

UNIVERSITY SENATE MEETING MINUTES

A regular meeting of the University Senate was held
Monday, February 8, 2021 at 4:00 p.m. via WebEx

1. Call to order and Approval of Minutes of December 7, 2020 University Senate Meeting

The University Senate was called to order by Moderator **Deans** at 4:00 p.m.

The moderator noted that we were meeting on February 8 as a result of a snowstorm that resulted in rescheduling the February 1 meeting.

Moderator **Deans** asked for any objections or amendments to the December 7, 2020 minutes. As there were none, the minutes were approved as distributed.

2. Report of the President – Presented by President Tom Katsouleas

The President outlined what he would cover in his report: the health of the university physically and academically, the vaccine rollout, a new communication rubric, and some initiatives to address student isolation.

This semester's move-in and initial quarantine with remote instruction had been very successful. This semester they incorporated a new strategy of requiring students to be tested for Covid 19 prior to arrival. This had resulted in identifying 150 positive cases, distributed pretty evenly between commuter and residential students. Current residential cases are 35 at Storrs and 4 at Stamford. Very low positivity rate for students; faculty/staff slightly higher, 4% positivity. UConn continues to make a top priority the health of both UConn and surrounding communities.

Regarding the vaccine rollout, the President emphasized first that UConn was not running an independent vaccination program, that we were a part of the state's deployment of the vaccine, and guidelines, supply, and timelines were set by the state. Some UConn leaders served on the state's Covid committee, but ultimately the state Department of Public Health provides all guidelines. Phase 1a of vaccine rollout, covering long-term care facility residents, healthcare personnel, and other front-line responders was nearly complete, and we are moving through sub-phases of Phase 1b, which is a large group comprising about 1.3M people. Most UConn employees will fall in 1b, a group including about 9K employees. The state is set to receive 93K doses a week. With a need of about 2.6M doses, it would take approximately 6 months to get through. They expect it to go more quickly as a result of ramped up production, new vaccine vendors, and the fact that not all eligible will choose to be vaccinated. He thanked Senator **McCutcheon** for providing some questions ahead of time, which he would address now, and promised to make data available to the Senate as an FAQ by the end of the week.

He began with high-level data about doses and vaccinations. The number of doses we have received is roughly the same as the number of vaccines administered. About 12,800 doses were administered over seven weeks at UConn Health in Farmington, a little less than half of which went to the public in our role as a deployment agency for the state. About 2/3 have been 1st doses; about 1/3 2nd doses. At Hawley Armory on the Storrs campus, we have administered about 1200 doses over five weeks: around 200 per week. We have had a greater capacity than supply.

In terms of coming supply, we have been promised 1000 per week over the next seven weeks, which will be split evenly each week between 1st and 2nd doses—which is less than we had requested and also less than we had scheduled, resulting in some canceled appointments at UConn Health. The supply issues are a result of several things: the state is shifting to other sites and health districts, including Rentschler Field (Pratt & Whitney Stadium in East Hartford) and pharmacies. This doesn't necessarily mean less will be available for UConn employees: when you are eligible for vaccination, you can book a first-come, first-served appointment at UConn or anywhere else administering the vaccine. There is nothing hidden: anyone in a given phase is eligible to make an appointment at any available site.

Regarding how many UConn staff and instructors have been vaccinated, he noted that early guidance from the state for Phase 1a included all hospital staff and was then limited to only patient-facing staff. Before that change was made, some non-patient-facing staff were vaccinated. They are tracking down the exact number but don't have it yet. At Storrs, out of the 1200 vaccines received, all went to eligible people except about 150, who had taken advantage of a back door into the registration system. They had relied mostly on trust; the back door has now been closed. Additionally, about 14 individuals received vaccines from the waitlist, a list created to make sure expiring vaccines did not go to waste.

1300 Patient-facing clinical students have been vaccinated; additionally, 170 Storrs students who provide patient care or work in facilities or dining have received the vaccine. Further guidance from the state has clarified some of these are ineligible.

On the academic front, the President noted that more courses had shifted to synchronous or in-person teaching this semester. Student evaluations for the fall were higher than the same semester last year (4.3, up from 4.2) and were particularly high for in-person classes. He praised the Senate for deciding to run student evaluations, which produced this data. He particularly praised the work of CETL [The Center for Excellence in Teaching & Learning] and graduate TA's in supporting our students.

He next described a new communication rubric, which will be distributed to the Senate. A team lead by Vice President for Communications Tysen Kendig worked on this; the

team includes staff from Student Affairs, the Provost's Office, and the Office for Diversity and Inclusion. The plan will guide the University's response to everything from emergencies to bias incidents or other major events, which might include events that take place off our campuses (e.g. the Capitol riot on January 6, which was used as a test of the draft guidelines). The plan specifies primary contacts, as well as timing, audience, and method of communication. They had sought guidance from USG and welcomed feedback from the Senate. The plan is not a detailed list of what to do in real-time, but it identifies voices to be considered in any instance. He stated that this would enable us to provide the best possible communication to the UConn community, and urged Senate members to look at the plan and provide comments.

He then discussed a new phenomenon of student isolation that had resulted in part from the de-densification of housing, alongside other physical safety measures required by the pandemic. He noted that it was difficult to build community in this context. Student Affairs has added this to RA training and in weekly meetings, RA's are comparing notes to identify problems and solutions. They have increased Student Ambassador outreach and had seen success with the ice rink built on the Great Lawn at Storrs. They hope to open the rink to departments, as it enables safe outdoor gatherings.

Finally, he shared that applications were up about 6% as of the January 31 application deadline, which set us in contrast to most of our peers, especially those in New England. He added that this should not be taken for granted, and was a testament to UConn's brand, reputation, and the diversity and quality of its students. The diversity of applicants was high, but we will need to watch the yield. He commented that SAT scores were very high, although this was incomplete data, as the test was now optional.

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

Senator **Long** asked about the University's financial prospects, given rumors about cuts to departments and programs. President **Katsouleas** said the situation was not dire and commented that we had done well under the circumstances. Our two main priorities – to bridge funding across Covid losses (projected at \$76M) and to maintain the level of our state block grant—were being met. He added that he hadn't come with specific numbers, as the Governor hadn't yet released his biennial budget, and would present on that at the March Senate meeting. To date, we have received \$20M in discretionary CARES funds, which went to the \$76M shortfall. The Governor had been responsive to our argument that our losses in higher education were greater than any other state sector. The University is hopeful that we will maintain our block grant and that, should Covid take a bad turn, the state will support us. Additional funding from the second stimulus bill includes \$21M for operations as well as financial aid support. They anticipate the next relief bill to provide even further support. We don't know the exact numbers yet.

Senator **McCutcheon** provided context for his submitted questions. He referred to emails from HR in 2020, which had caused confusion by suggesting that the vaccine was to be set aside for UConn employees, and the President's remarks have clarified. He commented that employees at other flagships are already getting 2nd doses and we seem to be significantly behind. President **Katsouleas** thanked him for the context and for the opportunity to provide some answers.

Senator **Majumdar** reiterated the President's budget numbers, as shared in this and the previous Senate meeting, and confirmed that, as we had already reduced our shortfall to an \$8M gap, an additional \$21M would create a surplus. President **Katsouleas** confirmed that we would close this year's deficit and some funds would carry over, as we could spend them across a 12-month period that straddled fiscal years. They are projecting a starting deficit for FY22 of \$30M based on best guesses about decreased demand (projected to be down about 10%). What wasn't used to cover the \$8M this year would carry over and offset that initial deficit. Senator **Majumdar** commented that it was hard to project capacity in residence halls, and President **Katsouleas** shared that the initial high demand for living on campus at the start of the year had diminished, even though we had increased availability in the spring. This was likely a result of students continuing with whatever they had done in the fall.

Senator **Athina** asked what programs, in addition to Jonathan's Challenge, supported student engagement for off-campus students. The **President** remarked that programs were inclusive of both on and off-campus students and that programs such as uKindness had been very successful. With no objection, Dean of Students Eleanor Daugherty was invited to speak by the President. Dean of Students **Daugherty** noted that one of the strengths of Jonathan's Challenge was that it comprised both in-person and virtual activities and was available offline. All current programs, including uKindness, were mindful of the virtual community's needs.

3. [Report of the Senate Executive Committee – Presented by Carol Atkinson-Palombo, Committee Chair](#)

[See attached report provided by the Senate Executive Committee.](#)

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

Senator **Douglas** asked about the NRC (No Record Covid) grade that had been discussed last spring. Senator **Atkinson-Palombo** deferred to SSC Chair Pamela **Bedore**, who indicated that this grade would be discussed in the committee's motion, next on the agenda.

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 any Senator would like to pull anything from the consent agenda. There were no requests to pull content from the agenda before voting.

Invited to speak, Curricula and Courses Committee Chair **Schultz** briefly provided the note that the consent agenda had been minimally revised to reflect a substitution and reflected in the revised version that had been distributed.

Due to a technical difficulty, the vote was taken by hand.

The consent agenda passed with a clear majority of Senators indicating they were voting to approve. No Senators indicated they were against and none abstained.

5. Report from Senate Scholastic Standards Committee – Presented by Senator Bedore, Committee Chair [2 motions]

See attached reports provided by the Senate Scholastic Standards Committee, containing two motions.

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

Moderator **Deans** invited comments on the first motion.

Senator **Schultz** asked for guidance on when a student would need to designate this grade. The Senate without objection recognized Associate Registrar Erin **Mason**, who confirmed that the last date to withdraw would be Wednesday, April 28, 2021, which was the same date by which students could drop with a “W.” She added that a student could make a retroactive request to designate an NRC grade for fall semester by the same deadline.

Senator **Douglas** asked if retroactive designations would reach back to spring 2020. And if not, why? Associate Registrar **Mason** explained that there had been high use of Pass/Fail grades instead of W’s that spring. Scholastic Standards had felt there had been ample generosity extended to students in spring 2020. Senator **Bedore** added that students who had graduated could not change a grade for any semester prior to graduation. Senator **Douglas** asked if there was any technical reason the NRC couldn’t

be retroactively applied to spring 2020. Senator **Bedore** responded that with universal Pass/Fail available that spring, they hadn't looked to extend this to that semester.

Senator **Athina** commented that, while Pass/Fail was available last spring, it had often been limited by Schools/Colleges. Why wouldn't we make this a "during the time of Covid" designation and apply it starting in the spring? Senator **Bedore** responded that the committee wasn't recommending that but that it could go back to committee, if she requested it do so. Senator **Athina** confirmed she would like it to.

Moderator **Deans** reminded the Senate that the motion would come to the floor for a vote at the March meeting.

[PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate By-Laws - II.1.5 Syllabi](#)

Senator **Bedore** commented that this motion was currently a single motion, but it could be broken apart for the vote if any Senator wished (they should contact her by email).

Moderator **Deans** invited comments and questions on the second motion.

Senator **Majumdar** asked that the committee consider that the existing language specifies how grades will be assigned, which he had always interpreted as included not only what percentage of a grade each assignment had but also how grades would be calculated (weighted, etc.). Senator **Bedore** asked for further clarification of the question. Senator **Majumdar** asked what we meant by "how grades will be assigned." Senator **Bedore** answered that that was beyond the scope of this proposed change.

Senator **Jockush** asked how much flexibility was in the "when," given that classes were subject to change for weather and other reasons. Senator **Bedore** confirmed that good practice was to continue the use of "subject to change" language and that this was directed at issues such as students receiving syllabi with no due dates.

Senator **Douglas** asked how this revision would appear in the by-laws, and where. Senator **Bedore** confirmed that underlined text in the motion indicated the proposed new language (no change to location in the by-laws).

Senator **Bramble** asked what we meant by "syllabus." A syllabus should be a brief outline of a course of study; a class schedule might be a separate document. She expressed support for the by-law change but proposed a weekly schedule rather than one long document. Senator **Bedore** acknowledged that class schedules were sometimes separate documents; the force of this was that documents should be available ahead of time. Senator **Bramble** agreed and urged consideration of a separate weekly schedule that was not a part of the syllabus document.

