- To call on the University administration to conduct, on a continuing basis, analysis on how policies and practice, individually and in concert, result in inequitable and harmful outcomes for BIPOC members of our community, and to correct them
- To educate all members of the University community to recognize racist practices and policies
- To call on all faculty, staff, administrators, students, and stakeholders to actively oppose racism and hate against all BIPOC members of our community, and all marginalized groups.
- To commit to the formation of a just, equitable, and inclusive university community and society beyond.

Resolution Endorsing AAAFS Statement on Anti-Asian Violence
University Senate Justice, Equity, Diversity, & Inclusion Committee
April 5, 2021

Whereas:

- There has been a massive increase in anti-Asian violence across the United States, and both past and recent acts of anti-Asian hate on the University of Connecticut campus
- The University of Connecticut community includes thousands of Asians and Asian Americans, all of whom have been harmed directly or indirectly by the horrifying racist verbal attacks, online and offline harassment, and physical assaults being reported daily
- The University's mission statement includes a commitment to embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni

This University Senate Resolves:

- To call upon all UConn faculty, staff, administrators, students, and stakeholders to demonstrate leadership, integrity and engaged citizenship in actively opposing all forms of racism against Asians and all BIPOC and otherwise marginalized peoples
- To endorse the University of Connecticut Association for Asian American Faculty and Staff (AAAFS) Statement on Anti-Asian Violence of March 2021, as appended below

**UConn ASSOCIATION FOR ASIAN AMERICAN FACULTY AND STAFF (AAAFS) STATEMENT ON
ANTI-ASIAN VIOLENCE
March 2021**

The first cases of Covid-19 in the United States were reported in January 2020, and since that time there has been a massive increase in anti-Asian violence across the United States. [STOP AAPI HATE](#) notes that hundreds and sometimes thousands of reported incidents occur every month. They report that incidents of verbal attacks, avoidance, physical assault, online harassment, and being spit upon are the most common forms. A recent [New York Times article](#) also details many of the abhorrent and deplorable crimes and actions that have targeted Asians over the last year. It is a sad compendium of history and facts that delves into the nuances and complications related to anti-Asian racism. Nationally, attacks are most common in businesses, public streets and sidewalks, parks, online and in public transit, but they also happen here at UConn.

UConn's commitment to combatting anti-Asian racism began in 1987 with an episode of students' verbal attacks and spitting on other Asian American peers. What can we say has

changed in 33 years? Certainly, our resolve and commitment to the community has only strengthened in these decades, while the number of Asians and Asian Americans at the University has grown significantly. At UConn, there are thousands who identify as Asian and Asian American: 12.7% of the University's workforce (faculty, staff, administrators, and graduate assistants; Fall 2019), and 10.5% of our students (Fall 2020). In addition, a significant percentage of our international students come from Asian countries.

Mike Keo, Activist-in-Residence of UConn's Asian and Asian American Studies Institute, started the social media campaign #IAMNOTAVIRUS to humanize Asians and Asian Americans targeted by hateful rhetoric, and to counter this virulent and unwarranted malice. We release this statement in the same spirit, to:

- draw appropriate attention to the intensifying violence against Asians in America;
- formally state our position in this ongoing conflict of systems, cultures, histories, and sensibilities;
- and call upon faculty, staff, administrators, and all UConn students and stakeholders to rise to the challenge of actively opposing racism and hate against Asians, all marginalized groups, and all peoples of color.

We state as clearly and as boldly as we can: all of this has impacted us, the Asians and Asian Americans at UConn. What is happening is wrong and we must stand together to not only identify and call-out this kind of behavior and its bad actors; but we must work systemically and synergistically to change culpable aspects of our university and society, to ultimately eradicate this malignancy.

Though today's political climate often attempts to polarize such issues and concerns, we hope that you will see that this is not a political comment. Rather, it is a call for solidarity and commitment, awareness and understanding, attention and action. We stand with our fellow peer groups and associations, institutes and centers, and student organizations at UConn that are committed to combating the prejudiced, racist, harmful, and violent actions and words that attempt to marginalize and divide us even further. We hope that all of UConn will not only stand behind us, your Asian and Asian American colleagues, but stand with us, as we form even greater bonds and grow in numbers and strength across the university.

For we refuse to wear the moniker of the 'model minority.' Because of this racial stereotype, Asian Americans are too often left out of discussions of racial justice, thus ignoring our pain, minimizing our feelings, and assuming a passive response. We call on the University's Administration to formally recognize that anti-racist work must account for the historical legacy and impact of racism on all peoples of color, including Asians. Further, we call on the University's Administration to not only condemn recent acts of violence against Asians, but also consciously recognize the impact that these acts have on our UConn family. Even during the unprecedented times we are living through now—battling the Covid-19 pandemic; addressing the scourge of systemic racism; and navigating economic insecurity and inequity for millions of people—we ask the UConn Administration to see

that this is exactly the right time to ensure, specifically and concretely, that the lens of justice sees all shades of Yellow, Black, and Brown.

As part of our work as a cultural organization at the University, we hosted a virtual panel on March 18, from 5-6:30pm. "Asians in America: Anti-Asian Violence and the Fight Against Invisibility", which featured UConn students, faculty, and staff; provided perspectives on today's climate and its impact on UConn's Asian and Asian American community; shed light on our experience; and galvanized anti-racist efforts that will benefit us all.

We also encourage you to access resources and organizations such as [STOP AAPI HATE](#), [HateIsAVirus.org](#), [Asian Americans Advancing Justice](#), and [Chinese for Affirmative Action](#), to name a few. At UConn, please communicate with your peers and colleagues, with your supervisors, and with the administration, to let them know where you stand, and your need for allyship and support.

The Association for Asian American Faculty and Staff hopes that we can work more closely with you and yours each and every day to combat racism, stifle prejudice, and ultimately deconstruct the systems and structures at our university and within society that uphold the American caste system where all shades darker than white are consciously and subconsciously considered less-than.

This struggle began centuries ago; it takes on new forms today; and will continue tomorrow, and the next. If our work helps us to achieve greater unity, then we will have found success.

Yours in solidarity,

The Executive Board of the Association for Asian American Faculty and Staff
The Asian American Cultural Center
The Asian and Asian American Studies Institute

CONTACT: asacc@uconn.edu

Senate Scholastic Standards Committee
Report to the University Senate
Presentation: 4/5/2021
Vote: 4/26/2021

A. Background:

The Senate Executive Committee asked the Senate Scholastics Committee to provide a clear definition of reading days for the by-laws, as there is currently confusion about exactly how reading days may be used.

The SSC reviewed peer and aspirant policies on this matter and proposes the following change to the bylaws (underlined below).

B. Current Relevant By-Law

H. University Calendar

The Academic calendar will be set by the University Registrar according to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King, Jr Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

C. Proposal to Senate: Motion

The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation of the University Senate II.H, University Calendar

H. University Calendar

The Academic calendar will be set by the University Registrar according to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King, Jr Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days. On the Reading Days, students should not be required to turn in assignments, quizzes, or

presentations or to participate in any other required class-related activity other than office hours or review sessions. In addition, the final assessment period is reserved for scheduled final assessments.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

Senate Scholastic Standards Committee
Report to the University Senate
Presentation: April 5, 2021
Vote: April 26, 2021

A. Background:

The Office of Early College Programs has had some program changes and requests to align the By-Laws, Rules, and Regulations of the University Senate with its new policy.

B. Current Relevant By-Law

II.A.4 High School Students and Credit Bearing Courses

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

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

UConn departments are responsible for ensuring the equivalence of ECE courses taught in high schools and at UConn. Instructors must be certified by the University department to teach ECE courses and must follow accreditation criteria established by OECF and NEASC. University departments offering their courses through ECE are responsible for monitoring grading practices and ensuring that they are comparable to practices in the department. Completed ECE courses will be recorded on a non-degree UConn transcript with grade.

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

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

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

C. Proposal to Senate: Motion

The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation of the University Senate II.A.4, High School Students and Credit Bearing Courses

The issuance of UConn credit to high school students is overseen by the Office of Early College Programs (OECF). High school students may enroll in UConn courses either through [UConn's concurrent enrollment program, the dual-enrollment UConn Early College Experience Program](#) (ECE), or with permission, as independent non-degree students [on a UConn campus \(dual enrollment\)](#).

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

~~UConn departments are responsible for ensuring the equivalence of ECE courses taught in high schools and at UConn.~~ Instructors must be certified by the University department to teach UConn courses through UConn ECE courses and must follow accreditation criteria established by OECF and NEASC NACEP, UConn Early College Experience's accrediting body. University departments offering their courses through ECE are responsible for monitoring grading practices and ensuring that they are comparable to practices in the department. Completed ECE-UConn courses offered through UConn ECE are ~~will be~~ recorded on the a non-degree portion of a student's official UConn transcript with a final letter grade (A-F).

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

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

Students may withdraw from a course or from the ECE program up to five weeks before final grades are required at any time; also the University or the secondary school may require withdrawal from specific courses or from the entire ECE program ~~at any time~~, per policies designated in the UConn ECE Policies and Procedures Guide.

Curricula & Courses

Chair appointment pending

*Mary Ann Amalaradjou, CAHNR, Animal Science

*Kate Fuller, UConn Libraries

*Eric Schultz, CLAS, Ecology and Evolutionary Biology

*Manuela Wagner, Chair of GEOC (Ex-Officio)

*Suzanne Wilson, Education

*Cindy Zhang, CLAS, Geography

Alana Adams, School of Business, Academic Advisory Center

Tom Bontly, CLAS, Philosophy

Mark Brand, CAHNR, Plant & Landscape Architecture

Marc Hatfield, Registrar's Office

Matt McKenzie, History, Avery Point Campus

George Michna, Neag, Director of Assessment, Accountability, and Accreditation

David Ouimette, Institute for Student Success

Sharyn Rusch, CLAS Academic Services

Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL(Ex-Officio)

Steve Stifano, CLAS, Communication

Julia Yakovich, CETL, Service Learning Initiatives

Terra Zuidema, Registrar's Office (alternate)

2 undergraduate students

Justice, Equity, Diversity & Inclusion (JEDI)

***Margaret Rubega Chair**, CLAS, Ecology & Evolutionary Biology
*Elsaesser, Caitlin, School of Social Work
*Maria-Luz Fernandez, CAHNR, Nutritional Sciences
*Govoni, Kristen, CAHNR, Animal Science
*Diane Lillo-Martin, CLAS, Linguistics
*Elle Ouimet, CLAS, Anthropology
*Willen, Sarah, CLAS, Human Rights Institute
Cinnamon Adams, The Graduate School
Clarissa Ceglie, SFA, Digital Media and Design
Julie Guild, Human Resources
Christina (Rivera) Irizarry, Institute for Student Success
Christine Kirchhoff, Engineering, Civil & Environmental Engineering
Maryann Markowski, OVPR's Office
Kim McKeown, Center for Students with Disabilities
Alison Paul, SFA, Art and Art History
Willena Price, African American Cultural Center
Michael Rodriguez, University Libraries
Stephany Santos, School of Engineering, Biomedical Engineering
Frank Tuitt, Vice President for Diversity and Inclusion & Chief Diversity Officer
Kathryn Weber-Hottleman, ITS (Accessibility Coordinator)
Representative from UConn Public Safety
2 undergraduate students
1 graduate student

Enrollment Committee (EC)

***Jeffrey McCutcheon, Chair, Engineering**

*Terrence Abney, Residential Life

*Susana Ulloa, ISS Academic Program Center

*Mark Zurolo, SFA, Art and Art History

Tracie Borden, Waterbury Campus

Miranda Davis, CLAS, Ecology and Evolutionary Biology

Tom Deans, CLAS, English

Michael Finiguerra, CLAS, Avery Point Campus

Nathan Fuerst, Vice President for Enrollment Planning & Management (Ex-Officio Member)

Eva Gorbants, School of Fine Arts Academic Advisory Center

Vern Granger, Office of Admissions

Preston Green, Education, Educational Leadership

Mansour Ndiaye, CLAS Academic Services

Brian Rockwood, Registrar's Office

2 undergraduate students

1 graduate student

Faculty Standards Committee (FSC)

***Lisa Holle, Chair, Pharmacy**

*Valarie Artigas, Nursing

*Bede Agocha, CLAS, Africana Studies Institute

*Dan Burkey, Engineering, Associate Dean

* Maria Chrysochoou, Engineering, Civil & Environmental Engineering

*Masha Gordina, CLAS, Mathematics

*Elizabeth Jockusch, CLAS, Ecology & Evolutionary Biology

*Vicki Magley, CLAS, Psychological Sciences

*Betsy McCoach, Neag

*George McManus, CLAS, Avery Point

Lloyd Blanchard, OIRE

Preston Britner, CLAS, Human Development & Family Sciences

Douglas Degges, SFA, Art & Art History

Kathleen Holgerson, Women's Center

Ruth Kustoff, CETL (Office of Continuing & Professional Education)

Linda Pescatello, CAHNR, Kinesiology

Martina Rosenberg, CETL

Jeffrey Shoulson, Senior Vice Provost, Ex-Officio member

2 undergraduate students

1 graduate student

Growth & Development (G&D)

***Mehdi A Anwar, Chair, Engineering**

*Joanne Conover, CLAS, Physiology and Neurobiology

*Eigsti, Inge-Marie, CLAS, Psychological Sciences

*Louis Hanzlik, SFA, Music

*Suman Majumdar, CLAS, Stamford Campus

*David Souder, Business

Tracie Borden, Waterbury Campus

Tutita Casa, Education

Kathy Hendrickson, Business (Career Development Office)

Bethany Jacidi, OVPR

Greg Kivenzor, Business

Jessica McBride, CAHNR Communications

Carl Rivers, Office of the Registrar

Jeffrey Shoulson, Vice Provost for Interdisciplinary Initiatives (Ex-Officio Member)

Daniel Stolzenberg, Education

Audrey Silva, Communication Access/Interpreting Services

Rachel Tambling, CLAS, Human Development and Family Sciences

2 undergraduate students

1 graduate student

Scholastic Standards (SSC)

***Robin Coulter, Business, Co-chair (fall 21)**

***Holly Fitch, CLAS, Psychological Sciences, Co-chair (fall 21)**

*Brian Aneskievich, Pharmacy

*Pam Bedore, CLAS, Avery Point Campus (sabbatical fall 21, chair spring 22)

*Maureen Armstrong, Dean of Students Office

*Karen Bresciano, The Graduate School

*Lee, Elaine, CAHNR, Kinesiology

*Catherine Little, Education

*Thomas Long, Nursing

*Leslie Shor, Engineering, Associate Dean

*Sherry Zane, CLAS, WGSS

Shoshana Armington, Advising, School of Engineering

Kelly Bartlett, Waterbury Campus

Greg Bouquot, Registrar's Office

Erin Ciarimboli, Enrichment Programs and University Advising

Susanna Cowan, University Libraries

Joe Crivello, CLAS, Physiology & Neurobiology

Sarah Croucher, Director of Academic Policy

Lindsay Cummings, School of Fine Arts, Dramatic Arts

Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs (Ex-Officio Member)

Erin Mason, Registrar's Office

Nate Rickles, Pharmacy

Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL (Ex-Officio)

Lawrence Walsh, Office of Admissions

Christine Wenzel, Center for Students with Disabilities

2 undergraduate students

1 graduate student

Student Welfare (SWC)

***Karen Bresciano, Chair, The Grad School**

*Sheila Andrew, CAHNR, Animal Science

*Alexis Boylan, SFA, Art & Art History

*Fabiana Cardetti, CLAS, Mathematics

*Andrea Hubbard, Pharmacy

*Michael Morrell, CLAS, Political Science

*Del Siegle, Education

*Colleen Spurling, CLAS, Molecular & Cell Biology

Bryanna Anderson, Center for Students with Disabilities

Rebecca Bacher, CLAS Academic Services

Chelsea Cichocki, Center for Academic Programs

Kimberly Duby, Dean of Students Office

Arthur Galinat, International Student and Scholar Services

Michael Gilbert, Vice President of Student Affairs (Ex Officio Member)

Renee Gilberti, ISS Academic Programs Center

Kay Gruder, Center for Career Development

Laine Kingo, Business, Advising and Compliance Specialist

Sheila Lafferty, University Libraries

Lindsey Lemoine, Athletics

Katherine McCarthy, Admissions

Tina McCarthy, SHaW, Medical

Jennifer Morenus, PRLACC

David Richards, CLAS, Political Science

Jennifer Gattilia Tibbetts, Registrar's Office

Sandy Valentine, SHaW, Health Promotion Manager

2 undergraduate students

1 graduate student

*need regional rep

University Budget Committee (UBC)

***Robert Bird, Business, Co-Chair**

***Carol Polifroni, School of Nursing, Co-Chair**

*Stephen Dyson, CLAS, Political Science

*Elena Dormidontova, CLAS, Physics

*Erika Skoe, CLAS, Speech, Language and Hearing Sciences

*Jeffrey McCutcheon, Chemical and Biomolecular Engineering

*Lisa Park Boush, CLAS, Geography

*Paulo Verardi, CAHNR, Pathobiology

*Michael White, Dining Services

Lloyd Blanchard, AVP for Budget and Planning (Ex-Officio Member)

Jeffrey Crouse, School of Education

Michael Jones, CETL

Philip Mannheim, CLAS, Physics

Christine Scott-Dougan, Waterbury Campus Finance Director

Lauren Slingluff, University Libraries

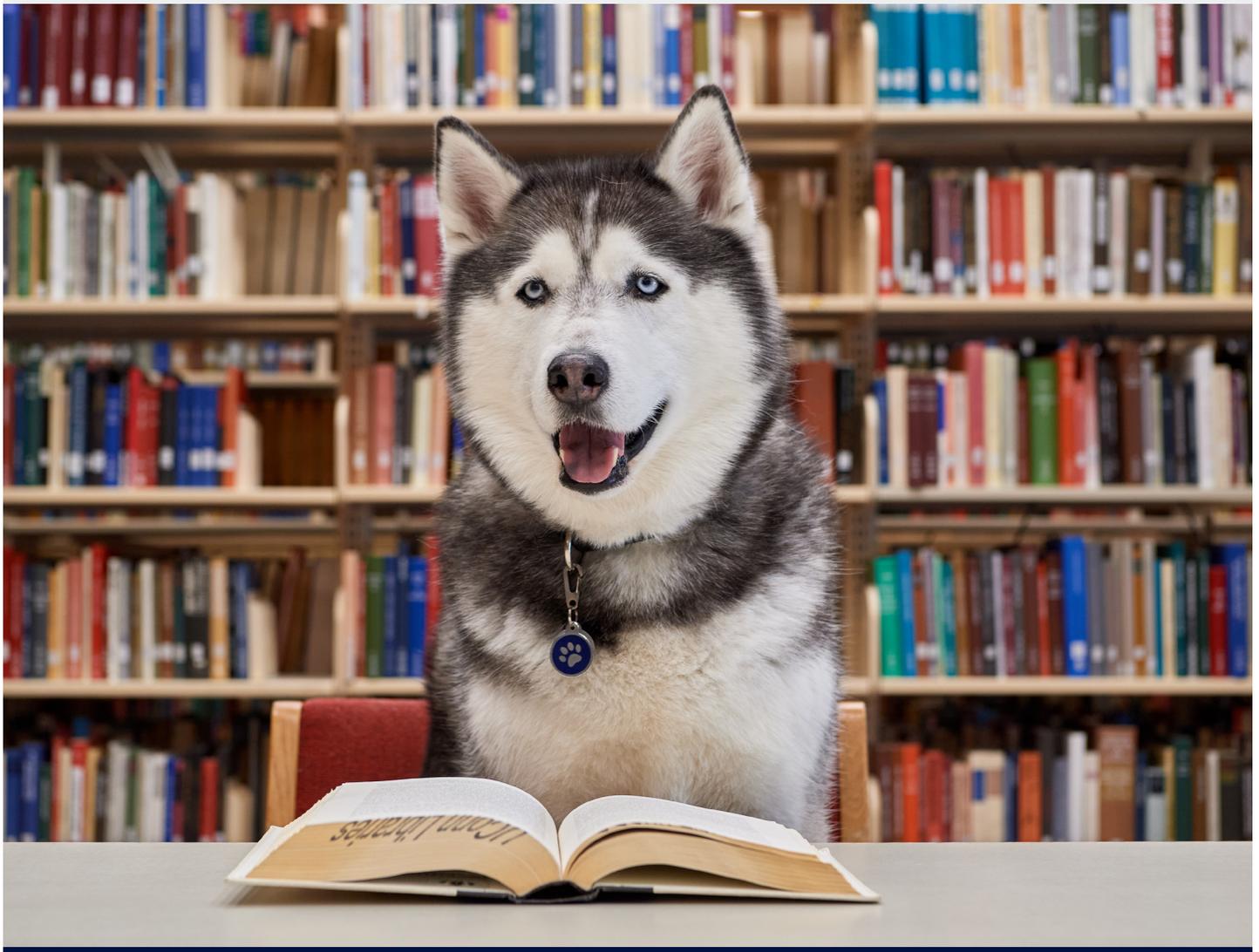
Paula Wilmot, Dean of Students Office

2 undergraduate students

1 graduate student

Additional appointments will be made to the General Education Oversight Committee

Annual Report (2020-2021)



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Introduction

Research, scholarship, and creative activity at the University of Connecticut have a national and international impact, and excellence in these areas is inseparable from excellence in graduate education. The University of Connecticut is a great research university because it has both world-class scholars and world-class graduate programs. The University awards 17 types of graduate degrees (4 research doctorates, 2 clinical doctorates, 11 master's). Eighty-one fields of study lead to doctoral degrees, and 128 fields of study lead to master's degrees. In addition, the University of Connecticut offers more than 100 post-baccalaureate, graduate, and post-master's certificate programs.

The Graduate School is responsible for overseeing all post-baccalaureate degree or certificate programs, except for the MD, DMD, JD, LLM, and PharmD. With the Graduate Faculty Council and the Executive Committee of The Graduate School, The Graduate School ensures the academic integrity of graduate programs, oversees the development of new programs, and develops new ideas and new approaches to graduate education. Through the Graduate Faculty Council, The Graduate School also develops policies that govern the academic relationship of graduate students with the University. The Graduate School provides financial support for graduate students through fellowships administered by individual graduate programs¹ and through the Jorgensen, Harriot, and Crandall Fellowship programs. In addition, The Graduate School supports dissertation fellowships and awards that support travel to current doctoral students. The Graduate School coordinates efforts to ensure that graduate programs attract and retain graduate and postdoctoral scholars from the widest possible array of backgrounds and experiences, and The Graduate School covers costs of education for recipients of prestigious national fellowships that are not covered by fellowship awards or training grants. We work with the Graduate Student Senate and the Graduate Students of Color Association to promote a vibrant community of graduate students and postdoctoral scholars at the University.

Highlights of Activities

The Graduate School, like every other unit at the University of Connecticut, devoted much of its time and energy over the past year to adapting to the extraordinary challenges posed by the COVID-19 pandemic. More than ever before we focused our efforts on supporting graduate students. The challenges many of them faced were as enormous as the contributions that graduate assistants made to supporting remote learning and to advancing knowledge through

1 The Graduate School provides funds for pre-doctoral fellowships that departments use to provide financial support to doctoral students at their own discretion.

their research and scholarly activity. Our efforts included

- Working with the Graduate Faculty Council to create a Pass/Fail option for graduate students in Spring Semester 2020.²
- Working with the Graduate Faculty Council to make the “No Record Covid” (NRC) option available to graduate students under the same conditions authorized by the University Senate.
- Authorizing electronic signatures theses and dissertations and for reports on defenses.
- Communicating that defenses involving complete remote participation by student, advisors, and audience has always been permitted.
- Organizing, contributing to, or co-sponsoring several University-wide town halls to answer questions about impacts of COVID-19 on many issues including academic policies, curricula, financial support, research, immigration, testing, and vaccination.
- Providing tuition scholarships to graduate students who would have held graduate assistantships in Fall 2020 or Spring 2021 but were prevented from arriving in the US because of COVID-19 related travel restrictions.

In addition, The Graduate School rapidly adapted to remote work last March. For example, members of the Graduate Student and Postdoctoral Affairs team support students seeking help in challenging situations through videoconferencing, and members of the Admissions team process applications, admissions, and matriculations almost entirely through remote access to electronic systems.

Shortly after George Floyd was killed, The Graduate School issued a statement promising to “be involved in the work of imagining policies, conversations, and spaces that promote equity.” The initial approach suggested in that message was flawed, but after learning from that mistake a group of staff from The Graduate School released a draft *BIPOC Graduate Student Support: Information and Assessment Summary* for comment from the entire University of Connecticut community in mid-March. The draft was based on reading and study, interviews with staff and graduate students associated with many campus offices, a survey of faculty and staff who lead and support graduate programs, and meetings with graduate students who volunteered their time to provide feedback on the initial findings. It identifies three priorities for The Graduate School:

- Improving graduate student advising,
- Analyzing policies of The Graduate School for racially disparate outcomes, focusing especially on policies

2 A Pass/Fail option is provided for in the Bylaws of The Graduate Faculty Council only in Spring 2020 as a special accommodation to recognize the severity of impacts associated with the COVID-19 pandemic.

associated with admissions and the award of fellowships, and

- Building the capacity of The Graduate School staff to support BIPOC graduate students.

Finally, The Graduate School will soon release a draft strategic plan for comment. The plan tentatively identifies strategic foci on leading **innovation** in graduate education, supporting a thriving **community** of graduate students and postdoctoral scholars, and enhancing the **services** we provide that support graduate students, postdoctoral scholars, faculty, and staff.

Overview of Graduate Education

Nearly one-fourth of all students enrolled at the University of Connecticut are graduate students.³ The following sections of the report provide a broad overview of trends in application, admission, enrollment, and degree conferral since 2010. Detailed numerical data by school/college is available in the appendices.

Admissions

Applications to graduate programs at the University of Connecticut reached a peak of 11,859 in AY 2017 and declined to 10,502 in AY 2019.⁴ Applications rebounded slightly in AY 2020 to 10,690. As illustrated in Figure 1, the decline in applications is a result of declines in applications to master's programs that was only partially offset by increases in applications to doctoral, master's, and certificate programs.