Senator **Long** commented that students have highly complex lives that include not only academic work but also jobs, clubs, and other activities. Some students have to schedule their lives a month in advance. Senator **Bedore** agreed.

Senator **McCoach** expressed support for the change and commented that it was appalling that some students didn't know when things were due. She noted that she would prefer herself to keep a weekly schedule as a part of the syllabus but appreciated that others used a separate document. She would prefer that it wasn't required to be separate.

Senator **Gordina** expressed support for giving students information but commented that flexibility was important, especially in advanced courses. Her understanding of the word "syllabus" was that it did not encompass a schedule.

Senator **Athina** yielded her time.

Moderator **Deans** asked if there was any new business. There was none.

6. [Report from Senate Faculty Standards Committee – Presented by Senator Holle, Committee Chair](#)

[VOTE on motion to endorse recommendation to amend the University By-Laws, Section IX.K.2 - Retirement, Emeritus Status](#)

[See attached report provided by the Faculty Standards Committee.](#)

Moderator **Deans** reminded senators that this motion did not require a second, as it came from committee. He invited questions and comments for Senator Holle.

Senator **Schultz** commented that the description made clear the reason for extending automatic emeritus status to associate professor but asked about the need for the proposed language about emeritus status being a privilege. Senator **Holle** stated that it was important to state that it was a privilege in case there was a situation in which we needed to consider revoking the status. The ability to revoke is currently implied in a "may" but not explicit. Senator **Schultz** asked if this information was to those who would apply for emeritus status or to the Board of Trustees. Senator **Holle** answered that it was for those who might receive the title.

Moderator **Deans** reminded the Senate that this was a proposed change to a University by-law; the Senate didn't have the authority to make the change but could make a recommendation to the Board of Trustees to endorse/not endorse this change

Senator **Govoni** asked a point of clarification about the instructor roles proposed in place of the previous ones. Senator **Holle** answered that the changes reflected current language.

Senator **Douglas** asked about how emeritus status was attained, specifically did it always go through the Retirement Committee? Senator **Holle** responded that it always went through the Retirement Committee and that it went through both the committee and the President for people who were not automatically awarded the title as described.

Susanna **Ulloa** asked for more information about why the previous administration had not approved this proposed change, as that might shed light on why this recommendation should not be supported. Senator **Holle** said that she didn't know the answer and that, to her understanding, it was unknown.

Senator **Bedore** asked if this would be retroactive. Could a retired associate professor be awarded emeritus status? Senator **Holle** said that it was not retroactive, but it could go to the retirement committee—and that she would defer to the Provost's Office on this.

Senator **MacDougald** noted a typo in the proposal (references should be to Article XIV). He then asked if this would apply to faculty across the entire University structure. Senator **Holle** confirmed it would.

Senator **Anwar** asked if, in addition to being a privilege that could be revoked, was its granting dependent on the whims of the Retirement Committee, the Board, and the President. Senator **Holle** answered that, as written in the by-laws, emeritus was awarded automatically to some, with Board approval, and that she did not know of a case in which it had not been approved when automatic. She added that those who were not awarded it automatically did go through the committee to the President to the Board.

Provost **Lejuez** remarked that there were three questions to ask when considering this: who did we want to be as an institution; what are our peers doing; and what is the purpose of what we're trying to accomplish? Our peers support this approach, and they take rigor seriously. The emeritus role acknowledges someone's place in the university. There are other opportunities to rate and evaluate associate professors, but that wasn't the purpose of this. This was about supporting people who are here. He had asked the institution to look at this after his arrival at the University. This is not an evaluation; this is about how we treat each other, and we need to signal it. It is a statement of values and supports associate professors who are making important contributions.

Senator **Anwar** thanked the Provost for his comments and the committee for their work. He commented that we might look at aspiring institutions, not just at our peers.

Senator **McCoach** commented why there was a committee overseeing requests. It seemed a waste of time, as this was a low ask. It allowed retiring faculty to have access

to the library and similar things. She wondered if it was a good use of faculty time, given that.

Senator **Bramble** noted that the honor nowhere mentions rank and that there were many associate professors who for some reason or other didn't go up for full professor. Our peers all include both full and associate ranks.

Senator **Jockush** commented that approval was usually given for all those put forward for emeritus, that this was just making it automatic.

Moderator **Deans** opened the vote on the motion to recommend the Board of Trustees endorse these proposed amendments to the University by-law regarding the award of emeritus status.

The motion passed: 62 Yes; No 3; 2 Abstentions

7. [Report from Academic Affairs – UEI Report Presented by Vice Provost Michael Bradford; Regional Campus Report Presented by Provost Carl Lejuez](#)

[See attached reports](#)

After the report on UEI, Moderator **Deans** invited questions and comments for Vice Provost Bradford.

Senator **von Hammerstein** asked if there was more detail about the positive impact of internships and education abroad on academic and professional performance. Vice Provost **Bradford** responded that what had been shared in the report was specific to students from under-represented communities, who often don't have the same opportunities as other students. He mentioned the Scholars House trip to the Bahia region of Brazil, which gave students a cultural experience outside of their own and broadened their sense of self and their imagination. He offered to get back to her with specific data.

After the report on regional campuses, Moderator **Deans** invited questions for either Provost Lejuez or Vice Provost Bradford.

Senator **Majumdar** asked about the student-faculty ratio infographics in the presentation. Avery Point's ratio was 16:1 with 81% first-year retention, which seemed comparable to Storrs. He asked about these rates for the other campus. Provost **Lejuez** first noted that 81% was a bit short of the Storrs rate. The numbers are impressive, as regional campuses face unique challenges. He said the numbers were comparable across campus and would be happy to provide exact numbers, which he didn't have at hand. The Provost invited campus directors to respond. With no objection, William **Pizzuto**, Director of the Waterbury campus, confirmed the Provost was correct in stating

the numbers were comparable across campuses. The biggest challenge to student-faculty ratios at the regional campuses was the ratio of adjuncts to tenure track faculty.

There were no further questions.

8. **New Business**

There was no new business.

Moderator **Deans** asked for a motion to adjourn. Senator **Athina** made the motion; it was seconded by Senator **Long**. The Senate voted by clear accord to adjourn the meeting.

The University Senate meeting adjourned at 5:57 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 respectfully submitted by Susanna M. Cowan, Senate Secretary.

**Senate Executive Committee
Report to the University Senate
February 1st, 2021**

Good Afternoon,

The Senate Executive Committee has met four times since the last Senate meeting in addition to online discussions as needed. In its meeting with committee chairs, the Delta 2GE Task Force asked that the SEC share the following update:

“Since the spring of 2019, when the University Senate endorsed the framework for the new core curriculum, the task force has continued to meet every other week to finetune a proposal that will be presented to the Senate Budget Committee. We have maintained the six Topics of Inquiry (TOIs) that were originally proposed but have seen a need to further refine two of the TOIs, "Cultural Expressions of Human Experiences" and "Diversity, Equity, and Social Justice". We have conducted some focus groups with students and faculty and will soon launch a website to share essential details of the new framework with Senators and other members of the University community. We urge colleagues to be as generous as possible in their participation in the important process of providing feedback, through public forums and via the website.”

The SEC will partner with the Delta2GE in publicizing the website and public forums when more information is available.

As reported in December, the Senate Scholastic Standards Committee formed an ad hoc group to consider the creation of a new grade that could replace COVID-related W grades on transcripts. The result of that group’s work comes to the Senate today in the form of legislation to create a new temporary grade, NRC (No Record-COVID), that could be used instead of or in addition to Ws. The grade would indicate to people viewing the transcript in the future that the No Record was recorded during the pandemic.

Other business coming before the Senate this afternoon includes a motion from the SSC related to syllabi and a motion from the Faculty Standards Committee related to emeritus status.

At its December meeting, the Senate voted to recommend the formation of a faculty-staff-OVPR working group to study further the challenges with the expeditious review of proposals in advance of deadlines and propose solutions. That committee was formed by President Katsouleas and has been meeting weekly since last month. A report with recommendations is expected at the March 1st Senate meeting.

The Senate constituency elections are currently underway. Please check your email for information on the ballot and voting timeframes. Questions on the election process should be brought to Cheryl Galli in the Senate office.

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. Hedley Freake, Cheryl Galli, Veronica Makowsky, and Susanna Cowan took on the arduous

task and were nearly ready to present the proposed revisions to the Senate last spring when the pandemic shifted our attention. With Hedley and Veronica now retired, Susanna and Cheryl are pleased to present the results of the review. To make the most of the limited time in our monthly University Senate meetings, we ask that you consider the changes and provide feedback via the HuskyCT site by February 17th. The proposed amendments will be brought to Senate next month and voted on at the April 5th meeting.

The Senate will next meet on March 1st. Vice President and Chief Diversity Officer Frank Tuitt will present a report at that meeting.

Respectfully Submitted,

Carol Atkinson-Palombo, Chair
Senate Executive Committee

University Senate Curricula and Courses Committee
Report to the Senate
February 1, 2021

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

- A. AFRA/SOCI 2461 Race, Gender and US Health Care (#3295) [New Course: CA2, CA4 – GEOC Approved]

Proposed Catalog Copy

AFRA 2461. Race, Gender, and U.S. Healthcare

Also offered as: SOCI 2461

3.00 credits

Prerequisites: None. Recommended Preparation: SOCI 1001

Grading Basis: Graded

Factors of race and gender at work in U.S health care. Focus on African Americans and Black immigrants as care recipients and care providers in health care institutions. CA 2. CA 4.

SOCI 2461. Race, Gender, and U.S. Healthcare

Also offered as: AFRA 2461

3.00 credits

Prerequisites: None. Recommended Preparation: SOCI 1001

Grading Basis: Graded

Factors of race and gender at work in U.S health care. Focus on African Americans and Black immigrants as care recipients and care providers in health care institutions. CA 2. CA 4.

- B. DMD 2470 User Interface Design (#974)

Proposed Catalog Copy

DMD 2470. User Interface Design

3.00 credits.

Prerequisites: DMD 1070. Open to Digital Media and Design majors only, others with instructor consent.

Interface design fundamentals of websites, mobile applications, and interactive media installations. Students learn aesthetically engaging and usable human-computer interfaces through hands-on course projects, critiques, and discussions.

- C. HRTS 2100W Human Rights and Social Change (#2715) [New Course: CA2, CA4-INT, W – GEOC Approved]

Proposed Catalog Copy

HRTS 2100. Human Rights and Social Change.

3.00 credits.

Prerequisites: None

Grading Basis: Graded

Interdisciplinary exploration of the dynamic intersection between human rights and struggles for social change in a variety of contexts. Emphasis on how history, theory, and practice influence the power dynamics that promote or undermine human rights through social change. CA 2. CA 4-INT.

HRTS 2100W. Human Rights and Social Change.

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Interdisciplinary exploration of the dynamic intersection between human rights and struggles for social change in a variety of contexts. Emphasis on how history, theory, and practice influence the power dynamics that promote or undermine human rights through social change. CA 2. CA 4-INT.

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

- A. ALSN 2500 Introduction to Professional Interpreting (#4475) [Revise prereqs]

Current Catalog Copy

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

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Basic theories, principles, and practices of professional interpreting.

Revised Catalog Copy

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

3.00 credits

Prerequisites: ASLN 1101 or higher or consent of the instructor.

Grading Basis: Graded

Basic theories, principles, and practices of professional interpreting.

- B. ASLN 2600 Process of Interpreting: American Sign Language and English (#3714) [Revise prereqs]

Current Catalog Copy

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

3.00 credits

Prerequisites: ASLN 1102 or higher or consent of the instructor.

Grading Basis: Graded

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

Revised Catalog Copy

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

3.00 credits

Prerequisites: ASLN 1104 or consent of the instructor.