Although applications to graduate programs peaked in AY 2018, offers of admissions have increased steadily since 2010. Nonetheless, the number of new first-time enrollments has remained stable since 2015, reflecting a decline in the number of offers accepted from 65 percent in AY 2015 to 53 percent in AY 2020.⁵

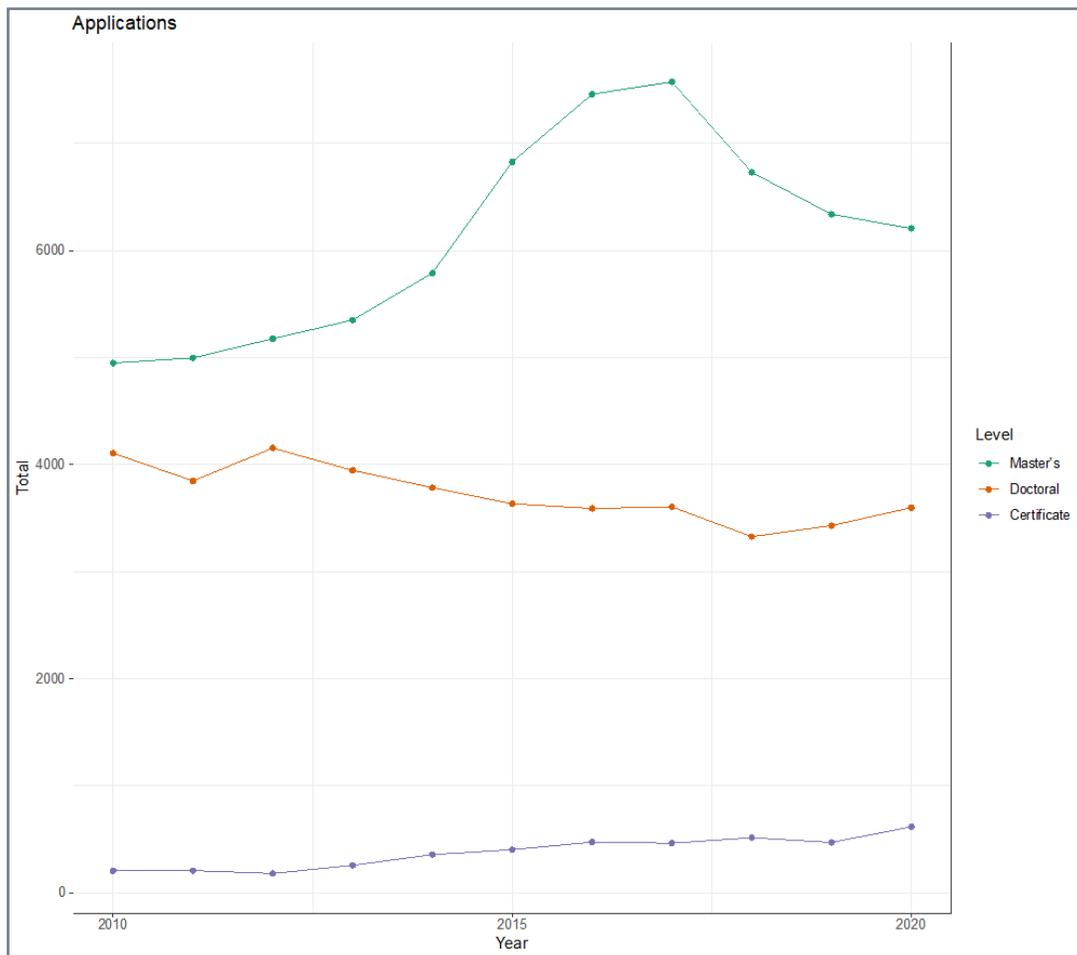
3 6,928 out of 32,669 in Fall 2020.

4 The numbers reported are the number of applications for admission to a particular academic year (Summer, Fall, or Spring). For example, The AY 2017 number of 11,859 applications received corresponds to applications received for admission to Summer 2016, Fall 2016, or Spring 2017. Since most applications are received for admission to Fall, the AY 2017 number primarily reflects applications received in Fall 2015 and early Spring 2016.

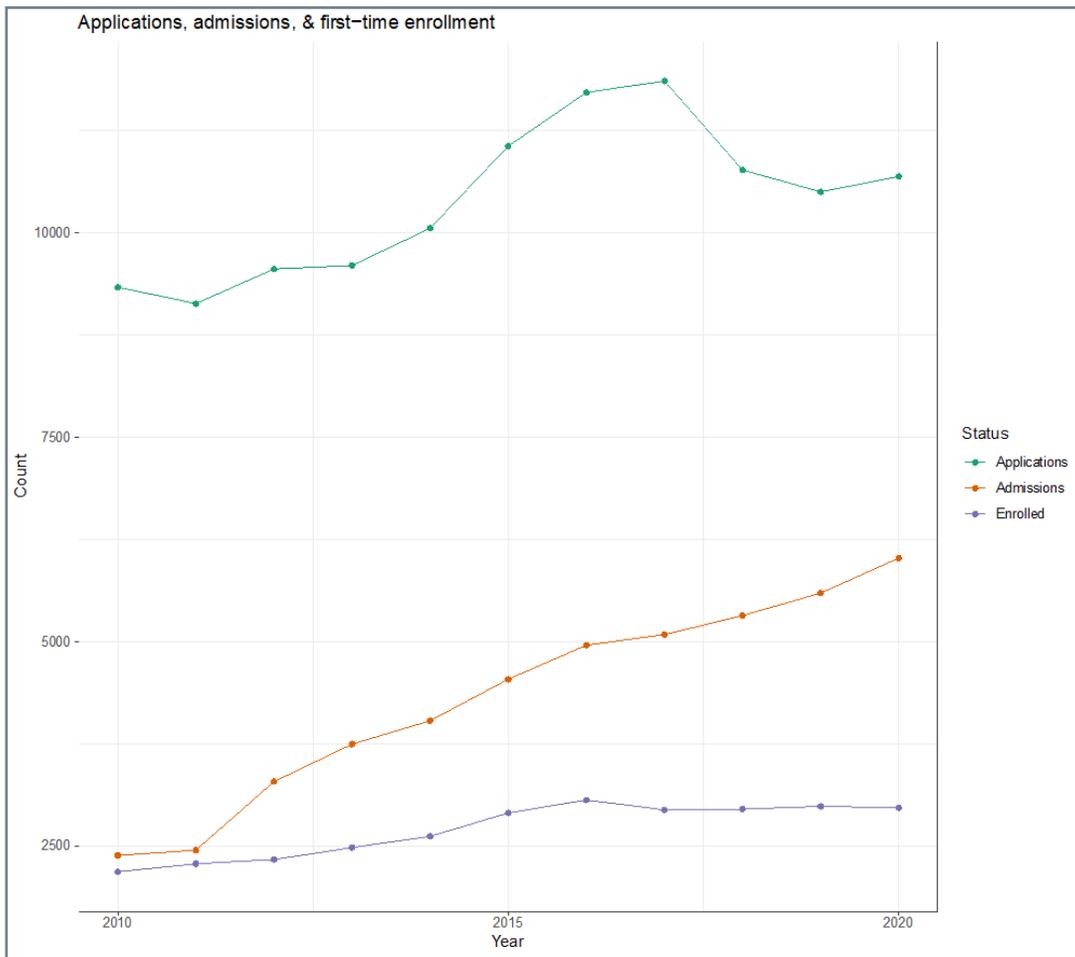
5 Given that 49 percent of offers have already been accepted this year, the fraction of offers accepted in AY 2021 may be greater than it was in AY 2020.

The decline in master’s applications from AY 2018 through AY 2020 is accounted for primarily by declines in applications to two programs in the School of Business. Both programs enroll a large number of international students, and the declines in applications to those programs appears largely to account for the 21 percent decline in international applications from their peak in 2018. Current application data suggests that there may be a further 10-15 percent decrease in international applications in AY 2021. Applications from underrepresented minorities and Asian Americans have shown a modest increase over the last 7 to 8 years.

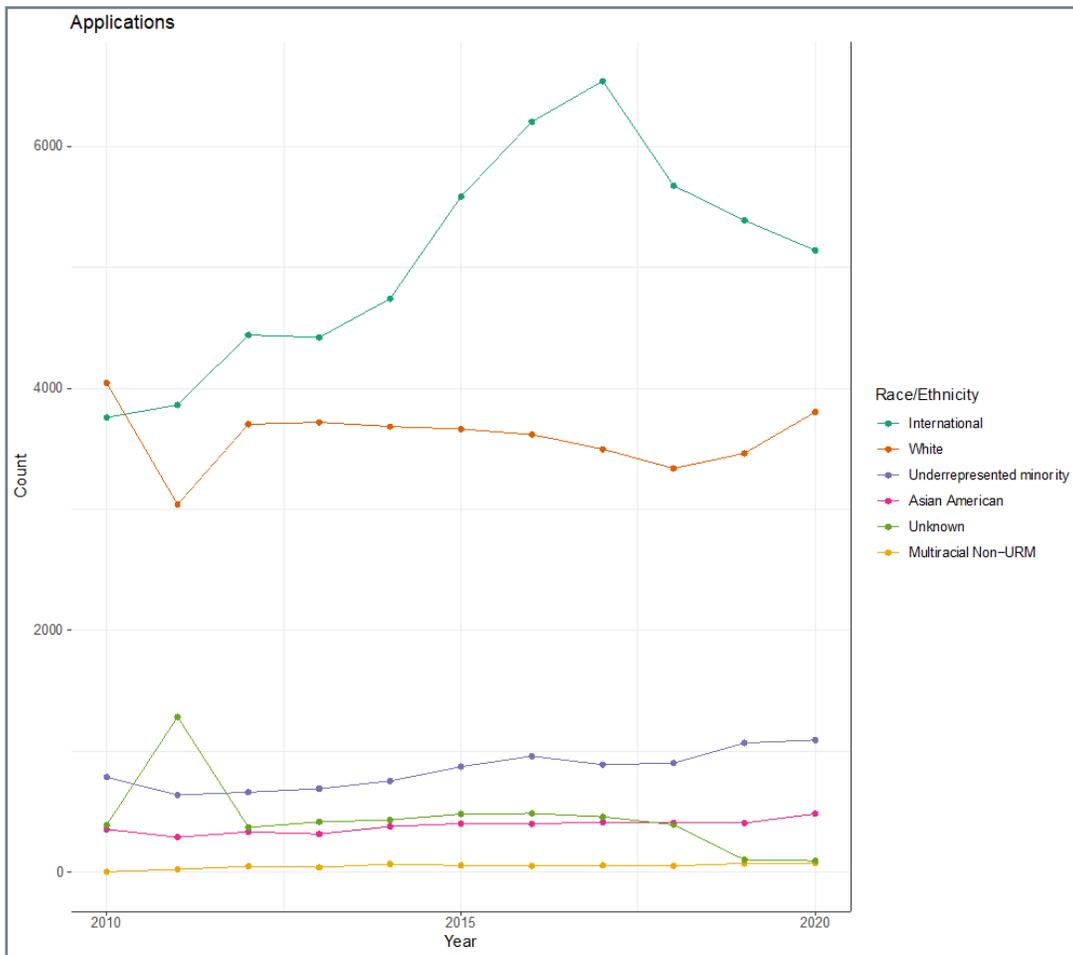
Applications by Degree Level (Figure 1)



Applications by Status (Figure 2)



Applications by Race/Ethnicity (Figure 3)



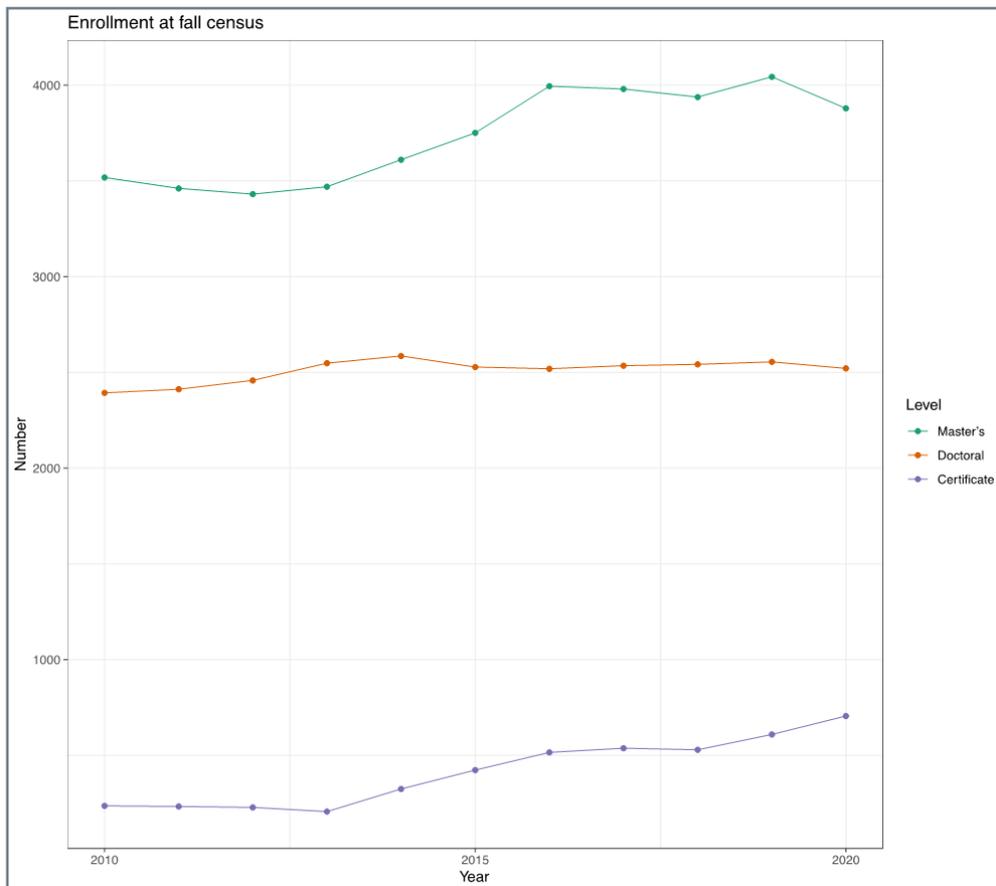
Enrollment

Total enrollment of graduate students first exceeded 7000 in Fall 2016 and it has remained relatively steady since then after increasing by 14 percent from Fall 2010 to Fall 2016. Enrollment in doctoral and master’s programs has been relatively stable over the last five years, but enrollment in certificate programs has increased by more than 35 percent.

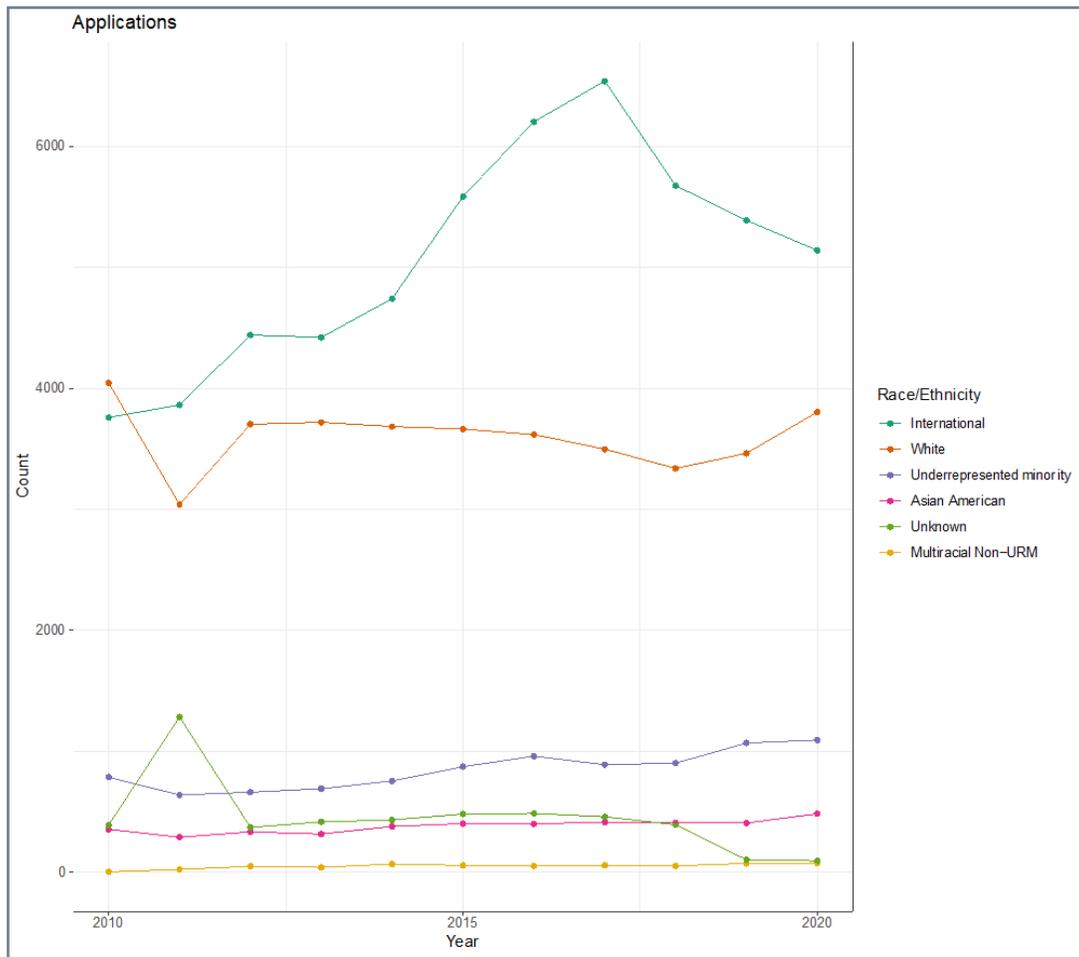
The number of graduate students who self-identify as a member of an underrepresented minority⁶ has increased steadily over the last 5 years, and exceeded 1000 for the first time in Fall 2020. The number of Asian Americans has remained relatively stable. After a marked increase from Fall 2010 to Fall 2016, the number of international students remained relatively stable until Fall 2020. Travel restrictions and visa delays associated with COVID-19 likely caused the recent decline.

6 Black, Native American, Hawaiian/Pacific Islander, Multiracial

Enrollment at Fall Census by Degree Type (Figure 4)



Enrollment at Fall Census by Race/Ethnicity (Figure 5)

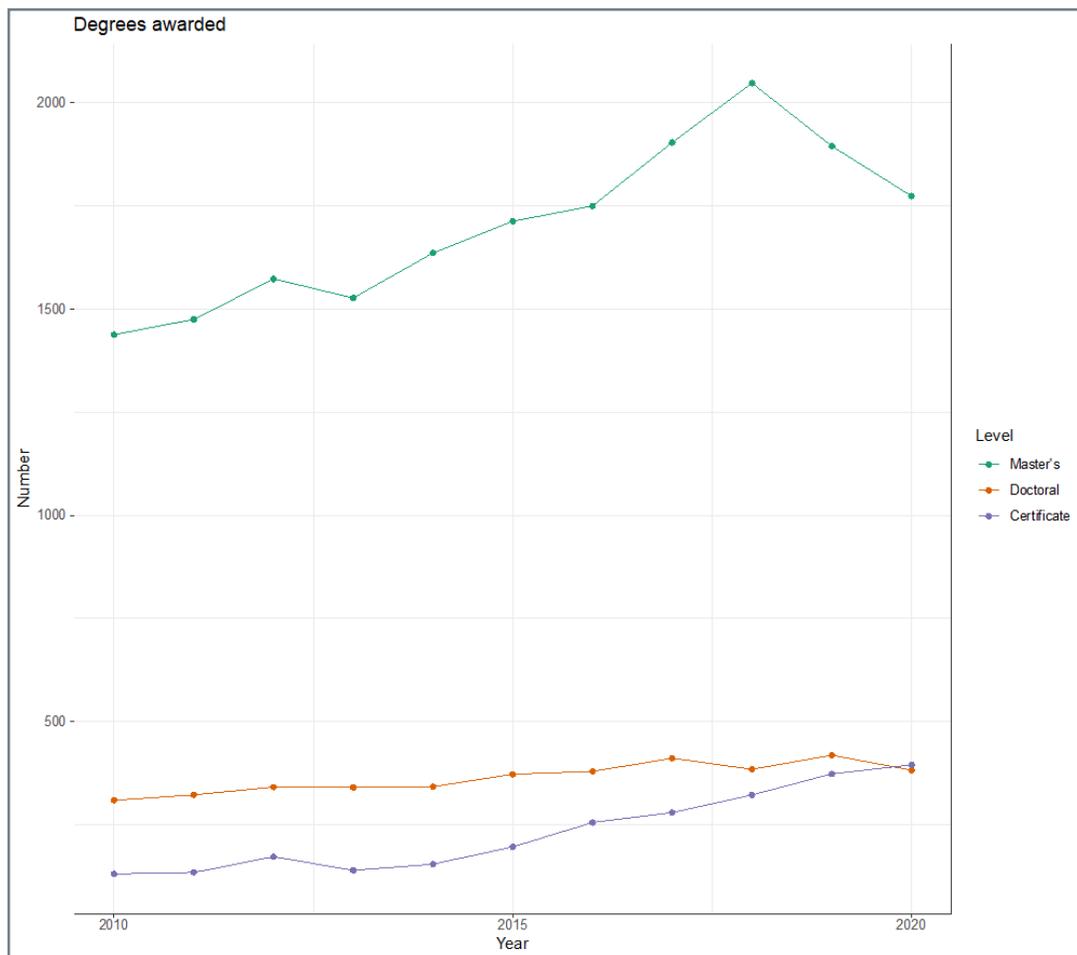


Degrees

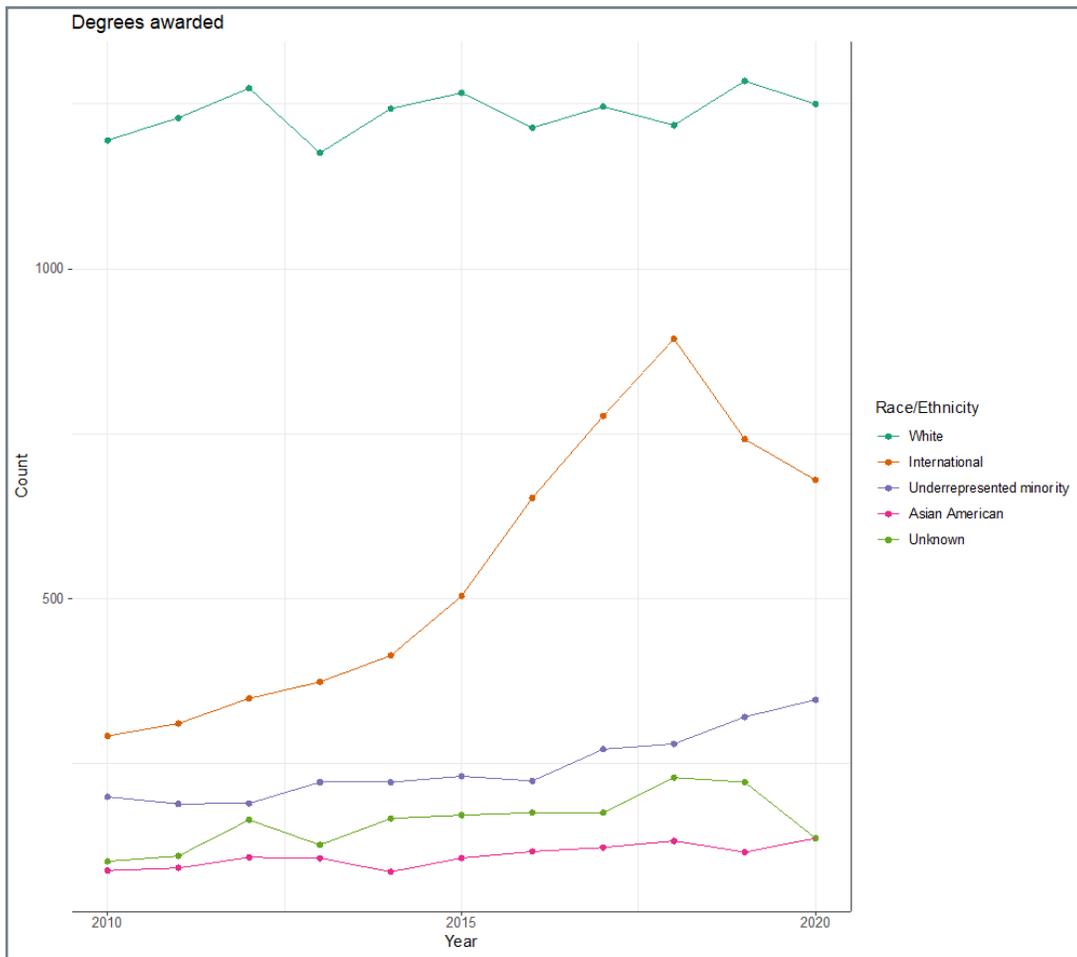
The number of doctoral degrees awarded has remained between 380 and 420 per year since AY 2016 after increasing from 309 in AY 2010. While the number of master’s degrees awarded has declined by nearly 15 percent since its peak in AY 2018, the number of certificates has increased steadily by nearly 20 percent per year over the last decade.

The number of international students receiving degrees has decreased markedly since its peak in 2018. In contrast, the number of degree recipients self-identifying as an underrepresented minority has increased by more than 25 percent and the number of degree recipients self-identifying as Asian American has increased by more than 10 percent.

Degrees Awarded by Degree Type (Figure 6)



Degrees Awarded by Race/Ethnicity (Figure 7)



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Admissions

Admissions data include applications to Summer, Spring, and Fall. For example, 2020-21 corresponds to applications for admission to Summer 2020, Fall 2020, and Spring 2021.

The Graduate School											
Summary of Applications Received by Academic Year (Summer - Fall - Spring)											
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Applications	9,336	9,136	9,558	9,602	10,058	11,061	11,718	11,859	10,769	10,502	10,690
Admissions	2,387	2,451	3,290	3,747	4,034	4,542	4,959	5,088	5,321	5,595	6,023
% Admitted	26%	27%	34%	39%	40%	41%	42%	43%	49%	53%	56%
Enrolled	2,185	2,286	2,336	2,483	2,620	2,906	3,064	2,944	2,954	2,987	2,970
% Yield	92%	93%	71%	66%	65%	64%	62%	58%	56%	53%	49%

Number of Applications Received, by Race/Ethnicity											
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Black	409	309	285	308	367	412	446	374	414	417	401
Hawaiian/ Pacific Islander		6	6	7	5	6	4	4	3	3	3
Latino	342	253	277	287	293	356	386	402	348	545	587
Native American	24	14	6	7	8	5	11	10	15	5	6
Multiracial URM	11	56	87	81	81	93	112	99	122	98	96
Subtotal URM	786	638	661	690	754	872	959	889	902	1,068	1,093
Multiracial Non-URM	2	23	49	40	67	56	52	57	52	73	74
Asian American	354	289	332	315	379	402	399	415	407	406	483
White	4,046	3,040	3,704	3,720	3,684	3,664	3,618	3,498	3,338	3,463	3,805
Unknown	389	1,283	371	416	432	481	486	458	393	103	93
International	3,759	3,863	4,441	4,421	4,742	5,586	6,204	6,542	5,677	5,389	5,142
Subtotal Non-URM	8,550	8,498	8,897	8,912	9,304	10,189	10,759	10,970	9,867	9,434	9,597
Total	9,336	9,136	9,558	9,602	10,058	11,061	11,718	11,859	10,769	10,502	10,690

CAHNR

Summary of Applications Received by Academic Year (Summer - Fall - Spring)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Overall											
Applications	236	253	250	213	413	490	484	391	387	445	526
Admissions	108	128	135	138	190	195	239	208	238	286	319
% Admitted	66	72	77	84	164	125	160	134	157	189	218
Enrolled	46%	51%	54%	65%	46%	40%	49%	53%	61%	64%	61%
% Yield	61%	56%	57%	61%	86%	64%	67%	64%	66%	66%	68%
Graduate Certificate											
Applications	6	6	3	11	15	20	35	32	35	44	44
Admissions	5	4	3	11	15	17	35	24	27	38	38
% Admitted	2	5	2	6	13	15	23	24	27	30	32
Enrolled	83%	67%	100%	100%	100%	85%	100%	75%	77%	86%	86%
% Yield	40%	125%	67%	55%	87%	88%	66%	100%	100%	79%	84%
Master's											
Applications	135	143	143	116	251	199	182	142	131	180	231
Admissions	57	79	74	81	117	74	93	68	81	131	160
% Admitted	35	46	46	59	89	51	71	47	61	93	118
Enrolled	42%	55%	52%	70%	47%	37%	51%	48%	62%	73%	69%
% Yield	61%	58%	62%	73%	76%	69%	76%	69%	75%	71%	74%
Doctoral											
Applications	95	104	104	86	147	271	267	217	221	221	251
Admissions	46	45	58	46	58	104	111	116	130	117	121
% Admitted	29	21	29	19	62	59	66	63	69	66	68
Enrolled	48%	43%	56%	53%	39%	38%	42%	53%	59%	53%	48%
% Yield	63%	47%	50%	41%	107%	57%	59%	54%	53%	56%	56%