Grading Basis: Graded

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

C. ASLN 2700 Interpreting in Educational and Other Settings (#3734) [Revise prereqs]

Current Catalog Copy

ASLN 2700. Interpreting in Educational and Other Settings

3.00 credits

Prerequisites: ASLN 1102

Grading Basis: Graded

The study of interpreting American Sign Language and English within a variety of settings with a primary focus on educational interpreting.

Revised Catalog Copy

ASLN 2700. Interpreting in Educational and Other Settings

3.00 credits

Prerequisites: ASLN 1104 or consent of the instructor.

Grading Basis: Graded

The study of interpreting American Sign Language and English within a variety of settings with a primary focus on educational interpreting.

D. ASLN 2800 Consecutive Interpreting (#3716) [Revise prereqs]

Current Catalog Copy

ASLN 2800. Consecutive Interpreting

3.00 credits

Prerequisites: ASLN 1102

Grading Basis: Graded

Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues, and a focus on community, medical, and video relay interpreting.

Revised Catalog Copy

ASLN 2800. Consecutive Interpreting

3.00 credits

Prerequisites: ASLN 1104 or consent of the instructor

Grading Basis: Graded

Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues, and a focus on community, medical, and video relay interpreting.

E. CSE 2301 Principles and Practice of Digital Logic Design (#3494) [Revise Prereqs]

Current Catalog Copy

CSE 2301. Principles and Practice of Digital Logic Design

4.00 credits

Prerequisites: CSE 1010 and high school physics or PHYS 1010Q or 1201Q or 1401Q or 1501Q or 1601Q.

Grading Basis: Graded

Representation of digital information. Analysis, design, and evaluation of combinational and sequential logic circuits. Debugging techniques. Use of computer facilities for circuit simulation, CAD, and report preparation and presentation. Introduction to structure and operation of digital computers. Design projects. Written reports with revisions are required for each project.

Revised Catalog Copy

CSE 2301. Principles and Practice of Digital Logic Design

4.00 credits

Prerequisites: CSE 1010 and high school physics or PHYS 1010Q or 1201Q or 1401Q or 1501Q or 1601Q. Not open for credit to students who have passed CSE 2300W.

Grading Basis: Graded

Representation of digital information. Analysis, design, and evaluation of combinational and sequential logic circuits. Debugging techniques. Use of computer facilities for circuit simulation, CAD, and report preparation and presentation. Introduction to structure and operation of digital computers. Design projects. Written reports with revisions are required for each project.

F. CSE 2500 Introduction to Discrete Systems (#4394) [Revise catalog copy]

Current Catalog Copy

CSE 2500. Introduction to Discrete Systems

3.00 credits

Prerequisites: CSE 1102 or 1729

Grading Basis: Graded

Mathematical methods for characterizing and analyzing discrete systems. Modern algebraic concepts, logic theory, set theory, grammars and formal languages, and graph theory.

Application to the analysis of computer systems and computational structures.

Revised Catalog Copy

CSE 2500. Introduction to Discrete Systems

3.00 credits

Prerequisites: CSE 1102 or 1729

Grading Basis: Graded

Introduction to formal mathematical thinking including discrete systems and proofs. Discrete system topics include logic, set theory, basic number theory, basic combinatorics, functions, relations, sequences, sums, products, recurrence, and countability. Proof topics include direct

proof, including proof by cases and induction, and indirect proof, including proof by contrapositive and contradiction.

- G. DMD 1060 Fundamentals of Programming for Game and Web (#3675) [Revise title, description, and prereqs]

Current Catalog Copy

DMD 1060. Fundamentals of Programming for Game and Web

3.00 credits

Prerequisites: Prerequisites: DMD 1000 and 1030; open only to Digital Media and Design majors, others with instructor consent.

Introduction to object-oriented computer programming through lecture and hands-on exercises. Basic computer programming principles that will set the foundation for future courses in scripting.

Revised Catalog Copy

DMD 1060. Fundamentals of Programming for Game, Web, and Interactive Media Design

3.00 credits.

Prerequisites: DMD 1001. Open to Digital Media and Design majors only, others with instructor consent.

Introduction to programming for artists and designers through a combination of lecture and hands-on studio exercises. Students learn the basic principles of computer programming which set the foundation for future courses in game, web, and interactive media design.

- H. DMD 1070 Web Design I (#3674) [Revise prereqs]

Current Catalog Copy

DMD 1070. Web Design I

3.00 credits.

Prerequisites: DMD 1000.

Introduction to concepts, technologies and strategies for building contemporary websites.

Revised Catalog Copy

DMD 1070. Web Design I

3.00 credits.

Prerequisites: DMD 1002 and 1102. Open to Digital Media and Design majors only, others with instructor consent.

Introduction to concepts, technologies and strategies for building contemporary websites.

- I. DMD 2210 Moving Image and Sequence (#3677) [Revise prereqs and title]

Current Catalog Copy

DMD 2210. Moving Image and Sequence

3.00 credits.

Prerequisites: DMD 1000 and 1030; open to DMD majors and Digital Arts minors, others with instructor consent. May not be taken out of sequence after passing DMD 2810, 3210, 3220, 3250, or 3850.

Introduction to digital editing, project management, working with sound and time-based storytelling.

Revised Catalog Copy

DMD 2210. Film and Video Editing I

3.00 credits.

Prerequisites: DMD 1002 and 1102. Open to Digital Media and Design majors only, others with instructor consent.

Introduction to digital editing, project management, working with sound and time-based storytelling.

J. DMD 2310 3D Modeling I (#3602) [Revise prereqs]

Current Catalog Copy

DMD 2310. 3D Modeling I

3.00 credits

Prerequisites: DMD 1000 and 1030; open to Digital Media and Design majors. Not open for credit to students who have passed DMD 3300, 3310, 3350, 4310.

Introduction to creating polygonal 3D models using industry standard modeling tools, focusing geometry construction based on reference images, edge flow, clean topology, and polygon density.

Revised Catalog Copy

DMD 2310. 3D Modeling I

3.00 credits.

Prerequisites: DMD 1002 and 1102. Open to Digital Media and Design majors only, others with instructor consent.

Introduction to creating polygonal 3D models using industry standard modeling tools, focusing on geometry construction based on reference images, edge flow, clean topology, and polygon density.

K. DMD 2320 3D Lighting and Rendering I (#3603) [Revise prereqs]

Current Catalog Copy

DMD 2320. 3D Lighting and Rendering I

3.00 credits.

Prerequisites: DMD 1000 and 1030; open to Digital Media and Design majors. Not open for credit to students who have passed DMD 3300, 3310, 3350, 4310.

Introduction to dramatic lighting, 3-point lighting, shadows, materials, procedural textures, bump maps, displacement maps, ambient occlusion, ray tracing, and global illumination.

Revised Catalog Copy

DMD 2320. 3D Lighting and Rendering I

3.00 credits.

Prerequisites: DMD 1002 and 1102. Open to Digital Media and Design majors only, others with instructor consent.

Introduction to dramatic lighting, 3-point lighting, shadows, materials, procedural textures, bump maps, displacement maps, ambient occlusion, ray tracing, and global illumination.

L. DMD 2710 Social Media Business Applications (#3963) [Revise prereqs and description]

Current Catalog Copy

DMD 2710. Social Media Business Applications

3.00 credits

Prerequisites: Open to Digital Media and Design majors and Digital Arts minors, others by instructor consent.

Introduction to social media marketing, focusing on the platforms and strategies being employed by brands. This course does not fulfill requirements for any major in the School of Business.

Revised Catalog Copy

DMD 2710. Social Media Business Applications

3.00 credits.

Prerequisites: DMD 2700, which may be taken concurrently. Open to Digital Media and Design majors, others with instructor consent. Recommended preparation: DMD 1002 and 1102.

Introduction to social media marketing and advertising, focusing on the platforms and strategies being deployed by brands.

M. GEOG 1093 Foreign Study (#4694) [Revise title and description]

Current Catalog Copy

GEOG 1093. Foreign Study

1.00 - 6.00 credits | May be repeated for credit.

Prerequisites: None.

Grading Basis: Graded

Special topics taken in a foreign study program. May be repeated for credit. Consent of Department Head or advisor may be required prior to the student's departure.

Revised Catalog Copy

GEOG 1093. International Study

1.00 - 6.00 credits | May be repeated for credit.

Prerequisites: None.

Grading Basis: Graded

Special topics are taken in an international study program. Consent of Department Head or advisor may be required prior to the student's departure.

N. GEOG 2300 Introduction to Physical Geography (#3176) [Add EL, revise description – GEOC Approved]

Current Catalog Copy

GEOG 2300. Introduction to Physical Geography

3.00 credits

Prerequisites: Cannot be taken for credits after passing GEOG 4300.

Grading Basis: Graded

The physical elements and processes of the lithosphere, hydrosphere and atmosphere are considered in relation to one another and to the distribution of the world's environments.

Emphasis on the basic concepts and theories of physical geography. CA 3.

Revised Catalog Copy

GEOG 2300E. Introduction to Physical Geography

3.00 credits

Prerequisites: Cannot be taken for credits after passing GEOG 4300.

Grading Basis: Graded

The physical elements and processes of the lithosphere, hydrosphere, atmosphere, and biosphere in relation to one another and to the distribution of the world's environments. Emphasis on the basic concepts and theories of physical geography and relationships between humans and the physical environment they interact with every day. CA 3.

O. LLAS 1190/HIST 1600/W Intro to Latin America and the Caribbean (#12724/1509) [Adding W version of HIST cross-list]

Current Catalog Copy

LLAS 1190. Introduction to Latin America and the Caribbean

Also offered as: HIST 1600

3.00 credits.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

LLAS 1190W. Introduction to Latin America and the Caribbean

3.00 credits.

Prerequisite: ENGL 1010 or 1011 or 2011.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT

HIST 1600. Introduction to Latin America and the Caribbean

Also offered as: LLAS 1190

3.00 credits.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

Revised Catalog Copy

LLAS 1190. Introduction to Latin America and the Caribbean

Also offered as: HIST 1600

3.00 credits.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

LLAS 1190W. Introduction to Latin America and the Caribbean

Also offered as: HIST 1600W

3.00 credits.

Prerequisite: ENGL 1007 or 1010 or 1011 or 2011.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

HIST 1600. Introduction to Latin America and the Caribbean

Also offered as: LLAS 1190

3.00 credits.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT.

HIST 1600W. Introduction to Latin America and the Caribbean

Also offered as LLAS: 1190W

3.00 credits.

Prerequisite: ENGL 1007 or 1010 or 1011 or 2011.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment;

immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture.
CA 1. CA 4-INT.

P. WGSS/HRTS 2263 Women, Gender, and Violence (#4238) [Revise Prereqs]

Current Catalog Copy

WGSS 2263. Women, Gender, and Violence

Also offered as: HRTS 2263

3.00 credits

Prerequisites: Open to sophomores and higher. Recommended preparation: Any 1000-level WGSS course.

Grading Basis: Graded

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.

HRTS 2263. Women, Gender, and Violence

Also offered as: WGSS 2263

3.00 credits

Prerequisites: Open to sophomores and higher. Recommended preparation: Any 1000-level WGSS course. Grading Basis: Graded

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.

Revised Catalog Copy

WGSS 2263. Women, Gender, and Violence

Also offered as: HRTS 2263

3.00 credits

Prerequisites: Open to sophomores and higher. Recommended preparation: Any 1000- or 2000-level WGSS course.

Grading Basis: Graded

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.

HRTS 2263. Women, Gender, and Violence

Also offered as: WGSS 2263

3.00 credits

Prerequisites: Open to sophomores and higher. Recommended preparation: Any 1000- or 2000-level WGSS course.

Grading Basis: Graded

Discussion of various forms of gendered violence in the United States and in a global context.

Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.

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

A. ARTH/HIST/ARIS 3710 Islamic Art (#14495/1788) [New course: CA1, CA4-Int, W]

Proposed Catalog Copy

ARTH 3710. Islamic Art History

Also offered as ARIS 3710 and HIST 3710

3.00 credits.