Business

Summary of Applications Received by Academic Year (Summer - Fall - Spring)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Overall											
Applications	1,247	1,014	1,057	1,357	1,847	2,868	3,670	4,105	3,539	3,239	3,180
Admissions	152	221	446	709	997	1,529	1,748	1,929	2,038	2,160	2,225
% Admitted	444	482	415	548	705	1,051	1,136	1,000	1,009	1,012	808
Enrolled	12%	22%	42%	52%	54%	53%	48%	47%	58%	67%	70%
% Yield	292%	218%	93%	77%	71%	69%	65%	52%	50%	47%	36%
Graduate Certificate											
Applications	n/a	n/a	n/a	n/a	41	80	114	137	121	185	195
Admissions	n/a	n/a	n/a	n/a	37	57	98	129	112	163	179
% Admitted	n/a	n/a	n/a	n/a	32	37	82	93	85	104	118
Enrolled	n/a	n/a	n/a	n/a	90%	71%	86%	94%	93%	88%	92%
% Yield	n/a	n/a	n/a	n/a	86%	65%	84%	72%	76%	64%	66%
Master's											
Applications	1,003	877	865	1,149	1,567	2,568	3,302	3,689	3,157	2,801	2,723
Admissions	143	216	432	696	952	1,452	1,627	1,774	1,908	1,973	2,021
% Admitted	431	475	403	539	666	1,003	1,041	894	914	897	681
Enrolled	14%	25%	50%	61%	61%	57%	49%	48%	60%	70%	74%
% Yield	301%	220%	93%	77%	70%	69%	64%	50%	48%	45%	34%
Doctoral											
Applications	244	137	192	208	239	220	254	279	261	253	262
Admissions	9	5	14	13	8	20	23	26	18	24	25
% Admitted	13	7	12	9	7	11	13	13	10	11	9
Enrolled	4%	4%	7%	6%	3%	9%	9%	9%	7%	9%	10%
% Yield	144%	140%	86%	69%	88%	55%	57%	50%	56%	46%	36%

Education											
Summary of Applications Received by Academic Year (Summer - Fall - Spring)											
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Overall											
Applications	1,334	1,231	1,297	1,223	1,163	1,113	1,127	1,095	906	905	911
Admissions	405	386	448	594	555	568	616	637	532	553	645
% Admitted	415	440	522	462	416	450	455	480	404	409	481
Enrolled	30%	31%	35%	49%	48%	51%	55%	58%	59%	61%	71%
% Yield	102%	114%	117%	78%	75%	79%	74%	75%	76%	74%	75%
Graduate Certificate / Sixth-Year Diploma											
Applications	117	106	85	135	141	168	197	205	163	159	229
Admissions	98	79	76	113	115	133	174	185	143	137	236
% Admitted	68	82	79	87	83	105	111	111	105	118	188
Enrolled	84%	75%	89%	84%	82%	79%	88%	90%	88%	86%	103%
% Yield	69%	104%	104%	77%	72%	79%	64%	60%	73%	86%	80%
Master's											
Applications	910	867	921	812	807	768	755	748	641	588	554
Admissions	210	207	276	367	356	362	361	386	348	331	354
% Admitted	283	289	337	294	299	297	302	319	283	250	262
Enrolled	23%	24%	30%	45%	44%	47%	48%	52%	54%	56%	64%
% Yield	135%	140%	122%	80%	84%	82%	84%	83%	81%	76%	74%
Doctoral											
Applications	307	258	291	276	215	177	175	142	102	158	128
Admissions	97	100	96	114	84	73	81	66	41	85	55
% Admitted	64	69	106	81	34	48	42	50	16	41	31
Enrolled	32%	39%	33%	41%	39%	41%	46%	46%	40%	54%	43%
% Yield	66%	69%	110%	71%	40%	66%	52%	76%	39%	48%	56%

Engineering												
Summary of Applications Received by Academic Year (Summer - Fall - Spring)												
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Overall												
Applications	1,424	1,490	1,603	1,547	1,618	1,616	1,420	1,483	1,390	1,233	1,230	
Admissions	460	400	519	565	563	490	405	405	453	453	574	
% Admitted	253	242	279	327	343	281	235	276	315	293	308	
Enrolled	32%	27%	32%	37%	35%	30%	29%	27%	33%	37%	47%	
% Yield	55%	61%	54%	58%	61%	57%	58%	68%	70%	65%	54%	
Graduate Certificate												
Applications	n/a	n/a	n/a	n/a	49	10	20	9	52	30	39	
Admissions	n/a	n/a	n/a	n/a	32	23	16	12	46	23	38	
% Admitted	n/a	n/a	n/a	n/a	26	23	16	11	45	19	32	
Enrolled	n/a	n/a	n/a	n/a	65%	230%	80%	133%	88%	77%	97%	
% Yield	n/a	n/a	n/a	n/a	81%	100%	100%	92%	98%	83%	84%	
Master's												
Applications	646	730	805	868	896	950	880	931	818	703	663	
Admissions	217	212	265	321	300	262	203	220	216	201	304	
% Admitted	128	137	158	194	185	150	121	156	150	142	173	
Enrolled	34%	29%	33%	37%	33%	28%	23%	24%	26%	29%	46%	
% Yield	59%	65%	60%	60%	62%	57%	60%	71%	69%	71%	57%	
Doctoral												
Applications	778	760	798	679	673	656	520	543	520	500	528	
Admissions	243	188	254	244	231	205	186	173	191	229	232	
% Admitted	125	105	121	133	132	108	98	109	120	132	103	
Enrolled	31%	25%	32%	36%	34%	31%	36%	32%	37%	46%	44%	
% Yield	51%	56%	48%	55%	57%	53%	53%	63%	63%	58%	44%	

Fine Arts											
Summary of Applications Received by Academic Year (Summer - Fall - Spring)											
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Overall											
Applications	161	183	138	137	136	192	198	197	201	209	253
Admissions	35	65	55	57	62	84	110	92	100	95	136
% Admitted	40	56	39	36	57	55	68	69	63	58	79
Enrolled	22%	36%	40%	42%	46%	44%	56%	47%	50%	45%	54%
% Yield	114%	86%	71%	63%	92%	65%	62%	75%	63%	61%	58%
Graduate Certificate											
Applications	12	13	13	9	10	40	49	40	38	32	43
Admissions	5	10	9	6	9	35	48	36	34	29	41
% Admitted	4	11	6	4	7	22	37	26	26	23	31
Enrolled	42%	77%	69%	67%	90%	88%	98%	90%	89%	91%	95%
% Yield	80%	110%	67%	67%	78%	63%	77%	72%	76%	79%	76%
Master's											
Applications	122	138	103	107	101	132	124	132	138	159	168
Admissions	21	46	37	43	45	45	51	47	55	57	68
% Admitted	28	41	29	30	45	31	28	39	30	32	41
Enrolled	17%	33%	36%	40%	45%	34%	41%	36%	40%	36%	40%
% Yield	133%	89%	78%	70%	100%	69%	55%	83%	55%	56%	60%
Doctoral											
Applications	27	32	22	21	25	20	25	25	25	18	42
Admissions	9	9	9	8	8	4	11	9	11	9	27
% Admitted	8	4	4	2	5	2	3	4	7	3	7
Enrolled	33%	28%	41%	38%	32%	20%	44%	36%	44%	50%	64%
% Yield	89%	44%	44%	25%	63%	50%	27%	44%	64%	33%	26%

CLAS

Summary of Applications Received by Academic Year (Summer - Fall - Spring)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Overall											
Applications	3,705	3,760	4,028	3,986	3,796	3,659	3,731	3,552	3,335	3,349	3,484
Admissions	869	874	1,159	1,123	1,166	1,185	1,266	1,288	1,395	1,428	1,450
% Admitted	589	588	565	616	551	581	573	584	599	585	605
Enrolled	23%	23%	29%	28%	31%	32%	34%	36%	42%	43%	42%
% Yield	68%	67%	49%	55%	47%	49%	45%	45%	43%	41%	42%
Graduate Certificate											
Applications	65	80	77	93	98	132	113	107	164	133	180
Admissions	19	19	70	70	87	118	104	103	153	119	177
% Admitted	43	64	49	55	62	83	58	64	97	86	118
Enrolled	29%	24%	91%	75%	89%	89%	92%	96%	93%	89%	98%
% Yield	226%	337%	70%	79%	71%	70%	56%	62%	63%	72%	67%
Master's											
Applications	1,399	1,513	1,658	1,573	1,519	1,602	1,607	1,395	1,300	1,273	1,258
Admissions	429	448	569	516	572	570	606	574	661	704	749
% Admitted	270	277	256	272	253	280	266	262	265	271	274
Enrolled	31%	30%	34%	33%	38%	36%	38%	41%	51%	55%	60%
% Yield	63%	62%	45%	53%	44%	49%	44%	46%	40%	38%	37%
Doctoral											
Applications	2,241	2,167	2,293	2,320	2,179	1,925	2,011	2,050	1,871	1,943	2,046
Admissions	421	407	520	537	507	497	556	611	581	605	524
% Admitted	276	247	260	289	236	218	249	258	237	228	213
Enrolled	19%	19%	23%	23%	23%	26%	28%	30%	31%	31%	26%
% Yield	66%	61%	50%	54%	47%	44%	45%	42%	41%	38%	41%

Nursing											
Summary of Applications Received by Academic Year (Summer - Fall - Spring)											
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Overall											
Applications	75	83	95	120	107	146	171	188	176	225	227
Admissions	10	20	78	74	88	93	129	117	136	136	160
% Admitted	37	45	69	59	74	80	106	96	108	123	124
Enrolled	13%	24%	82%	62%	82%	64%	75%	62%	77%	60%	70%
% Yield	370%	225%	88%	80%	84%	86%	82%	82%	79%	90%	78%
Graduate Certificate / Post-Master's Certificate											
Applications	1	4	3	7	2	17	26	48	40	47	56
Admissions	1	0	2	2	2	14	27	38	35	35	57
% Admitted	1	2	1	1	2	13	24	26	25	27	41
Enrolled	100%	0%	67%	29%	100%	82%	104%	79%	88%	74%	102%
% Yield	100%	0%	50%	50%	100%	93%	89%	68%	71%	77%	72%
Master's											
Applications	44	60	70	85	79	93	107	95	91	128	116
Admissions	4	15	57	47	61	55	72	41	61	68	61
% Admitted	20	33	48	37	47	47	58	37	53	62	49
Enrolled	9%	25%	81%	55%	77%	59%	67%	43%	67%	53%	53%
% Yield	500%	220%	84%	79%	77%	85%	81%	90%	87%	91%	80%
Doctoral											
Applications	30	19	22	28	26	36	38	45	45	50	55
Admissions	5	5	19	25	25	24	30	38	40	33	42
% Admitted	16	10	20	21	25	20	24	33	30	34	34
Enrolled	17%	26%	86%	89%	96%	67%	79%	84%	89%	66%	76%
% Yield	320%	200%	105%	84%	100%	83%	80%	87%	75%	103%	81%

Pharmacy											
Summary of Applications Received by Academic Year (Summer - Fall - Spring)											
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Overall											
Applications	183	172	174	150	114	114	125	127	94	116	101
Admissions	7	18	8	14	8	11	12	7	8	16	18
% Admitted	8	16	15	13	7	8	10	5	7	12	9
Enrolled	4%	10%	5%	9%	7%	10%	10%	6%	9%	14%	18%
% Yield	114%	89%	188%	93%	88%	73%	83%	71%	88%	75%	50%
Master's											
Applications	56	65	27	23	14	15	21	18	20	24	17
Admissions	0	1	0	1	0	0	1	0	1	0	1
% Admitted	0	1	1	2		2	1		1	0	0
Enrolled	0%	2%	0%	4%	0%	0%	5%	0%	5%	0%	6%
% Yield	0%	100%	0%	200%	0%	0%	100%	0%	100%	0%	0%
Doctoral											
Applications	127	107	147	127	100	99	104	109	74	92	84
Admissions	7	17	8	13	8	11	11	7	7	16	17
% Admitted	8	15	14	11	7	6	9	5	6	12	9
Enrolled	6%	16%	5%	10%	8%	11%	11%	6%	9%	17%	20%
% Yield	114%	88%	175%	85%	88%	55%	82%	71%	86%	75%	53%

Social Work											
Summary of Applications Received by Academic Year (Summer - Fall - Spring)											
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Overall											
Applications	517	510	486	512	463	423	382	333	369	386	390
Admissions	310	303	317	326	249	261	289	249	280	315	338
% Admitted	214	226	231	232	169	161	179	159	170	180	224
Enrolled	60%	59%	65%	64%	54%	62%	76%	75%	76%	82%	87%
% Yield	69%	75%	73%	71%	68%	62%	62%	64%	61%	57%	66%
Master's											
Applications	505	490	471	501	455	411	371	321	348	375	377
Admissions	305	297	311	321	245	255	285	245	271	309	332
% Admitted	209	220	226	228	166	157	176	156	165	176	221
Enrolled	60%	61%	66%	64%	54%	62%	77%	76%	78%	82%	88%
% Yield	69%	74%	73%	71%	68%	62%	62%	64%	61%	57%	67%
Doctoral											
Applications	12	20	15	11	8	12	11	12	21	11	13
Admissions	5	6	6	5	4	6	4	4	9	6	6
% Admitted	5	6	5	4	3	4	3	3	5	4	3
Enrolled	42%	30%	40%	45%	50%	50%	36%	33%	43%	55%	46%
% Yield	100%	100%	83%	80%	75%	67%	75%	75%	56%	67%	50%

UHC											
Summary of Applications Received by Academic Year (Summer - Fall - Spring)											
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Overall											
Applications	382	358	385	312	317	326	332	314	299	321	317
Admissions	25	26	97	108	120	104	128	126	114	134	134
% Admitted	79	72	99	82	103	86	101	98	96	109	101
Enrolled	7%	7%	25%	35%	38%	32%	39%	40%	38%	42%	42%
% Yield	316%	277%	102%	76%	86%	83%	79%	78%	84%	81%	75%
Graduate Certificate											
Applications	5	0	0	3	43	17	35	23	24	27	27
Admissions	0	0	0	3	25	17	19	18	16	24	19
% Admitted	5			3	17	17	17	11	16	21	17
Enrolled	0%	0%	0%	100%	58%	100%	54%	78%	67%	89%	70%
% Yield	0%	0%	0%	100%	68%	100%	89%	61%	100%	88%	89%
Master's											
Applications	130	114	114	117	101	90	111	106	87	108	100
Admissions	19	25	71	77	72	66	83	77	66	79	71
% Admitted	46	48	63	51	59	46	59	59	48	57	47
Enrolled	15%	22%	62%	66%	71%	73%	75%	73%	76%	73%	71%
% Yield	242%	192%	89%	66%	82%	70%	71%	77%	73%	72%	66%
Doctoral											
Applications	247	244	271	192	173	219	186	185	188	186	190
Admissions	6	1	26	28	23	21	26	31	32	31	44
% Admitted	28	24	36	28	27	23	25	28	32	31	37
Enrolled	2%	0%	10%	15%	13%	10%	14%	17%	17%	17%	23%
% Yield	467%	2400%	138%	100%	117%	110%	96%	90%	100%	100%	84%

Enrollment

Enrollment data reflect enrollments at the Fall census snapshot, i.e., the 10th day of classes in each fall semester.

10th Day Enrollment Census by Degree Level											
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Certificate/ 6th-Year Diploma	236	233	228	206	324	423	515	537	529	609	705
Masters	3,518	3,461	3,431	3,470	3,611	3,751	3,995	3,980	3,938	4,044	3,879
Doctoral	2,393	2,412	2,458	2,548	2,586	2,528	2,519	2,535	2,542	2,555	2,521
Total	6,147	6,106	6,117	6,224	6,521	6,702	7,029	7,052	7,009	7,208	7,105

10th Day Enrollment Census by School/College											
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
CAHNR	197	201	207	206	372	361	360	361	361	400	433
Business	1,378	1,280	1,244	1,237	1,433	1,766	2,110	2,151	2,116	2,237	1,967
CLAS	1,858	1,873	1,892	1,893	1,904	1,866	1,858	1,843	1,829	1,839	1,811
CETL*	114	118	106	84	74	21	28	29	40	0	0
Education	824	816	818	806	700	712	744	772	706	746	750
Engineering	683	700	736	846	891	903	830	813	844	882	943
Fine Arts	125	135	122	114	114	117	137	131	133	131	144
Nursing	187	164	159	187	206	198	227	238	254	269	290
Pharmacy	46	53	52	57	53	51	52	43	37	39	39
Social Work	405	444	463	483	416	358	346	342	344	323	378
UCHC	330	322	318	311	358	349	337	329	345	342	350
Total	6,147	6,106	6,117	6,224	6,521	6,702	7,029	7,052	7,009	7,208	7,105

10th Day Enrollment Census by Race/Ethnicity											
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Black	301	296	279	269	284	306	345	337	348	376	405
Hawaiian/Pacific Islander	0	2	2	5	5	5	5	7	7	6	4
Latino	273	253	253	268	265	293	314	348	360	428	517
Native American	16	21	13	11	12	8	6	4	11	6	6
Multiracial URM	0	22	30	36	53	56	64	64	74	78	80
Subtotal URM	590	594	577	589	619	668	734	760	800	894	1,012
Multiracial Non-URM	0	9	27	28	36	43	60	52	60	63	71
Asian American	296	297	290	282	322	340	326	321	334	391	388
White	3,644	3,375	3,314	3,330	3,331	3,233	3,271	3,274	3,232	3,329	3,512
Unknown	303	444	402	375	364	360	377	427	430	256	157
International	1,190	1,255	1,370	1,488	1,703	1,893	2,057	1,993	1,912	1,995	1,640
Subtotal Non-URM	5,433	5,380	5,403	5,503	5,756	5,869	6,091	6,067	5,968	6,034	5,768
Total	6,147	6,106	6,117	6,224	6,521	6,702	7,029	7,052	7,009	7,208	7,105

CAHNR												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Graduate Certificate	Black	0	0	0	0	0	2	2	1	1	3	2
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	1	1	1
	Latino	0	0	1	1	1	1	1	0	0	0	2
	Native American	0	0	0	0	0	1	1	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	0	0	0	0	1
	Subtotal URM	0	0	1	1	1	4	4	1	2	4	6
	Multiracial Non-URM	0	0	0	0	0	0	0	1	1	0	0
	Asian American	0	0	0	0	2	1	0	0	1	1	2
	White	1	3	0	0	6	15	24	28	25	27	28
	Unknown	2	1	1	0	1	0	0	3	3	1	0
	International	2	2	1	0	0	0	1	0	1	1	0
	Subtotal Non-URM	5	6	2	0	9	16	25	32	31	30	30
	Total	5	6	3	1	10	20	29	33	33	34	36
Master's	Black	0	0	4	5	8	4	2	3	1	2	5
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	2	3	3	3	3	4	5	4	5	9	17
	Native American	0	0	0	0	0	0	0	0	1	0	2
	Multiracial URM	0	0	1	2	0	0	1	0	0	2	1
	Subtotal URM	2	3	8	10	11	8	8	7	7	13	25
	Multiracial Non-URM	0	0	0	0	1	3	3	2	0	1	3
	Asian American	4	5	6	6	6	4	3	4	3	5	5
	White	65	63	52	51	79	69	65	70	70	92	123
	Unknown	4	4	5	4	6	6	3	3	4	7	4
	International	16	16	22	33	54	42	36	25	18	19	19
	Subtotal Non-URM	89	88	85	94	146	124	110	104	95	124	154
	Total	91	91	93	104	157	132	118	111	102	137	179

CAHNR (Continued)												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Doctoral	Black	3	2	2	3	1	1	4	4	7	6	7
	Hawaiian/Pacific Islander	0	0	1	1	1	0	0	0	0	0	0
	Latino	3	4	4	3	6	5	6	9	6	4	7
	Native American	1	1	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	1	1	2	2	2	0	0	0	1
	Subtotal URM	7	7	8	8	10	8	12	13	13	10	15
	Multiracial Non-URM	0	0	0	0	2	2	7	7	10	5	5
	Asian American	5	6	6	6	9	12	9	7	5	7	9
	White	33	32	30	25	110	115	115	117	126	131	124
	Unknown	1	3	3	3	11	11	10	12	13	9	2
	International	55	56	64	59	63	61	60	61	59	67	63
	Subtotal Non-URM	94	97	103	93	195	201	201	204	213	219	203
Total	101	104	111	101	205	209	213	217	226	229	218	

Business												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Graduate Certificate	Black	0	0	0	0	2	3	9	1	0	9	15
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	0	0	0	0	0	2	2	2	0	1	13
	Native American	0	0	0	0	0	1	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	2	1	0	2	2
	Subtotal URM	0	0	0	0	2	6	13	4	0	12	30
	Multiracial Non-URM	0	0	0	0	1	1	0	0	0	2	1
	Asian American	0	0	0	0	1	3	3	1	0	11	4
	White	0	0	0	0	22	32	44	22	11	43	69
	Unknown	0	0	0	0	2	2	16	62	75	30	9
	International	0	0	0	0	0	1	5	7	1	5	7
	Subtotal Non-URM	0	0	0	0	26	39	68	92	87	91	90
	Total	0	0	0	0	28	45	81	96	87	103	120
Master's	Black	57	49	42	43	50	68	85	94	99	104	103
	Hawaiian/Pacific Islander	0	1	1	1	1	0	0	1	2	1	0
	Latino	57	56	48	55	56	85	96	110	117	130	144
	Native American	3	2	1	2	2	1	1	1	3	1	1
	Multiracial URM	0	3	4	7	8	10	16	16	20	18	21
	Subtotal URM	117	111	96	108	117	164	198	222	241	254	269
	Multiracial Non-URM	0	2	5	4	6	9	14	12	16	14	13
	Asian American	100	108	94	81	104	106	131	130	135	177	148
	White	946	810	765	696	676	733	757	784	820	839	818
	Unknown	60	70	60	49	35	47	60	75	76	45	34
	International	95	124	171	247	419	616	822	783	694	751	513
	Subtotal Non-URM	1,201	1,114	1,095	1,077	1,240	1,511	1,784	1,784	1,741	1,826	1,526
	Total	1,318	1,225	1,191	1,185	1,357	1,675	1,982	2,006	1,982	2,080	1,795

Business (Continued)												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Doctoral	Black	0	1	1	1	1	2	1	0	0	0	0
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	1
	Latino	0	0	0	0	1	1	2	3	3	4	4
	Native American	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	0	0	0	0	0
	Subtotal URM	0	1	1	1	2	3	3	3	3	4	5
	Multiracial Non-URM	0	0	0	0	0	1	1	0	0	0	0
	Asian American	2	2	3	4	3	3	1	3	2	2	2
	White	17	17	17	15	12	7	6	8	9	12	14
	Unknown	2	2	2	2	4	4	3	2	0	0	0
	International	39	33	30	30	27	28	33	33	33	36	31
	Subtotal Non-URM	60	54	52	51	46	43	44	46	44	50	47
Total	60	55	53	52	48	46	47	49	47	54	52	

Education												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Graduate Certificate / Sixth-Year Diploma	Black	4	6	9	3	4	11	11	6	10	19	24
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	10	4	10	7	6	3	5	8	9	15	11
	Native American	0	1	1	0	0	0	0	0	0	1	0
	Multiracial URM	0	1	1	1	1	1	2	1	1	2	3
	Subtotal URM	14	12	21	11	11	15	18	15	20	37	38
	Multiracial Non-URM	0	1	5	3	1	0	0	3	3	1	1
	Asian American	4	2	1	2	5	4	2	1	1	2	6
	White	116	99	92	102	116	119	136	122	109	139	169
	Unknown	5	7	7	5	12	14	17	19	17	23	7
	International	3	2	3	3	1	2	1	8	3	9	15
	Subtotal Non-URM	128	111	108	115	135	139	156	153	133	174	198
	Total	142	123	129	126	146	154	174	168	153	211	236
Master's	Black	27	22	15	18	16	18	28	28	18	27	24
	Hawaiian/Pacific Islander	0	0	0	0	0	1	1	1	0	1	0
	Latino	24	22	25	25	27	31	26	26	32	41	37
	Native American	1	0	1	1	1	0	1	2	3	1	0
	Multiracial URM	0	3	2	0	2	1	2	7	4	5	10
	Subtotal URM	52	47	43	44	46	51	58	64	57	75	71
	Multiracial Non-URM	0	1	5	6	3	3	4	4	8	6	5
	Asian American	13	5	10	11	15	18	13	16	12	12	11
	White	333	297	320	303	270	263	274	262	234	228	228
	Unknown	25	83	42	29	33	39	29	48	39	5	4
	International	10	10	14	15	18	10	7	14	16	13	10
	Subtotal Non-URM	381	396	391	364	339	333	327	344	309	264	258
	Total	433	443	434	408	385	384	385	408	366	339	329

Education (Continued)												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Doctoral	Black	4	3	4	13	15	22	26	26	24	25	24
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	12	12	10	10	7	12	14	19	16	24	23
	Native American	1	2	1	1	1	1	1	0	0	0	0
	Multiracial URM	0	1	2	3	2	3	4	4	3	3	2
	Subtotal URM	17	18	17	27	25	38	45	49	43	52	49
	Multiracial Non-URM	0	0	1	2	1	1	2	1	1	1	1
	Asian American	11	11	12	11	7	7	6	5	6	3	4
	White	182	181	185	187	112	105	99	105	98	109	106
	Unknown	19	19	20	23	10	11	17	20	23	16	14
	International	20	21	20	22	14	12	16	16	16	15	11
	Subtotal Non-URM	232	232	238	245	144	136	140	147	144	144	136
Total	249	250	255	272	169	174	185	196	187	196	185	

Engineering												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Graduate Certificate	Black	0	0	0	0	0	0	2	2	3	4	
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	
	Latino	0	0	0	0	1	0	0	3	2	5	
	Native American	0	0	0	0	0	0	0	0	0	1	
	Multiracial URM	0	0	0	0	0	0	0	0	0	1	
	Subtotal URM	0	0	0	0	1	0	0	2	5	5	11
	Multiracial Non-URM	0	0	0	0	0	0	0	0	1	2	
	Asian American	0	0	0	0	2	5	1	1	0	6	10
	White	0	0	0	0	9	9	8	4	10	28	32
	Unknown	0	0	0	0	2	1	4	0	4	3	1
	International	0	0	0	0	0	23	2	3	4	0	3
	Subtotal Non-URM	0	0	0	0	13	38	15	8	18	38	48
	Total	0	0	0	0	14	38	15	10	23	43	59
Master's	Black	9	6	7	11	11	15	13	7	11	11	
	Hawaiian/Pacific Islander	0	0	0	0	0	1	1	1	1	1	
	Latino	10	11	13	18	15	12	16	23	25	29	
	Native American	0	0	0	0	0	0	0	0	0	0	
	Multiracial URM	0	0	0	0	2	2	3	4	4	5	
	Subtotal URM	19	17	20	29	28	30	33	35	41	38	46
	Multiracial Non-URM	0	0	0	3	6	7	2	0	1	3	5
	Asian American	27	30	25	27	29	28	16	18	23	24	38
	White	154	139	141	184	192	180	169	173	190	199	234
	Unknown	12	22	21	19	27	26	22	22	23	19	10
	International	69	67	88	102	93	84	78	67	44	28	27
	Subtotal Non-URM	262	258	275	335	347	325	287	280	281	273	314
	Total	281	275	295	364	375	355	320	315	322	311	360