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

ARTH 3710W. Islamic Art History

Also offered as ARIS 3710W and HIST 3710W

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

ARIS 3710. Islamic Art History

Also offered as ARTH 3710 and HIST 3710

3.00 credits.

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

ARIS 3710W. Islamic Art History

Also offered as ARTH 3710W and HIST 3710W

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

HIST 3710. Islamic Art History

Also offered as ARIS 3710 and ARTH 3710

3.00 credits.

Prerequisites: Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

HIST 3710W. Islamic Art History

Also offered as ARIS 3710W and ARTH 3710W

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher.

Grading Basis: Graded

A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

IV. 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. AAAS/HIST 3531 Japanese Americans and World War II (#15273/1937) [Cross list with AMST]

Current Catalog Copy

AAAS 3531. Japanese Americans and World War II

Also offered as: HIST 3531

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

HIST 3531. Japanese Americans and World War II

Also offered as: AAAS 3531

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

Revised Catalog Copy

AAAS 3531. Japanese Americans and World War II

Also offered as: HIST 3531 and AMST 3531

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

HIST 3531. Japanese Americans and World War II

Also offered as: AAAS 3531 and AMST 3531

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

AMST 3531. Japanese Americans and World War II

Also offered as: AAAS 3531 and HIST 3531

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4.

- B. ARTH/AMST 3570 History and Theory of Digital Art (#14432/1767) [Revise description, cross-list with DMD, add CA1 & CA4]

Current Catalog Copy

ARTH 3570. History and Theory of Digital Art

Also offered as: AMST 3570

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Examines the aesthetics and cultural impact of digital art in various modes including performance, online, and object production.

AMST 3570. History and Theory of Digital Art

Also offered as: ARTH 3570

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Examines the aesthetics and cultural impact of digital art in various modes including performance, online, and object production.

Revised Catalog Copy

ARTH 3570. History and Theory of Digital Art

Also offered as: AMST 3570 and DMD 3570

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to sophomores or higher.

Grading Basis: Graded

Investigates forms of digital and Internet art and the mostly forgotten histories of the technologies behind them. Forms and themes to be explored include games/gaming, surveillance art, cyberfeminism, data visualization, and crowdsourced art. CA 1. CA 4.

AMST 3570. History and Theory of Digital Art

Also offered as: ARTH 3570 and DMD 3570

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to sophomores or higher.

Grading Basis: Graded

Investigates forms of digital and Internet art and the mostly forgotten histories of the technologies behind them. Forms and themes to be explored include games/gaming, surveillance art, cyberfeminism, data visualization, and crowdsourced art. CA 1. CA 4.

DMD 3570. History and Theory of Digital Art

Also offered as: AMST 3570 and ARTH 3570

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to sophomores or higher.

Grading Basis: Graded

Investigates forms of digital and Internet art and the mostly forgotten histories of the technologies behind them. Forms and themes to be explored include games/gaming, surveillance art, cyberfeminism, data visualization, and crowdsourced art. CA 1. CA 4.

C. MATH 2710/W Transition to Advanced Mathematics (#3119) [Revise description]

Current Catalog Copy

MATH 2710. Transition to Advanced Mathematics

3.00 credits

Prerequisites: MATH 1132 or 1152. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, 3370 or 224.

Grading Basis: Graded

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester.

MATH 2710W. Transition to Advanced Mathematics

3.00 credits

Prerequisites: MATH 1132 or 1152; ENGL 1007 or 1010 or 1011 or 2011. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, 3370 or 224.

Grading Basis: Graded

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester.

Revised Catalog Copy

MATH 2710. Transition to Advanced Mathematics

3.00 credits Prerequisites: MATH 1132 or 1152. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, or 3370.

Grading Basis: Graded

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, and functions. Concepts from abstract algebra and analysis. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester. Students wishing to use MATH 2710 or 2710W as a prerequisite for later MATH courses need to earn a C (2.0) or better.

MATH 2710W. Transition to Advanced Mathematics

3.00 credits

Prerequisites: MATH 1132 or 1152; ENGL 1007 or 1010 or 1011 or 2011. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, or 3370.

Grading Basis: Graded

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, and functions. Concepts from abstract algebra and analysis. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester. Students wishing to use MATH 2710 or 2710W as a prerequisite for later MATH courses need to earn a C (2.0) or better.

D. NRE 3245 Environmental Law [EL] (#3019) [Add EL, revise description]

Current Catalog Copy

NRE 3245. Environmental Law

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

An overview of environmental law including the common law principles of nuisance, negligence, and trespass. Students will become acquainted with legal research techniques; emphasis will be on federal, state, and municipal programs addressing clear air, clean water, hazardous waste, inland wetlands, coastal zone management, and prime agricultural farm land and aquifer protection.

Revised Catalog Copy

NRE 3245E. Environmental Law

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

An overview of environmental law, appropriate for diverse majors in which understanding how the United States of America attempts to protect and manage its environment through rules, regulation, and statute is beneficial to the course of study. The course will also serve well those considering law school. The course requires no pre-existing legal knowledge and early topics in the course are aimed at understanding legal frameworks and vocabulary. Emphasis will be on federal, state, and municipal programs addressing clean air, clean water, hazardous waste, public lands, inland wetlands, coastal zone management, forests, fisheries and wildlife including endangered species, and soil and aquifer protection.

E. SOCI 3311W Deviant Behavior [W] (#2894) [Revise level/number and prereqs]

Current Catalog Copy

SOCI 3311. Deviant Behavior

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Behaviors labeled by society as deviant, such as crime, prostitution, suicide, alcoholism, drug abuse, and mental illness.

SOCI 3311W. Deviant Behavior

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open only to juniors or higher.

Grading Basis: Graded

Behaviors labeled by society as deviant, such as crime, prostitution, suicide, alcoholism, drug abuse, and mental illness.

Revised Catalog Copy

SOCI 2305. Deviant Behavior

3.00 credits

Prerequisites: None

Grading Basis: Graded

How society defines a behavior as deviant, how and why members of society react to those who act this way, why people engage in deviant behavior, their experiences when labeled as deviants, and how they manage the stigma. May consider extreme body modification, drug abuse, mental illness, prostitution, suicide, and unconventional beliefs within the above context.

SOCI 2305W. Deviant Behavior

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

How society defines a behavior as deviant, how and why members of society react to those who act this way, why people engage in deviant behavior, their experiences when labeled as deviants, and how they manage the stigma. May consider extreme body modification, drug abuse, mental illness, prostitution, suicide, and unconventional beliefs within the above context.

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

- A. HDFS 3311W Parenthood and Parenting (#3479) [Dropping the W version, keeping the non-W]
- B. HDFS 3540W Child Welfare, Law and Social Policy (#3480) [Dropping the W version, keeping the non-W]

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

- A. ARTH/AMST/DMD 3570 History and Theory of Digital Art (CA1, CA4)

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, 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 12/14/2020 and 1/25/2021 meetings

University of Connecticut
Senate Scholastic Standards Committee
Report to the University Senate
February 1, 2021 Presentation
March 1, 2021 Vote

No Record-COVID

A. Background:

Given the ongoing mental and emotional strain caused by the pandemic, many students have had to withdraw from courses during AY 20/21. Given that the “W” grade is perceived as negative by some students, employers, and graduate programs, students have asked for a new grade that would clearly indicate that the W grade was received during the COVID era. This grade would be NRC: No Record-COVID.

Since the “W” and “NRC” are both administrative grades (rather than earned grades), there is no technical impact. Students who have a W on their transcript for Fall 2020 or Spring 2021 would be given the opportunity to choose between “W” and “NRC” for their transcript notation.

B. Current Relevant By-Laws

II.B.10. Adding or Dropping Courses

Students may drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the ninth week of the semester, a student may drop one course for any reason with permission from the student’s advisor. No student is permitted to drop a course after the ninth week of classes or to drop more than one course after the first ten days of classes unless on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled. Exceptions are made only for extenuating circumstances beyond the student’s control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week. Any course dropped after the first ten days of classes will receive a ‘W’ on the transcript. Exceptions to transcript notations can be made only by the Provost or designee.

C. Proposal to Senate: Motion

We propose to amend the By-Laws, Rules and Regulation of the University Senate for AY 20/21 as follows. By-Laws, Rules and Regulations of the University of Senate II.B.10.

*Students may drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the ninth week of the semester, a student may drop one course for any reason with permission from the student’s advisor. No student is permitted to drop a course after the ninth week of classes or to drop more than one course after the first ten days of classes unless on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled. Exceptions are made only for extenuating circumstances beyond the student’s control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week. Any course dropped after the first ten days of classes will receive a ‘W’ on the transcript. Exceptions to transcript notations can be made only by the Provost or designee. **During AY 20/21, students may select a transcript notation of ‘NRC’ (No Record-COVID) to replace the ‘W.’***

University of Connecticut
Senate Scholastic Standards Committee
Report to the University Senate
February 1, 2021 Presentation
March 1, 2021 Vote

Syllabi

A. Background:

In order to perform well and balance their workload, students benefit from a course schedule that outlines course material and deadlines for assignments. This permits for greater time management and increased academic performance. Additionally, a schedule assists in the achievement of learning objectives. Student authentication for distance education course sections is mandated by NECHE.

B. Current Relevant By-Laws

II.1.5 Syllabi

Faculty shall provide syllabi to students in their courses, including internships and independent studies. Syllabi shall specify what will be taught, how it will be taught, how learning will be assessed, and how grades will be assigned.

C. Proposal to Senate: Motion

We propose to amend the By-Laws, Rules and Regulation of the University Senate as follows with deleted items in strikethrough and new language underlined. By-Laws, Rules and Regulations of the University of Senate II.1.5.

Faculty shall provide syllabi to students in their courses, including internships and independent studies. Syllabi shall specify what will be taught, when and how it will be taught, when and how learning will be assessed, ~~and~~ how grades will be assigned, and (for distance education courses) how student identity will be authenticated.

University Senate
February 8, 2021
Recommendation to Amend University By-Laws

At its meeting on February 8, 2021, the University Senate passed, by a vote of 62/3/2, the following recommendation to amend the University By-Laws, Section XIV.K.

(Deleted items in strikethrough; new language underlined)

Article XIV.K.2

- a. The faculty member holds the rank of Associate Professor or full Professor (or equivalent title, such as e.g. Clinical, In-Residence and Extension Faculty [CIRE] ~~Senior Extension Educator, Cooperative Extension Educator, Associate Cooperative Extension Educator, Extension Professor, and Associate Extension Professor~~) at the University of Connecticut.
- b. The faculty member has served at the University of Connecticut for at least five years ~~at this rank.~~

Article XIV.K

4. Emeritus status is a privilege, not a right, and can be revoked at any time at the request of the President and/or Retirement Committee with approval of the Board of Trustees.

**Report to the University Senate on
Undergraduate Education & Instruction (UEI)
Michael Bradford
Vice Provost for Faculty, Staff and Student Development
February 1, 2021**

Executive Summary

The following is a summary of the Academic Affairs programs that contribute toward the Life Transformative Educational success of our undergraduate education and instruction (UE&I) mission at UConn. These programs actively engage with our students and provide holistic support that celebrates the diversity of their academic needs, and that supports the work of the faculty, graduate assistants, and staff whose teaching, advising, and scholarship brings the entire offerings of the university to life. The initiatives below, and many more, make it possible to achieve exceptionally high rates of first-year retention of over 90%, an overall four graduation rate of 73% (the national average is just over 30%) and a six year graduation rate of 85%. Given the ever-rising cost of higher education, identifying strategies to help students succeed and graduate on time greatly reduces their overall college cost and the following academic affairs programs greatly aid in this endeavor.