Engineering (Continued)												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Doctoral	Black	7	6	5	7	12	12	10	12	16	17	14
	Hawaiian/Pacific Islander	0	0	0	0	1	1	1	1	1	1	1
	Latino	9	9	10	13	9	9	8	7	7	10	13
	Native American	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	1	1	1	1	0	0	1	1	1
	Subtotal URM	16	15	16	21	23	23	19	20	25	29	29
	Multiracial Non-URM	0	0	0	1	2	1	3	3	3	5	5
	Asian American	16	14	16	13	20	20	21	22	26	23	23
	White	101	115	113	114	113	110	108	111	106	121	131
	Unknown	11	16	19	20	13	15	16	13	15	11	10
	International	258	265	277	313	331	341	328	319	324	339	326
	Subtotal Non-URM	386	410	425	461	479	487	476	468	474	499	495
Total	402	425	441	482	502	510	495	488	499	528	524	

Fine Arts												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Graduate Certificate	Black	0	1	1	0	0	0	1	0	1	1	2
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	1	0	0	0	0	2	4	2	2	0	3
	Native American	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	1	0	1	0	0
	Subtotal URM	1	1	1	0	0	2	6	2	4	1	5
	Multiracial Non-URM	0	0	0	0	1	1	1	0	0	0	1
	Asian American	0	0	0	0	0	0	0	0	0	1	0
	White	1	8	2	3	4	11	26	32	22	22	24
	Unknown	0	0	0	0	0	1	2	3	4	1	1
	International	3	2	2	1	1	2	1	2		2	2
	Subtotal Non-URM	4	10	4	4	6	15	30	37	26	26	28
	Total	5	11	5	4	6	17	36	39	30	27	33
Master's	Black	3	4	3	5	5	4	4	5	5	6	6
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	4	3	1	3	5	5	3	1	2	7	9
	Native American	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	1	3	4	2	1	1	1	0
	Subtotal URM	7	7	4	9	13	13	9	7	8	14	15
	Multiracial Non-URM	0	0	0	0	1	3	3	2	1	1	0
	Asian American	1	0	1	2	2	2	1	1	3	3	2
	White	66	65	64	57	51	50	50	48	49	49	52
	Unknown	3	5	5	1	1	3	8	8	9	5	3
	International	3	7	9	10	12	7	8	11	12	13	14
	Subtotal Non-URM	73	77	79	70	67	65	70	70	74	71	71
	Total	80	84	83	79	80	78	79	77	82	85	86

Fine Arts (Continued)												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Doctoral	Black	0	0	0	0	1	1	2	2	3	2	2
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	1	1	1	1	1	0	0	0	0	0	1
	Native American	1	0	0	0	1	1	0	0	0	0	0
	Multiracial URM	0	1	1	1	1	1	1	1	2	2	2
	Subtotal URM	2	2	2	2	4	3	3	3	5	4	5
	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	0	0
	Asian American	1	1	2	2	4	4	3	1	2	2	3
	White	27	25	22	20	16	12	13	10	10	10	13
	Unknown	3	4	4	4	3	1	2	1	3	2	1
	International	7	8	4	3	1	2	1		1	1	3
	Subtotal Non-URM	38	38	32	29	24	19	19	12	16	15	20
Total	40	40	34	31	28	22	22	15	21	19	25	

CLAS												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Graduate Certificate	Black	3	8	7	2	2	3	4	5	5	10	7
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	1	0	2	2	2	3	2	3	3	7	10
	Native American	0	0	0	1	0	0	0	0	1	0	0
	Multiracial URM	0	0	2	3	1	1	1	2	3	3	1
	Subtotal URM	4	8	11	8	5	7	7	10	12	20	18
	Multiracial Non-URM	0	0	0	0	0	0	1	1	1	0	1
	Asian American	3	3	6	4	7	4	5	8	3	3	5
	White	55	53	50	39	48	54	53	44	46	75	83
	Unknown	4	6	4	6	14	15	20	14	17	13	8
	International	7	11	7	8	7	10	7	12	11	9	20
	Subtotal Non-URM	69	73	67	57	76	83	86	79	78	100	117
	Total	73	81	78	65	81	90	93	89	90	120	135
Master's	Black	16	17	13	13	17	16	14	14	18	26	33
	Hawaiian/Pacific Islander	0	0	0	1	1	1	1	1	0	0	0
	Latino	30	17	19	18	16	19	30	26	24	38	56
	Native American	2	6	5	2	1	0	0	0	1	0	0
	Multiracial URM	0	4	3	4	6	6	6	9	7	4	4
	Subtotal URM	48	44	40	38	41	42	51	50	50	68	93
	Multiracial Non-URM	0	1	2	1	3	3	2	0	1	7	5
	Asian American	27	30	31	26	16	19	21	23	24	26	32
	White	306	290	276	290	264	247	245	236	225	231	249
	Unknown	23	43	45	35	32	32	27	27	21	12	6
	International	130	138	151	154	152	169	168	152	166	168	113
	Subtotal Non-URM	486	502	505	506	467	470	463	438	437	444	405
	Total	534	546	545	544	508	512	514	488	487	512	498

CLAS (Continued)												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Doctoral	Black	34	35	32	24	27	28	33	31	32	24	28
	Hawaiian/Pacific Islander	0	1	0	0	0	0	1	1	1	1	0
	Latino	42	39	41	38	38	35	32	41	45	59	64
	Native American	4	3	3	3	3	2	2	1	1	1	0
	Multiracial URM	0	0	1	5	9	9	14	15	18	19	14
	Subtotal URM	80	78	77	70	77	74	82	89	97	104	106
	Multiracial Non-URM	0	1	1	1	4	5	8	10	8	11	11
	Asian American	43	40	44	51	49	47	42	35	30	26	32
	White	656	615	612	640	643	627	602	613	585	558	566
	Unknown	90	114	122	119	116	97	95	83	81	58	38
	International	382	398	413	403	426	414	422	436	451	450	425
	Subtotal Non-URM	1,171	1,168	1,192	1,214	1,238	1,190	1,169	1,177	1,155	1,103	1,072
Total	1,251	1,246	1,269	1,284	1,315	1,264	1,251	1,266	1,252	1,207	1,178	

Nursing												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Graduate Certificate / Post-Master's Certificate	Black	0	0	0	0	0	0	2	1	2	2	5
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	0	0	0	0	0	0	1	3	0	4	3
	Native American	0	0	0	0	0	0	0	0	0	0	1
	Multiracial URM	0	0	0	0	0	0	1	0	0	0	0
	Subtotal URM	0	0	0	0	0	0	4	4	2	6	9
	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	0	0
	Asian American	0	0	0	0	0	1	4	4	2	2	2
	White	4	3	3	2	3	9	10	18	17	12	26
	Unknown	0	0	0	0	0	2	2	4	1	0	0
	International	0	0	0	0	0	1	2	2	4	7	2
	Subtotal Non-URM	4	3	3	2	3	13	18	28	24	21	30
Total	4	3	3	2	3	13	22	32	26	27	39	
Master's	Black	6	6	6	8	10	8	10	12	12	10	11
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	8	5	1	3	3	5	4	3	6	6	7
	Native American	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	1	1	0	0	1	1	2
	Subtotal URM	14	11	7	11	14	14	14	15	19	17	20
	Multiracial Non-URM	0	0	0	0	0	0	1	1	1	0	1
	Asian American	11	10	6	6	6	8	8	7	6	7	9
	White	100	82	76	79	90	77	91	79	90	104	102
	Unknown	2	3	9	11	13	7	5	5	6	4	1
	International	1	0	0	1	2	1	0	0	1	2	5
	Subtotal Non-URM	114	95	91	97	111	93	105	92	104	117	118
Total	128	106	98	108	125	107	119	107	123	134	138	

Nursing (Continued)												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Doctoral	Black	4	2	4	8	6	7	11	11	9	10	9
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	2	2	0	2	2	4	4	4	5	5	10
	Native American	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	1	1	1	1	1
	Subtotal URM	6	4	4	10	8	11	16	16	15	16	20
	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	1	1
	Asian American	0	0	0	0	2	2	2	3	5	6	5
	White	44	45	49	61	61	55	57	67	73	72	73
	Unknown	4	5	4	5	5	8	8	8	6	3	5
	International	1	1	1	1	2	2	3	5	6	10	9
	Subtotal Non-URM	49	51	54	67	70	67	70	83	90	92	93
Total	55	55	58	77	78	78	86	99	105	108	113	

Pharmacy												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Master's	Black											
	Hawaiian/Pacific Islander											
	Latino						1					
	Native American											
	Multiracial URM											
	Subtotal URM	0	0	0	0	0	0	1	0	0	0	0
	Multiracial Non-URM											
	Asian American											
	White		1	1			1	1				
	Unknown									1	1	
	International				1	1	1	1	1			
Subtotal Non-URM	0	1	1	1	1	2	2	1	1	1	0	
Total	0	1	1	1	1	2	3	1	1	1	0	
Doctoral	Black	1	1	3	2	2	1	1	1	1	0	
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	
	Latino	1	1	0	1	2	2	1	1	1	1	
	Native American	0	0	0	0	0	0	0	0	0	0	
	Multiracial URM	0	0	0	0	0	0	0	0	0	0	
	Subtotal URM	2	2	3	3	4	3	2	2	2	1	
	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	0	
	Asian American	4	4	2	4	3	3	3	2	3	2	2
	White	14	12	12	16	12	13	14	10	6	6	7
	Unknown	1	5	5	5	4	4	4	2	2	1	2
	International	25	29	29	28	29	26	26	26	23	27	27
Subtotal Non-URM	44	50	48	53	48	46	47	40	34	36	38	
Total	46	52	51	56	52	49	49	42	36	38	39	

Social Work												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Master's	Black	94	104	102	81	68	56	55	53	53	43	53
	Hawaiian/Pacific Islander	0	0	0	1	1	1	0	1	1	0	0
	Latino	35	43	46	45	44	45	47	42	42	38	47
	Native American	1	3	1	2	3	1	0	0	2	2	0
	Multiracial URM	0	8	11	9	11	12	7	5	10	15	8
	Subtotal URM	130	158	160	138	127	115	109	101	108	98	108
	Multiracial Non-URM	0	2	7	6	2	1	3	2	4	3	7
	Asian American	6	7	7	7	6	5	6	5	6	8	9
	White	231	246	260	289	241	194	190	197	194	186	228
	Unknown	10	5	5	14	14	17	14	12	10	4	4
	International	3	2	1	2	0	1	4	4	1	2	2
	Subtotal Non-URM	250	262	280	318	263	218	217	220	215	203	250
Total	380	420	440	456	390	333	326	321	323	301	358	
Doctoral	Black	4	4	3	3	2	2	2	2	4	4	3
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	3	3	3	4	3	1	0	1	1	0	0
	Native American	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	0	0	0	0	0
	Subtotal URM	7	7	6	7	5	3	2	3	5	4	3
	Multiracial Non-URM	0	0	0	0	1	1	1	1	1	1	1
	Asian American	0	1	1	1	2	2	1	1	1	1	0
	White	15	14	14	18	17	18	15	15	13	15	16
	Unknown	0	0	0	0	0	0	1	1	1	1	0
	International	3	2	2	1	1	1	0	0	0	0	0
	Subtotal Non-URM	18	17	17	20	21	22	18	18	16	18	17
Total	25	24	23	27	26	25	20	21	21	22	20	

UHC												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Graduate Certificate	Black	5	1	1	1	9	9	6	8	6	3	5
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
	Latino	0	0	0	0	1	2	2	2	3	6	4
	Native American	0	0	0	0	0	0	0	0	0	0	1
	Multiracial URM	0	0	0	0	3	1	0	1	2	3	3
	Subtotal URM	5	1	1	1	13	12	8	11	11	12	13
	Multiracial Non-URM	0	0	0	0	0	0	1	0	0	0	2
	Asian American	0	0	0	0	0	4	2	2	4	4	4
	White	0	0	0	0	9	18	23	26	30	26	26
	Unknown	0	0	0	0	2	3	3	2	2	1	0
	International	2	2	2	1	1	1	1	0	0	1	2
	Subtotal Non-URM	2	2	2	1	12	26	30	30	36	32	34
	Total	7	3	3	2	25	38	38	41	47	44	47
Master's	Black	10	9	7	9	15	16	15	13	15	20	19
	Hawaiian/Pacific Islander	0	0	0	0	0	1	0	0	0	0	0
	Latino	9	6	7	9	6	5	4	11	8	11	14
	Native American	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	3	2	0	0	0	1
	Subtotal URM	19	15	14	18	21	25	21	24	23	31	34
	Multiracial Non-URM	0	1	1	1	1	1	3	3	2	1	1
	Asian American	14	13	16	16	18	17	18	21	23	22	18
	White	88	86	85	75	88	78	73	70	76	68	65
	Unknown	13	14	12	14	16	13	12	9	8	5	3
	International	25	29	24	19	26	26	21	19	18	17	15
	Subtotal Non-URM	140	143	138	125	149	135	127	122	127	113	102
	Total	159	158	152	143	170	160	148	146	150	144	136

UHC (Continued)												
10th Day Enrollment Census, by Race/Ethnicity												
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Doctoral	Black	10	8	6	5	3	1	2	4	2	2	2
	Hawaiian/Pacific Islander	0	0	0	1	0	0	0	0	0	0	0
	Latino	3	4	3	3	3	2	2	2	3	5	6
	Native American	1	1	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	1	1	1	1	1	0	0	0	1	2
	Subtotal URM	14	14	10	10	7	4	4	6	5	8	10
	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	0	2
	Asian American	11	11	7	7	11	18	18	15	18	21	19
	White	66	61	71	75	81	82	86	87	90	86	97
	Unknown	12	11	7	8	5	2	2	5	5	5	5
	International	61	64	68	66	59	45	41	29	30	34	34
	Subtotal Non-URM	150	147	153	156	156	147	147	136	143	146	157
Total	164	161	163	166	163	151	151	142	148	154	167	

Degrees

Degree data reflect degrees conferred in August, December, and May. For example, 19-20 corresponds to degrees conferred in August 2019, December 2019, and May 2020.

Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Post-Bachelor's Certificate	61	65	93	83	109	127	189	217	271	319	342	1,876
Sixth-Year Diploma/Post-Master's Certificate	69	69	79	56	45	69	66	62	51	54	53	673
Master's	1,438	1,475	1,573	1,527	1,636	1,713	1,750	1,904	2,048	1,895	1,774	18,733
Doctoral	309	322	341	340	342	372	379	411	384	418	382	4,000
Total	1,877	1,931	2,086	2,006	2,132	2,281	2,384	2,594	2,754	2,686	2,551	25,282

Degrees Conferred, by School/College												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
CAHNR	64	70	61	58	56	102	103	133	142	126	131	1,046
Business	406	479	441	440	482	560	641	811	959	850	852	6,921
CETL	23	33	33	27	57	20	23	3	0	0	0	219
Education	416	371	455	427	401	422	438	451	428	444	392	4,645
Engineering	125	161	178	185	217	218	260	234	236	243	160	2,217
Fine Arts	26	35	46	27	37	49	43	52	58	51	44	468
CLAS	510	475	553	531	551	562	577	577	604	592	592	6,124
Nursing	40	58	55	31	42	64	56	66	74	107	79	672
Pharmacy	11	11	6	8	6	12	9	9	13	11	10	106
Social Work	184	159	181	200	211	201	139	170	149	169	154	1,917
UCHC	72	79	77	72	72	71	95	88	91	93	137	947
Total	1,877	1,931	2,086	2,006	2,132	2,281	2,384	2,594	2,754	2,686	2,551	25,282

Degrees Conferred, by IPEDS Race & Ethnicity												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Latino	88	85	81	80	96	93	98	120	109	137	157	1,144
Native American	5	1	5	6	2	7	2	4	1	4	3	40
Black	107	103	104	115	97	107	95	100	129	123	128	1,208
Hawaiian/ Pacific Islander	0	0	0	2	0	1	1	2	2	2	4	14
Multi-racial	0	0	0	19	27	23	28	46	39	55	55	292
Asian	88	92	108	107	86	107	117	123	133	116	137	1,214
White	1,195	1,229	1,274	1,176	1,243	1,267	1,214	1,246	1,218	1,285	1,250	13,597
Unknown	102	110	165	127	167	172	176	176	229	222	137	1,783
International	292	311	349	374	414	504	653	777	894	742	680	5,990
Total	1,877	1,931	2,086	2,006	2,132	2,281	2,384	2,594	2,754	2,686	2,551	25,282

CAHNR Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Post-Bachelor's Certificate	3	10	2	2	4	5	10	18	23	25	20	122
Master's	42	39	46	37	34	76	73	66	73	49	44	579
Doctoral	19	21	13	19	18	21	20	49	46	52	67	345
Total	64	70	61	58	56	102	103	133	142	126	131	1,046

Business Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Post-Bachelor's Certificate	0	0	0	0	0	16	22	25	43	59	75	240
Master's	396	472	435	430	472	533	611	779	910	783	772	6,593
Doctoral	10	7	6	10	10	11	8	7	6	8	5	88
Total	406	479	441	440	482	560	641	811	959	850	852	6,921

CETL												
Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Post-Bachelor's Certificate	8	4	9	7	21	6	0	0	0	0	0	55
Master's	15	29	24	20	36	14	23	3	0	0	0	164
Total	23	33	33	27	57	20	23	3	0	0	0	219

Education												
Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Post-Bachelor's Certificate	0	9	11	17	12	29	28	64	67	56	56	349
Sixth-Year Diploma	69	67	79	56	45	69	66	62	51	54	50	668
Master's	318	253	317	297	296	269	298	304	290	313	261	3,216
Doctoral	29	42	48	57	48	55	46	21	20	21	25	412
Total	416	371	455	427	401	422	438	451	428	444	392	4,645

Engineering												
Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Post-Bachelor's Certificate	0	0	0	0	0	0	29	15	5	9	9	67
Master's	88	106	126	134	144	151	161	139	152	142	95	1,438
Doctoral	37	55	52	51	73	67	70	80	79	92	56	712
Total	125	161	178	185	217	218	260	234	236	243	160	2,217

Fine Arts												
Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Post-Bachelor's Certificate	3	3	11	0	4	6	10	14	21	21	13	106
Master's	20	29	28	22	29	37	30	29	33	25	30	312
Doctoral	3	3	7	5	4	6	3	9	4	5	1	50
Total	26	35	46	27	37	49	43	52	58	51	44	468

CLAS												
Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Post-Bachelor's Certificate	47	39	56	54	67	58	73	66	82	106	85	733
Master's	304	289	327	316	335	335	317	324	338	303	318	3,506
Doctoral	159	147	170	161	149	169	187	187	184	183	189	1,885
Total	510	475	553	531	551	562	577	577	604	592	592	6,124

Nursing												
Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Post-Bachelor's Certificate	0	0	2	1	1	2	1	13	13	22	18	73
Post-Master's Certificate	0	2	0	0	0	0	0	0	2	0	3	7
Master's	30	48	46	24	36	49	49	41	54	58	44	479
Doctoral	10	8	7	6	5	13	6	12	5	27	14	113
Total	40	58	55	31	42	64	56	66	74	107	79	672

Pharmacy												
Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Master's	1	4	0	0	1	2	1	2	2	3	2	18
Doctoral	10	7	6	8	5	10	8	7	11	8	8	88
Total	11	11	6	8	6	12	9	9	13	11	10	106

Social Work												
Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Master's	181	155	178	200	209	197	135	164	146	167	151	1,883
Doctoral	3	4	3	0	2	4	4	6	3	2	3	34
Total	184	159	181	200	211	201	139	170	149	169	154	1,917

UHC												
Degrees Conferred, by Degree Level												
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Total
Post-Bachelor's Certificate	0	0	2	2	0	5	16	2	15	21	66	129
Master's	43	51	46	47	44	50	52	53	50	52	57	545
Doctoral	29	28	29	23	28	16	27	33	26	20	14	273
Total	72	79	77	72	72	71	95	88	91	93	137	947

Selected Activities

Selected Activities for Incoming International Students

In collaboration with International Student and Scholar Services

- 16 June New student live chat
- 16 July New student live chat
- 24 November New student live chat: Documents, dates, and visas
- 18 March Next steps for new UConn students

Selected Activities for Graduate and Postdoctoral Scholars

- 21 July Grad Conversations (Town Hall) - Rae Alexander (Director of International Student and Scholar Services), Karen Bresciano (Assistant Dean, The Graduate School - Moderator), Nafis Fuad (President, Graduate Student Senate, member University Senate Executive Committee), Kent Holsinger (Vice Provost for Graduate Education and Dean of The Graduate School), Carl Lejuez (Provost & Executive Vice President for Academic Affairs), Radenka Maric (Vice President for Research, Innovation, and Entrepreneurship), Martina Rosenberg (Director of Teaching and Learning Assessment)

Selected Activities Primarily for Postdoctoral Scholars

- 20 July Developing your academic job application materials - Kay Kimball Gruder, Assistant Director, Graduate Student & Postdoc Career Services & Programs
- 22 July CVs for academic jobs - Kay Kimball Gruder, Assistant Director, Graduate Student & Postdoc Career Services & Programs
- 28 July Grant writing for postdocs - Morgaen Donaldson (Director for Educational Policy Analysis and Associate Professor, Educational Leadership), Amy Gorin (Director, InCHIP and Professor, Psychological Sciences), Leslie Shor (Associate Dean for Research & Graduate Education, School of Engineering and Associate Professor, Chemical & Biomolecular Engineering), Michael Willig (Executive Director, Institute of the Environment and Professor, Ecology & Evolutionary Biology)
- 30 July Grant searches and tailoring CVs for grants - Valori Banfi (Librarian, Citation Management, Grant Funding, & Sciences), Kay Kimball Gruder, Assistant Director, Graduate Student & Postdoc Career Services & Programs
- 21-25 September National Postdoc Appreciation Week

- 22 September Next steps on the academic ladder: reflections from former postdocs - Daniel Anglés-Alcázar (Assistant Professor, Physics), Caitlin Scott (Assistant Professor, Chemistry and Biochemistry, Hendrix College), Emily Hennessy (Assistant Research Professor, InCHIP), Kristen Cooksey-Stowers (Assistant Professor, Allied Health Sciences), Mary Himmelstein (Assistant Professor, Psychological Sciences, Kent State University), Na Zhang (Assistant Professor, Human Development & Family Sciences), Zhe Zhu (Assistant Professor, Natural Resources & the Environment)
- 23 September AMA (Ask Me Anything) with Dean Holsinger
- 24 September Job search overview & tips: business, government, and non-profits hosted by Center for Career Development
- 25 September Virtual PostDoc meet & greet social hour

Selected Activities Primarily for Graduate Students

- 25 August Fall 2020 Online orientation welcome and student panel (live), Online orientation
- 14 January Spring 2021 Online orientation welcome and student panel (live), Online orientation
- Fall 2020 GRAD 5900 - Communicating your research
- Spring 2021 GRAD 5900 - Communicating your research
- 8 September Orientation for new fellows
- 9 November Maric Fellows catch up
- 5-9 April Graduate and professional student appreciation week
- 6 April Grad Gathering - UConn Kahoot! Trivia Night
- 7 April Career wellness: what can and cannot be controlled in career preparation and job searching (small group discussions) - sponsored by the Center for Career Development
- 8 April Student health and wellness: stress management in the time of pandemic - Jonathan Beazley (Student Health & Wellness); Cooking Demo Night - Chef Robert Landolphi (UConn Dining Services)

Selected Programming in Collaboration with the Center for Career Development

Summer 2020

- Collaborative career workshop program with University of Rhode Island
- 4r Ask Me Anything sessions for international students

Fall 2020

- 4 career preparation webinars throughout the fall semester
- President's Community Initiative - create online training for faculty/staff/students to cultivate inclusive and student-focused career conversations
- 1-2 collaborative career workshops per month with University of Rhode Island
- Expand Your Career Options Event (with alumni panel): Research Beyond Academia
- Doctoral student-focused Career Community on Center for Career Development website
- Navigating the U.S. Job and Internship Search - for international students in collaboration with International Student and Scholar Services

Spring 2021

- 4 career preparation webinars throughout the spring semester
- 1-2 collaborative career workshops per month with University of Rhode Island
- Expand Your Career Options Event (with alumni presenters): Consulting
- Doctoral student and doctoral program alumni mentoring platform
- Employer Insights Event: Slalom (Consulting)
- Internships for Graduate Students webinar

Timely Topics**Fall 2020**

- 9 September "How are you doing?" and other scary questions
- 23 September All about grad enrollment
- 7 October Graduate admissions
- 29 October Using IDPs (Individual Development Plans) & career exploration
- 4 November Fellowship process and updates
- 2 December Advising international students

Spring 2021*Faculty Track*

- 27 January Supervising graduate assistants
- 17 February Fellowships and awards

- 10 March Graduate student mental health and the role of the advisor
- 22 April When the plan isn't solely to pursue an academic job: nurturing career conversations with your advisees

Staff track

- 3 March Graduate students and special payroll
- 25 March The Graduate School's new student orientation: an in-depth look
- 8 April International teaching assistants
- 13 May Graduate admissions forum
- 26 May Graduate assistant payroll processes

Slate Training Events

Fall 2020

Focused on receiving, processing, and reviewing applications

- September Getting Ready for the Next Application Cycle
- October Processing Applications
- November Reading & Reviewing Applications
- November The Application & The Applicant Experience: Part 1
- December The Application & The Applicant Experience: Part 2

Spring 2021

Focused on recruiting, customer relationship management (CRM)

- February CRM Overview
- February The Person Record
- March Forms: Basics
- March Forms: Advanced
- April Email: Basics
- April Email: Advanced
- May Email: Basics
- May Email: Advanced

CRM Statistics

(1 June 2020 - 15 March 2021)

- 270 new Deliver emails created (includes Drip Campaigns and One-offs)
- 37 new Deliver Email Templates created
- 740,000+ Email messages delivered (including form autoresponses, event-related, and administrative emails)
- 287 Events created from 19 Event Templates
- 6,000+ event registrations
- 24 Inquiry Forms created
- 7,000+ inquiry form submissions

General Recruiting Events

- November Your Graduate Application
- December Doctoral Fellowships - 2 sessions
- January Crandall Fellowship - 2 sessions

Diversity-focused Recruiting Events

- 14 October Institute for the Recruitment of Teachers (IRT) - hosted virtually by The Graduate School in collaboration with the Department of English and including a panel with 5 graduate students
- 19-24 October Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) - attended (virtually) by The Graduate School in collaboration with the departments of Chemistry, Pharmaceutical Sciences, and Ecology & Evolutionary Biology and the School of Engineering (involving 4 faculty and 2 graduate students)
- 12-15 November Out in Stem (oSTEM) - attended (virtually) by The Graduate School with support from a graduate student in Engineering