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

Center for Excellence in Teaching and Learning (CETL)

Center for Excellence in Teaching and Learning (<https://cetl.uconn.edu/>). CETL is dedicated to the support and advancement of best practices in teaching and learning, and includes the following units: Faculty Development, Educational Technologies, UConn Online/eCampus, Academic Program Development and Support, Data Analytics/Nexus, Office of Early College Programs, Summer & Winter Programs, Writing Center, Quantitative (Q) Center, Testing Center, Office of University Advising, Service Learning, Bachelor of General Studies Program, and the newly formed Office of Continuing and Professional Education. Peter Diplock, Associate Vice Provost Teaching and Learning. 48 Staff.

Highlights of Achievements:

- **Our team of faculty development, instructional design, and educational technology staff were exceptional in their systematic support of the faculty** pivot to remote online teaching in the spring 2020 and provided an extensive amount of comprehensive training and support for faculty throughout the summer. We had more than 8,000 points of contact (e.g. workshop seats, consultations) with more than 2,500 distinct individuals, more than 500 unique

workshops this past year and delivered more than 50 invited presentations to classes, groups, departments, and other units at UConn. These numbers are more than double from the previous year with more than half of the increase occurring during the incredible surge in demand from March-July.

- Not included in the data above, CETL consultants worked with approximately 250 individual instructors of all ranks during the 2019/2020 academic year for general faculty/teaching development. Consultants met multiple times (and for extended periods of time) with many of these clients. Some clients worked with us for as many as 40 hours during this time span. These **confidential consultations** covered almost all aspects of teaching---teaching improvement, innovation, documentation for PTR, course redesign, syllabus construction, assessment of learning, classroom management, the academic job search, classroom observations, etc.
- CETL staff rapidly **developed a one-week short course “Preparing for Distance Education”** (PDE). PDE introduced faculty to best practices in curriculum design and online teaching and learning as well as available University resources. It provided an opportunity for faculty to use HuskyCT tools and experience online teaching and learning from the student perspective. Stressing the mix of asynchronous and synchronous approaches, PDE culminated with faculty creating an action plan to help them prepare for pivoting to distance education in summer and fall. Staff from multiple CETL units collaborated to offer PDE 13 times from May to August with over 800 faculty members participating.
- We developed a series of faculty-facing educational technology workshops designed to provide faculty with enhanced training on HuskyCT and informed technology options (e.g. WebEx, Teams, Collaborate for remote synchronous instruction)-these were our most popular workshops by far with more than 4,000 registrations, assessment-related workshops that bridged the pedagogical/technological divide (400 faculty registered for these assessment workshops). We also wanted to mention that our success on the faculty-facing side of educational technology could not have been possible without the amazing support and commitment of our colleagues in Academic IT who put in extraordinary effort to ensure that the technologies faculty and students rely upon (Blackboard-HuskyCT, WebEx, Teams) work as intended and troubleshoot when it doesn't.
- We launched a faculty-facing [keep teaching website](#) (7500 page views within the first six weeks) and a student-facing [keep learning website](#) in mid-March.
- We **increased our emphasis on diversity, equity, and inclusion** by introducing a series of new workshops and initiatives, continued our support of [National Center for Faculty Development and Diversity](#) (NCFDD) programming including the [Faculty Success Program](#), the [Solo Success Program](#) (How to thrive in the Academy when you're the only ____ in your department)--cancelled due to Covid-19, participated in the Black and Brown Faculty Networking event, cosponsored ODI's Thriving at Work series, started (Spring 2020) a Contemplative Practice Learning Community Focused on Rhonda Magee's Book, The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness, were awarded 3 President's Initiative on Community grants (some in collaboration with faculty and community

partners), and worked with colleagues in the library to begin creating a library guide for anti-racist pedagogy. CETL staff and faculty affiliates developed a new workshop series on Equity and Inclusive Teaching. Regularly offered sessions included:

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- Equity and Inclusive Teaching in Distance Learning: A Practical Overview
 - Equity and Inclusive Teaching in Discussion Based Courses
 - Equity and Inclusive Teaching in STEM Courses
 - Equitable Participation: Ways to Teach and Design your Course for Inclusion
 - Implementing Inclusive Teaching Principles and Facilitating Challenging Conversations
 - Dialogue in the Classroom: Strategies for Building Engagement and Empathy
 - Dialogue Moderation Skills
 - Designing an Accessible Syllabus
-
- CETL staff consulted with **six of UConn's seven 2020 NSF CAREER grant winners** on their education plans. We provided letters of collaboration for five of them. We also consulted with at least 10 other faculty members on additional and upcoming NSF grants. We continue to lead a workshop on developing educational plans for CAREER grants for School of Engineering and participate in a similar session for CLAS.
 - **Research Activity:** Members of our team are co-PI's on two NSF grants; IUSE/PFE: Innovation Beyond Accommodation: Leveraging Neurodiversity for Engineering Innovation---5 year, \$2M; DUE: Redefining Public Engagement at the University of Connecticut: Studying the Impact of an Innovative STEM Service Learning Model on the University Community—5 year, \$2.25M; CETL is one of 38 finalists invited to submit a final proposal for a \$2.5M 5 year award from HHMI (Driving Change), and we are awaiting word on another HHMI proposal submitted on Inclusive Excellence (IE3).
 - We continue to support university wide **SET+** efforts. We worked collaboratively with Faculty Standards, academic departments, and centers to enhance assessment of teaching effectiveness to highlight the importance of collecting teaching and learning data with a variety of different methods (SET+) in order to strengthen the validity of the evaluation strategy. We emphasized that multiple lines of evidence can include qualitative and quantitative measures that provide a more holistic view of the extent to which course learning objectives were accomplished successfully. This year showed an increased number of departments with official SET+ policies. CETL consulted on documentation of teaching through the use of student, self, and peer evaluation tools with 11 departments and 14 individual faculty members. We held meetings with Department Heads and gave presentations at 5 faculty meetings. We also provided calibration training for peer observations and updated our SET+ website.
 - We continue to **support new faculty and new TA orientations** in Storrs and participate in new faculty orientations at the regional campuses. We also support the teaching of two foundation courses in the **Graduate Certificate of College Instruction (GCCI)** GRAD6000 (Seminars in College Instruction) and GRAD6001 (Introduction to College Instruction).

- We **expanded support for regional campus faculty** including adjuncts by extending consultations and other services and offering more than 28 different workshops prior to Covid-19. We also continue to coordinate the **Reed Fellowship at the Waterbury Campus** (this year's recipient was Stephen Dyson from Political Science).
- We convene the **Annual Teaching and Advising Awards** (in-person event cancelled this year due to Covid-19). Award winners this year included Devra Dang from Pharmacy Practice (University Teaching Fellow), Jason Hancock from Physics (University Teaching Fellow), Sarah Reed from Animal Science (Teaching Innovation Award), Anthony Rizzie from Math (Teaching Innovation Award), David Tonn from Electrical and Computer Engineering (Outstanding Adjunct Award), Samantha Lawrence from Human Development and Family Sciences (Outstanding Graduate Student Teaching Award), and Mathew Phelps from Physics (Outstanding Graduate Student Teaching Award. University Advising Award Winners were Judy Brown from Allied Health, and Shoshana Armington from the School of Engineering.
- We are a **pedagogical partner to Schwarzman College (SC) at Tsinghua University**, delivering remote workshops to faculty and SC Teaching Fellows on teaching strategies, and authoring quarterly teaching tips. This partnership supports a full time Post-Doc position at UConn in the Neag School of Education.
- We **helped develop a multi-disciplinary 1 credit hour free COVID-19 pop-up course** with 15 faculty from 6 different schools and colleges in 3 weeks: The COVID-19 Pandemic: Impacts on Health, Business and Society. It became the **largest undergraduate course in UConn history**, with more than 4,200 students enrolled in the spring, another 800 in May term, and more than 1,000 graduate students, staff and faculty. The course was also launched separately to alumni with close to 2,000 enrollments.
- We provided thought leadership for key strategic initiatives including the **multi-disciplinary Data Science Initiative (graduate programs)**, the **Entrepreneurial graduate program revenue share agreement**, and **accelerated degree programs** (4+1 and 'degree in 3' initiatives).
- We support the **University Learning Spaces Committee** (formed 2018) to re-imagine and re-configure centrally controlled learning spaces; Science I tiered active learning classroom with capacity of 204 will be first large active learning classroom space on campus (completion date of Fall 2022). Approved research-informed Principles & Guidelines to optimize the design of existing and new learning spaces at the University, improving the way we assess and identify learning space needs as well as setting priorities for the creation of new learning spaces and the renovation of existing spaces.
- We **launched (rebranded) UConn Online** (<https://online.uconn.edu/>) in January 2020, which is supported by our legacy *eCampus* (UConn's faculty-facing course development support for faculty). We currently have >350 online undergraduate courses, >200 online graduate courses, ~50 online graduate certificate and degree programs). *eCampus* provided financial support and instructional design support to faculty for the development of more than 75 new online undergraduate and graduate courses in 2019/20. We supported the development of two **new online graduate degree programs**; Master of Energy and Environmental Management (MEEM), a collaboration between CLAS, LAW, CAHNR and Master of Research Methods and

- Measurement (Neag), and five **new online graduate certificate programs**--- graduate certificate in Healthcare Innovation, graduate certificate in Life Story Practice and Research, graduate certificate in Clinical Genetics and Genomics (Allied Health), graduate certificate in Remote Sensing (CAHNR), and a graduate certificate in Educating Bilingual Learners (Neag).
- Our **academic program and support staff** continue to support more than 30 graduate programs with web design and content creation, search engine optimization, digital advertising (Google Ad Words), automated and one-on-one customer relationship management (CRM) and (program web design, marketing, and enrollment support), and enrollment management support (non-degree student enrollment and assistance for matriculated students). New projects/programs this past year include a major redesign of graduate online nursing programs including Family Nurse Practitioner (FNP), Adult Gerontology Acute Care, Adult Gerontology Primary Care, Nurse Leader, and Nurse Educator.
 - We enhanced our **academic program research capabilities** this past year by securing a desktop application (**Burning Glass**) to more effectively support the market research process necessary for exploring and validating launch of new academic programs. Burning Glass allows us to conduct more effective analysis related to predicting enrollment demand because of crosswalks between academic programs and employment demand and trends including insights into skill clusters and competencies that can be useful for curriculum design and alignment. Burning Glass also provides competitive analysis and 5-year enrollment trends in similar programs through CIP and IPEDS data. We also continue to have memberships with the **Education Advisory Board** (Continuing Online Education Forum) and **Hanover Research**.
 - We initiated a partnership with Trilogy Education and worked to support School of Engineering launch of [UConn Coding Bootcamps](#) at the Hartford and Stamford regional campuses, and we worked to create and hire a new staff member for the Office of Continuing and Professional Education to provide centralized university wide support for high quality non-credit programs.
 - The Office of [Summer](#) and [Winter](#) programs continues to be strategically important as a mechanism that **helps UConn students get the courses they need when they need them to graduate on time**. It is *also an important source of additional revenue for academic departments and central administration*. This past year we continued to see a shift toward online course enrollments in favor of face-to-face enrollments with 93% of all enrollments in winter term now online, and 65 % of all enrollments in summer term now online. Year over year enrollment increased by 8%. This year we successfully piloted marketing of niche summer courses to non-UConn (non-degree) students and will coordinate a much larger scale version of this strategy next year working closely with Enrollment Management aimed at students who attend other colleges and universities throughout the year but who return 'home' and live in CT during summer and winter breaks.
 - The Office of Early College Programs, [Early College Experience \(ECE\) program is the University's largest academic outreach program](#) - allowing high school students to take UConn courses at their high school, taught by their high school instructors who are certified by the UConn departments based on academic credentials. It is the oldest (est. 1955) and one of the largest concurrent enrollment programs in the country---13,363 statewide enrollments last

year (mostly high school juniors and seniors), 81,584 credit hours attempted, 208 partner high schools throughout CT, and 1,377 certified instructors, offering 75 different courses in 32 participating UConn academic departments. More than 1/3rd of entering UConn students are UConn ECE alumni, bringing in an average of 9 credits per student (although some as many as 36 credits). UConn ECE hosted approximately 300 hours of professional development workshops this year to engage and enhance the instruction of UConn courses at our 208 high school partners. The program hosted a number of student events - annual events such as the French Immersion Day and Quiz Bowl, the Globalization Conference (cancelled due to COVID-19), and Cardboard Boat Race - as well as new events: the German Immersion Day and Quiz Bowl and the Italian Immersion Day and Quiz Bowl. This was also the third year that OECP was scheduled to host the Connecticut Science Olympiad (CTSO) – a 1,200 student event that involved two dozen UConn professors (UConn and UConn Health) and industry specialists (cancelled due to COVID-19).

- [UConn's Pre-College Summer](#) program was cancelled because of Covid-19 on April 17, which is about 1.5 months before applications and course enrollments typically peak. One goal this year was to provide more access to students with financial need. In addition to working with Noble Network's 'Summer of a Lifetime', who were on track to send about 30 students from Chicago, we also collaborated with UConn ECE partner schools to provide access to 20 Connecticut high schools students. Through a collaboration with UConn's Department of Geoscience, we were able to provide a scholarship opportunity for ten Connecticut students to participate in the GEOPATHS course as part of an NSF grant entitled, "GP-IMPACT: Creating Pathways for Literacy, Undergraduate Majors and Careers in the Geosciences through Institutional Collaborations". The PCS program is gaining the interest of Departments and Faculty around campus. This year we added a number of DMD courses, another engineering course, and a neuroanatomy course. With these new courses on the roster, and enrollments high, it was unfortunate that we had to cancel and hope to add them back next year.
- The Office of University Advising convened the third **Annual Advising Conference** featuring Dr. Richard Miller of Olin College as keynote and with more than 150 faculty and staff advisors in 20 workshops throughout the day, **formed the Scholastic Standing Working Group** and helped modify the scholastic standing process in partnership with schools/colleges/regional campuses to adjust for the pass/fail grading in the spring semester, and developed a set of Guiding Principles for the Office of University Advising.
- The **Q Center** had another busy year (~20,000 student visits) and made the successful transition from in-person to online/remote tutoring for all supported courses within 10 days in the spring semester. The Q Center currently funds 6.5 full time TA's who go through extensive training including expanded training on diversity, equity and inclusive teaching/mentoring practices and provided enhanced support and collaboration with regional campuses.
- The **Writing Center** had another productive year of sustaining excellent tutoring operations (~4,000 tutoring sessions and 800 hours of one on one tutoring support for first-gen students), providing developmental workshops for faculty (more than 100 faculty participated in the full day W teaching orientation in August, December, and January) partnering with units across the

university (our 1010S/Writing Fellows program in collaboration with SSS an First Year Writing is a gem that quietly and effectively enhances diversity on campus by improving the retention and success of first-gen students), and research productivity (multiple papers and conference presentations).

- The **Office of Service Learning** supported more than 75 SL designated courses this past year, and supported a number of interesting projects including a \$50,000 Fats/Oils/Grease biofuel project through the School of Engineering (funded by the Hartford Metropolitan District Commission), the Keney Park Sustainability Project, the UConn Hartford focused SSEI (Social Sector Engagement Initiative) with the Food Delivery Platform Project for the North End of Hartford, the Healthy Hartford Hub, the North Hartford Promise Zone UConn Collaborative, the Sustainable Food Systems Community initiative, and assisted in service learning focused NSF grants.
- Jeff Winston, the creator and administrator of **Nexus (student advising and success portal)** continues to make improvements and enhancements that improve the end user experience and functionality. Many features were added or enhance this past year including the '60 second' student profile, remote Kiosk student check-in capabilities, enhanced network notification features, expanded student email, name, and pronoun options, improved filter and search options that enhance productivity, advanced charting capability to geo-locate students, and many other enhanced customization options for advisors. Jeff was also instrumental in facilitating CETL's ability to pivot quickly and support the surge of faculty demand for pedagogical-technological support. We utilized his FINS scheduling and tracking database to help us seamlessly monitor and adjust workshop enrollment strategies and Nexus to create an efficient remote appointment booking system for faculty to select available appointment times for one-on-one 30 minute consultations with CETL staff.
- We created a new unit 'Office of Continuing and Professional Education' to provide enhanced centralized support to existing continuing education and professional education non-credit programs across the university and to develop enhanced capabilities for developing innovating non-credit programming including non-credit online short courses, webinars and podcasts that address employee and workforce development needs.

Honors and Enrichment Programs

The UConn Honors Program provides opportunities for students to move from **consumers of knowledge to producers of knowledge**. The Honors experience has been designed around a [theoretical framework](#) supporting student growth toward becoming **leaders in their fields and in their communities**.

Explore

- Starting in the Honors First-Year Seminar and continuing into specially designed courses, such as those in the interdisciplinary Honors Core
- Honors courses across the UConn curriculum that provide intellectual breadth across broad epistemological areas, including many that meet general education requirements

- Community and events that support the social-emotional growth of students as they live, study, and socialize

Create

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

Lead

- Within Honors and UConn through commitments to student organizations, clubs, and learning communities
- In an academic field by presenting and publishing
- As a citizen-scholar driving change at UConn and beyond.

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

Highlights from 2019-20

- Continued implementation of new Honors graduation requirements, including a new online Honors Preliminary Plan of Study process.
- COVID-19 changed many facets of our work, including:
 - Virtual recruitment of incoming students;
 - Online Orientation, including new tools for efficient and comprehensive advising; met with each student individually for course registration
 - Providing a full slate of remote events for community development, student social-emotional support, and academic and professional development
- Welcomed our largest ever entering first-year Honors cohort (591 students, including 27 at UConn Stamford) in Fall 2020

Top Initiatives for 2020-21

1. Continue implementation of new Honors requirements across all campuses; first graduates under these requirements expected in 2021
2. Enhance Honors and Enrichment Programs opportunities for students at all UConn regional campuses
3. Increase fundraising for Honors Program students and program initiatives.

[OFFICE OF UNDERGRADUATE RESEARCH](#)

The Office of Undergraduate Research (OUR) helps students from all majors and UConn campuses to develop opportunities to conduct research and engage in creative activity. By providing funding for student projects and venues for showcasing project outcomes, the OUR supports students in exploring the unknown,

creating new knowledge, and sharing their discoveries. View full 2019-20 report [here](#).

Signature Programs

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

Highlights for 2019-20

- Disbursed over \$620,000 in support of undergraduate research and creative activity through 256 awards across 8 funding programs. Pivoted 7 of those funding programs to online/remote operations, collaborating with students and their mentors to modify planned projects in response to pandemic-related restrictions and to ensure that undergraduates' engagement in research could continue.
- Secured \$1.2M grant renewal from the Helen Gurley Brown Foundation to support scholarship funding, service/leadership projects, programming, and post-graduation fellowships for two additional cohorts in the BOLD Women's Leadership Network initiative.
- Collaborated with the Office of First Year Programs and Learning Communities and the Werth Institute to promote marquee research and innovation programming in October (Research Connections, Experience Innovation Expo, Fall Frontiers) under the Month of Discovery banner.

Top Initiatives for 2020-21

1. Redesign advising services (staff and peer advising) and workshops to offer a range of options in a virtual format that are responsive to the particular challenges of getting involved in undergraduate research this year.
2. Collaborate with the Office of the Provost and the Office of the Vice President for Research to develop and communicate undergraduate research guidance consistent with evolving campus policies and practices.
3. Modify funding programs and processes, as well as key office events (Research Connections, Frontiers research exhibitions), as needed to accommodate changes to research modalities and reduced density on UConn's campuses.

[INDIVIDUALIZED AND INTERDISCIPLINARY STUDIES PROGRAM](#) & [UNIVERSITY SCHOLAR PROGRAM](#)

The Individualized and Interdisciplinary Studies Program (IISP) supports individualized and

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

Highlights for 2019-20

- The **Individualized Major Program** (offered by the College of Liberal Arts and Sciences and the College of Agriculture, Health, and Natural Resources) offers students the opportunity to create their own majors. Common themes remain health studies, international studies, data science, and law, rights and justice studies. **The percentage of applicants who completed the gateway course increased from 47 to 69 percent**, thereby strengthening the quality of applications and students' understanding of disciplinary and interdisciplinary perspectives and practices.
- The **University Scholar Program**. The Program's Oversight Committee reviewed and substantially revised the application process to gain a more holistic picture of applicants.

Top Initiatives for 2020-21

1. Implement the new application process for the University Scholar Program and develop recorded materials for online workshops.
2. Adapt the Individualized Major gateway and capstone courses to Distance Learning format during pandemic.
3. Rebuild Individualized Major student records database using more up-to-date and adaptable software.
4. Streamline online communication and approval processes for the Individualized Major by introducing a weekly digest and an online change in plan of study form.

OFFICE OF NATIONAL SCHOLARSHIPS & FELLOWSHIPS

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

Signature Programs

- The **National Fellowships Incentive Program** provides UConn and UCH faculty up to \$1,000 in professional development funds for mentoring students as they prepare applications for prestigious external fellowships. Additionally, graduate students who submit eligible fellowship applications may receive up to \$250 in scholarship funds.
- **Fulbright Week at UConn** (co-sponsored by the Office of Global Affairs) brings together staff from the Institute of International Education (which administers the Fulbright Program) and UConn faculty and graduate students to discuss their interest in the Fulbright Scholar and Fulbright U.S. Student Programs.
- The **Graduate Fellowships Summer Writing Institute** is a multi-day workshop held early each summer that helps graduate and undergraduate students jumpstart fellowship applications they plan to submit in the fall. In 2020, the workshop was conducted virtually, attracting the largest number of participants to date.

Top Initiatives for 2020-21

1. Adapt efforts to recruit outstanding scholarship and fellowship applicants – especially from under-represented disciplines and backgrounds – through virtual outreach to relevant learning communities, student organizations, faculty, staff, and administrators.
2. Coordinate with the Office of Global Affairs and other relevant units to raise awareness of Fulbright U.S. Scholar and Fulbright U.S. Student Programs among faculty, graduate students, and undergraduate students.
3. Build on the success of previous collaborations with CETL (e.g., the annual workshop on “Writing Letters of Recommendation”) by integrating efforts to raise awareness of unconscious bias into internal ONSF recruitment and selection processes.

OFFICE OF PRE-PROFESSIONAL ADVISING

UConn's Office of Pre-Professional Advising serves current UConn students and alumni in pre-medical, pre-dental, and pre-law areas. In addition, we work with students in the Special Program in Medicine (SPiM), Special Program in Dental Medicine (SPiDM), and Special Program in Law (SPinL), as well as students in the Medicine and Dental Medicine Post-Baccalaureate Program and the Accelerated Program in Law (six-year combined bachelor's and JD program).

Signature Programs

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

Highlights of 2019-20

- Supported over 350 applicants (current UConn students and alumni) as they applied to medical, dental, physician assistant, optometry, and other health professions programs.
- Conducted regular offerings of pre-med/dental group advising sessions at Storrs, Waterbury, Hartford (new), and Stamford (new—virtual in April) campuses as well as four spring advising workshops (all recorded and posted online). We continued to support our pre-professional community through a combination of live [virtual] group advising sessions, collaborative programming with campus partners, and 1:1 advising and programming via Webex.
- Hired Dr. Erin Ciarimboli as Director, University Advising and Pre-Professional Advising, in May 2020.

Top Initiatives for 2020-21

1. Benchmarking, transforming, and implementing a new advising model to support pre-medical and pre-dental students throughout their journey to medicine. This competency-based advising model, launching in Spring 2021, will focus on an exploratory, developmental, and holistic approach that will allow students to explore the health professions, engage in regular reflection and feedback opportunities, and empower them to fully tell their own story and present their best candidacy for study in the health professions.
2. Developed a new partnership with the UConn Health Leaders Program, allowing our Post-Bacc students to participate in a six-week intensive program incorporating patient care, physician shadowing, and educational modules in December 2020 and January 2021. This will allow our Post-Bacc students to gain over 60 hours in direct patient care experience, a critical component of their professional school applications.
3. Successfully transition the Law Fair (Fall 2020) and all additional 2020-21 advising, programming, and community-building to online modalities.

Institute for Student Success (ISS)

Institute for Student Success (<https://iss.uconn.edu/>). The Institute oversees the Academic Center for Exploratory Students and Bachelor of General Studies program, Center for Academic Programs, First Year Programs, Learning Communities, the Academic Achievement Center, and the Louis Stokes Alliance for Minority Participation.

Recent accomplishments:

- We secured a new \$1.8 million five-year grant for Student Support Services to continue supporting our efforts to serve students who traditionally underrepresented in higher education, with an emphasis on low-income, first-generation to college students. Among all campuses, SSS served 1190 students over the course of the year.
- We launched four new non-residential student Learning Communities (LCs) since 2017, bringing our total to 20 residential and 14 non-residential LCs. 48% of our first-year class is involved in a LC this year, and nine out of ten first-year students take a First Year Experience (FYE) course. These programs greatly contribute to UConn's 93% first year retention rate.
- The Major Experience (<https://tme.uconn.edu/>), a student-centered program dedicated exclusively to major exploration, experienced substantial growth and development over the last year and garnered national recognition from NACADA .
- We successfully launched an Academic Achievement Center on our urban Hartford Campus (HAAC) to provide students with programs, resources, and services to enhance skill development, effective decision-making, and personal transitions to and within the university setting. As of May 30, 2020, HAAC had 2,752 sign-ins including 267 First Gen students and 93 SSS students. We received national recognition as a First Gen Forward Institution from the Center for First-Generation Student Success, recognizing UConn as an institution that shows particular success and dedication in supporting first-generation students through evidence-based practices and resources to bolster recruitment, retention, and graduation.
- In the wake of COVID, we successfully transitioned all services to virtual delivery. The Summer Bridge Program supported 373 transitioning underrepresented students in their matriculation to all UConn campuses, and our High School Initiatives program engaged 38 high school students to continue to motivate students to pursue a postsecondary education.

Provided targeted programming to nearly 1000 students transferring to Storrs from other institutions or the regional campuses. Transfer Insiders hosted a number of events including Fall Welcome Breakfast, Fall New to Storrs Resource Fair, Transfer Connections House Learning Community Seminar Panel and a spring 2020 Welcome Dinner.

Institute for Student Success (ISS) - Associate Vice Provost Tadarrayl Starke

The **Institute for Student Success** (ISS), under the leadership of Tadarrayl M. Starke, Ed.D., works to increase access to higher education; promote student academic engagement across the university; strengthens student preparation and learning; provides one-on-one holistic support; and promotes the recruitment, retention, and graduation of University of Connecticut undergraduates.

ISS is comprised of the following departments and programs:

- Academic Center for Exploratory Students (ACES)
- Bachelor of General Studies (BGS) program
- First Year Programs (FYP) & Freshmen Year Experience (FYE)
- Learning Communities (LC) and the Learning Community Innovation Zone (LCIZ)
- Academic Achievement Center (AAC)
- Louis Stokes Alliance for Minority Participation (LSAMP)
- Center for Academic Programs (CAP)
- Transfer Connections
- First Generation UConn

Once students arrive on campus, ISS programs provide high impact practices for student success that include advising exploratory students, First Year Experience (FYE) seminars, Learning Communities, academic support, and student leadership and enrichment. ISS recognizes the critical importance of the first year for students to build a sense of belonging at UConn and healthy habits of mind. As such, ISS programs seek to personalize the academic experience for incoming students by scaffolding learning environments and experiences utilizing best practices to build a foundation for all students to thrive during their time at UConn.

The work we do is particularly important, as ISS is responsible for ensuring equity and access to students coming from high schools in CT cities with large achievement gaps. ISS serves as the University's primary outreach to support student success for first-generation, low-income, and other students historically underrepresented in higher education. Starting in high school, UConn College Access and Preparation Program (UCAP), UConn Rising Scholars, Hartford Promise, New Haven Promise, and the First Generation program offer students a structured pipeline that includes secondary school engagement, college transition summer programs, and postsecondary student engagement through their graduation from UConn and beyond.

ISS has a long history of reaching out to external funding sources such as the US Department of Education as well as private donors to supplement University funding and is currently managing close to seven million dollars from external funding sources. For over 50 years, UConn's low-income and first-generation students have benefited from critical programming funded by federal TRIO programs. ISS administers the National Science Foundation's Louis Stokes Alliance for Minority Participation (LSAMP) grant and serves as the lead institution for the Northeast LSAMP Alliance comprised of six institutions in the region. FYP/LC has also been aggressively pursuing grants and donors to support high impact initiatives for our students.

Through ISS programs, students benefit from small course sections and seminars, community-building, mentoring and strong academic advising. As a result, ISS is uniquely positioned to offer programs that lead to greater student retention and success and to contribute to the University's Life-Transformative Education Initiative. Below are some of the selected programs initiated in the past decade to address major University initiatives.

Select Signature Programs:

- **Short-term Study Abroad Experiences** - SSS created specialized education abroad opportunities for first-generation/low-income students in the program. Studies show that studying abroad has a positive impact on retention, graduation, and overall student success for this population.

- **Comprehensive Peer Leadership Programs** - Over 400 peer educators serve in para-professional roles across all programs, advising, teaching, counseling, and mentoring.
- **Learning Communities** - First and second-year students can participate in one of 34 faculty-led communities, including 20 Living/Learning Communities that are major-based or interdisciplinary. These Communities align with UConn areas of research and programmatic excellence, including the environment, innovation, creativity & entrepreneurship, global citizenry, human rights and the humanities.
- **Learning Community Innovation Zone (LCIZ)** - A 1500 square foot makerspace in the Peter J. Werth Residence Tower engages students of any major in innovative, hands-on experiences that enable synthesis of their academic studies, personal interests, and creativity through making.. Equipped with wood working tools, 3-D printers, a laser cutter, an electronics station, and other tools and equipment, the LCIZ offers students a place to implement design thinking as they work to solve problems big and small. Signature events include HackUConn, a 24-hour hackathon; Women in Making Forum; Maker Faire and summer programs for high school students.
- **UConn Rising Scholars** - This program for foster/independent youth holds a summer program and monthly academic days. Over 90% of the students who attend matriculate into higher education, significantly higher than the 20% national average for this population.
- **The Major Experience (TME)** - TME is a student-centered approach to discovering which major(s) are best for students. An online program and small group workshops provide comprehensive resources for self-exploration, as well as connection to student mentors, career coaches and academic advisors.
- **Transfer Connections** –Students transferring from other institutions or relocating from UConn’s regional campuses benefit from targeted programming and peer-to-peer mentoring to support their transition to and success at Storrs.
- **Supplemental Instruction** – offered for 11 courses, provides students in “gateway” STEM courses with additional support to succeed through tutoring and small group instruction.
- **UConn Connects** – provides students, especially those at-risk of dismissal, with an assigned faculty, staff, or peer mentor for monthly meetings and assistance.
- **First Gen Outreach** – ISS leads University efforts in reaching out to and supporting students who are the first in their families to attend college (25% of undergraduates at Storrs and nearly 50% of students at regional campuses).
- **First-gen Forward** - UConn this year was honored with the designation by the Washington, D.C.-based Center for First-Generation Student Success.
- **Support for undergraduate research experiences** - Each October a Research Connections event primarily for first & second year students showcases all the potential research opportunities at UConn. McNair and LSAMP offer intensive training and support of underrepresented students conducting research on campus with faculty collaborators. In collaboration with five partner institutions through the Northeast Louis Stokes Alliance for Minority Participation an annual international research summer program has been added to conduct NSF supported research abroad.

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

ACADEMIC CENTER FOR EXPLORATORY STUDENTS & BACHELOR OF GENERAL STUDIES PROGRAM

Academic Center for Exploratory Students

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

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

Bachelor of General Studies (BGS)

The **BGS program** is the University's degree completion program. Designed primarily for returning adult students, BGS is offered at all UConn campuses. Students must have an associate degree or 60 credits from a regionally accredited college or university to be eligible for the program.

Highlights for ACES & BGS

- Further Development and Expansion of Programs Supporting Transfer and Campus Change Students
- Over the course of the year, ACES advisors handled over 5,600 student visits through a combination of scheduled and walk-in appointments.
- Seventeen percent (17%) or 965 of students advised were not "officially" in the program, thus underscoring the critical role ACES plays in serving all undergraduate students at the University.
- The third year of the ACES Turning Point Program (TPP), an intensive advising and engagement program for students on academic probation, served 45 students. All students successfully increased GPA to be able to remain at UConn.

CENTER FOR ACADEMIC PROGRAMS (CAP)

Student Support Services

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

High School Initiatives (UCAP & UConn Rising Scholars)

High School Initiatives has several programs that assist historically disadvantaged youth in Connecticut schools to motivate them to pursue and succeed in college.

The **University of Connecticut College Access and Preparation Program (UCAP)** provides programming to help high school students graduate and enroll in the college of their choice. Each year, approximately 100 UCAP students participate in a variety of academic, social, and cultural activities throughout the year to support this goal. UCAP has been working with Connecticut high school students for 50 years. Currently, UCAP recruits students in the 9th grade from Hartford and Windham who are low-income

and/or will be first-generation to college. The program had an average 100% high school graduation rate and a 96% college placement rate for the class of 2020.

The **UConn Rising Scholars Program**, partially funded through a partnership with the Connecticut Department of Children and Families (DCF), supports CT foster youth. The program continues to work with 34 students from existing cohorts to encourage their secondary success and postsecondary enrollment, although new students were not added in 2019-2020. The 2020 graduating class had a 100% high school graduation rate and a 100% college acceptance rate.

Both high school programs provide ongoing support year-round and a summer residential component at UConn's Storrs campus. Both programs have offered services online since March 2020.

McNair Scholars Program

The McNair Scholars Program prepares talented, highly motivated UConn undergraduate students for doctoral studies in science, technology, engineering, and math (STEM) disciplines. Faculty work closely with Scholars during an intensive residential summer research program, followed by a customized academic year component. McNair is open to low-income, first-generation college students or those from populations underrepresented in STEM graduate fields who are seeking to pursue a Ph.D. In summer 2020 participants received virtual instruction as well as participated in virtual research experiences.

Highlights for CAP

- SSS was awarded a 5-year renewal from the Department of Education to continue serving students at all regional campuses and Storrs.
- The McNair Fellows Program has transformed into a semester-long program. The program now serves students throughout the fall semester to allow for enhanced research shadowing opportunities and more extensive support for students.
- SSS held its inaugural *Growing Resilience & Inspiring Transformation* (GRIT) conference in August 2020. The virtual conference was geared towards students on scholastic probation.
- A total of 82 students studied abroad in summer 2019, either through the SSS short-term study abroad programs or through other international education opportunities. Forty-nine students studied abroad through SSS, attending classes and taking advantage of cultural immersion activities in Costa Rica, Croatia, and the Czech Republic. Additionally, students experienced education abroad over the past year in locations such as Brazil, Granada, Israel, Japan, Korea, and Peru.

LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (LSAMP)

The **Louis Stokes Alliance for Minority Participation (LSAMP)** program, funded by the National Science Foundation (NSF), supports UConn undergraduates toward achievement and graduation in the science, technology, engineering, mathematics, and pre-health (STEM) disciplines. By design and structure, LSAMP programs function in alliance settings, and as of 2016, the University of Connecticut became the lead institution of the **Northeast Louis Stokes Alliance for Minority Participation (NELSAMP)**. This

valuable collaboration, dating back to 2001, brings together LSAMP programs at Northeastern University, University of Rhode Island, University of Massachusetts-Amherst, Worcester Polytechnic Institute, and Tufts University with UConn to support the goals of the LSAMP program through joint events including symposia and GEM Grad Lab.

Open to underrepresented students in STEM majors, LSAMP provides opportunities for mentoring, workshops, personal and professional development, and support for international research experiences, undergraduate research, and regional and national professional organizations and events.

Highlights for LSAMP

- Increased participation in LSAMP funded research opportunities (e.g REU's and international research) through faculty collaboration.
- Presented NELSAMP research abroad program at national conference, highlighting the program's success in bringing LSAMP students from across the Northeast Alliance to China and Australia. A total of 40 students from the alliance participated in international research experiences 2016-2019.
- Submitted proposal to renew the program through a 5-year grant from the NSF in November 2020

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

First Year Programs (FYP)

Since 1999, UConn's **First Year Experience (FYE)** program has offered courses and services that foster student success, development, transition, and leadership. Through our course offerings, first and second year students at the University study and engage in exploration, learning, and research in small 19-seat seminar sections. Nine out of ten first year students participate.

Learning Communities (LC)

Learning Communities provide cohorts of students with opportunities to investigate areas of interest, based on their major or an interdisciplinary topic, through guided courses and co-curricular activities. Living Learning Communities develop knowledgeable, responsible, engaged citizens in a culture of inquiry within a learner-centered university in a residential environment. While assisting students with their transition to academic life, they offer a small college feel and a sense of place on a large campus; they promote meaningful and sustained interactions with faculty, staff and student leaders; and they provide an effective structure for curricular coherence, deeper learning, student success, persistence, and engagement. This year 48% of the incoming class participated in a learning community, as well as hundreds of students beyond the first year.

Learning Community Innovation Zone (LCIZ)

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

Academic Achievement Center (AAC)

The **Academic Achievement Center(AAC)** and the new **Hartford AAC** assist students to attain academic and personal goals by providing a comprehensive, personalized array of programs, resources, and services to enhance skill development, effective decision-making and personal transitions to and within the university. **UConn Connects** is the university's largest volunteer mentoring program with over 230 undergraduate, graduate, faculty, and staff volunteers who work one-on-one with over 700 students per year. Each semester, students on probation are sent invitations to join and over 54% of responded and were assigned mentors. The AAC also provides specialized support and targeted outreach to cohorts including Transfer students, Hartford Promise and New Haven Promise Scholars and those on academic probation. **First Generation UConn** provides additional programming, advising, and support for students who are first in their families to attend college.

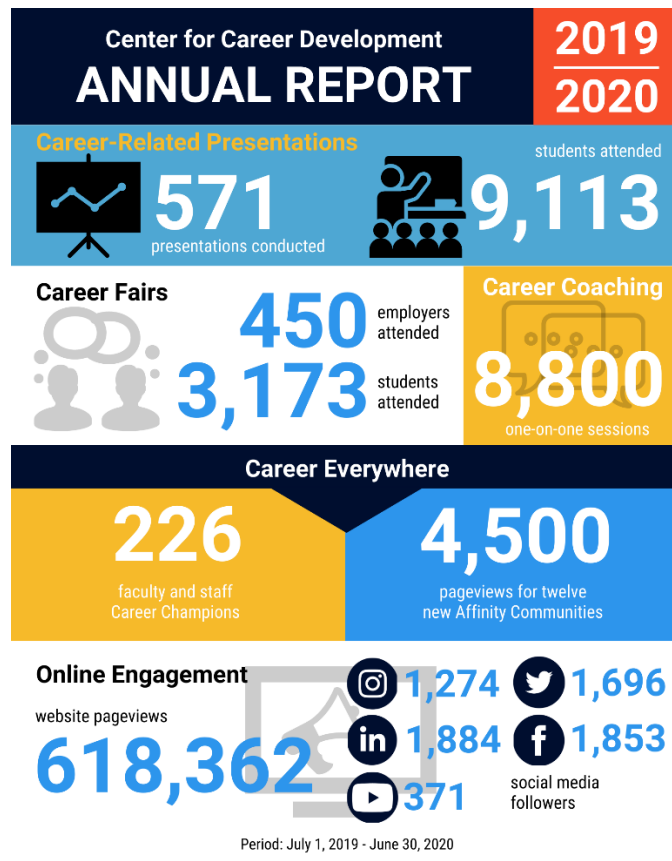
The AAC offered **Supplemental Instruction** in 11 entry-level STEM courses, providing additional support to students through peer tutoring, and small group sessions to build a foundation for future studies in STEM.

Highlights for FYP,LC, AAC & LCIZ

- Launched **Hartford AAC** Fall 2019. This expanded ISS academic support services to Hartford, connecting students to academic success services and supplemental instruction. During the pre-launch phase of Summer 2019, over 50 faculty and staff members volunteered to be UConn Connects mentors in Hartford to work with students on academic probation on the regional campus.
- Created and launched an FYE Instructor Network (I.N.) to support over 30 FYE instructors and allow them to network and share best practices
- Developed specialized and intentional programming for First Generation students (e.g. Welcome Reception, First Gen Day, Faculty/staff retreat for First Gen, and Success 360).
- **SUCCESS 360!**, a collaborative effort with Financial Aid, Bursar's, Dean of Students, Advising, FYP, and Registrar's Offices, assisted the University and students in resolving complex student and financial issues, with a particular focus on at-risk first-generation students.
- Created FYE Peer Mentoring Class EPSY 3020 to support undergraduate student mentors as they work with first-year students. This course concentrates on continuing each mentor's self-awareness and development in areas such as leadership, diversity, facilitation, classroom management, lesson planning, and mentoring.
- Launched **Month of Discovery** event series, which builds on success of Research Connections, as a new UConn tradition that engages students in a variety of enrichment, research, innovation, and creativity-orientated events designed to offer the most impactful and informative UConn undergraduate experience.
- **Women in Making Conference:** One of the many groundbreaking events hosted by the Learning Community Makerspace in Werth Tower, this conference engages students with a panel of women involved in making, helps identify barriers and best practices to navigate disparities for women in making, and hosts skill-building workshops to increase education and participation in making for women.

- Began full implementation of supports and services designed specifically for the Hartford Promise and New Haven Promise Scholars students at the Storrs and Hartford Campuses.
- Submitted an application to be designated a First Gen Forward Institution and was awarded this designation for the 2020-2021 Cohort in recognition of the programming and support offered to this population.
- Continued internal partnership with Student Support Services (SSS) on the state grant-funded PASS **Blueprint** program to increase retention of students of color on academic probation

Career Center



In February of 2013, UConn’s Provost created the position of Assistant Vice Provost and Executive Director of Career Services. At the time, the vision for this new role was summarized as follows:

This newly created position will support the mission of uniting all Career Services functions throughout the University. We believe that this change will enable Career Services to provide transformational leadership in the development and implementation of new programs, internship opportunities and employer partnerships for a comprehensive, university-wide Career Services platform that serves as a national model for Career Services excellence.

Since that time, an incredible team has been developed and has achieved unprecedented success in providing UConn students with nationally recognized offerings and career-related programs. That success is evident in our most recent First Destination Reporting that indicates that 81% of students utilize the services of the Center for Career Development during their undergraduate careers. This compares to a national average of 55%, as recently reported in a Gallup national polling. This scale has been accomplished through the development of innovative programs, student outreach via social media and other modes of communication, and an aggressive campaign aimed at bringing employers to campus and presenting students with viable jobs and internships. Metrics that demonstrate this success are evident when comparing 2013 data to our most recent levels of student and employer engagement:

Category	2013	2020	% Increase
Employers at Career Fairs	313	450	325%
Students Active in Husky Career Link	7,076	19,000	229%
Students Attending Career Fairs	2,872	3,000	250%
One-on-One Career Advising Sessions	4,796	8,800	140%
Formal Presentations	248	598	241%
Students Attending Presentations	6,756	9,898	147%
Website Page Views	254,478	693,289	272%
Social Media Followers	1,905	6,535	343%

In addition to these metrics, the national thought leadership of the UConn Center for Career Development is evident through the following:

- Every year for the past five years, the Career Center has been selected to present best practices at the annual conferences of both the National Association of Colleges and Employers and the Eastern Association of Colleges and Employers.
- For five of the past six years, the Career Center has been recognized as a finalist for a national award presented by the National Association of Colleges and Employers, winning the top Members Choice Award in 2016 and most recently garnering Honorable Mention for innovation in technology in 2020.
- For two out of the past four years the Career Center has been recognized by the Eastern Association of Colleges and Employers for innovative programing at their annual conference, most recently in 2020 for Diversity and Inclusion initiatives.
- This past year, the Center won the Annual Excellence in Career Center Innovation Award from The Career Collective, a national consortium of career centers.

- Every year for the past five years the Career Center has been featured by both the National Association of Colleges and Employers and the Eastern Association of Colleges and Employers in their membership media and communications.
- Within the UConn community, members of the Center's team have been recognized as finalists at the annual UConn Spirit Awards every year since the program began, most recently in 2020 for our team's innovation in diversity and inclusion programming. Additionally, in 2020 one of our Career Consultants was selected to receive the Student Support Services (SSS) Faculty Recognition Award. Each year, SSS students nominate various UConn faculty and staff members to be recognized for their support and dedication to SSS students.

The Center for Career Development has been transformed over the past six years to a national model of excellence. Other institutions regularly look to us for thought leadership and insight into best practices in service and delivery of career-related information.

Our most recent challenge has been to address the career-related needs of the students that we serve in the midst of a campus-wide closing due to the Covid-19 pandemic. As students became accustomed to the virtual environment and aware of our continued services, from May 1st to June 30th, 2020 we successfully completed 549 virtual appointments. **This marks a 77% increase in appointment volume** when compared to the same time period in 2019. In response to Covid-19, the Center for Career Development engaged these students through a number of tailored programs and direct outreach efforts.

When moving to a fully virtual format, we quickly realized that email-type communication was going to play a crucial role in how we conduct business. As an incredibly collaborative team, we realized that even the quick questions that someone might pop by an office with would need to be dealt with in a different way. Our office initially rallied around Slack to manage and organize our conversations in a number of channels. We were able to seamlessly move to Teams after a number of weeks in order to fully integrate our internal communications and file management as well as leverage the ability to conduct bi-weekly video conferences with all staff.

In addition to this, the Career Center has addressed the needs of the multiple customers that we serve through:

- Flipping the spring career fair to a virtual format – one of the first in the country to do so
- Swiftly converting all student offerings to a virtual format
- Engaging with other departments to ensure continuous and uninterrupted service offerings
- Hosting two virtual Corporate Advisory Council Meetings
- Serving as panelists for 1 international and 4 national webinars based on our thought leadership in virtual conversion
- Co-leading the Big East summer virtual career fair
- Producing and distributing 6 newsletters since February 2020 to support Career Everywhere

- Average number of recipients per newsletter - 369
- Average open rate – 42.5%
- Average click rate – 3.2%

Center for Career Development Metrics

	2016-2017	2017-2018	2018-2019	2019-2020	%Change 2019/2020	%Change 2016/2020
EMPLOYER ENGAGEMENT						
Employers Conducting On-Campus Interviews	83	79	88	76	-14	-8
Employers at Career Fairs	773	880	1,019	862	-15	11
Alumni Actively Engaged at Events		391	673	444	-34	
STUDENT ENGAGEMENT						
Students Active in Handshake	10,991	10,702	16,207	19,830	22	80
Students at Career Fairs	7,241	6,700	7,176	6,367	-11	-12
One-on-One Sessions	7,208	7,069	6,726	6,985	4	-3
Formal Presentations	460	514	598	571	-5	24
Students Attending Presentations	9,647	9,252	9,898	9,113	-8	-6
VIRTUAL ENGAGEMENT						
Website page views	593,064	667,624	693,289	618,362	-11	4
Unique Visitors	114,221	171,551	209,642	182,091	-13	59
Visits	239,389	295,947	324,467	283,155	-15	18
CCD On Demand Views			18,033	33,778	87	
SOCIAL MEDIA						
Facebook	1,668	1,669	1,925	1,853	-4	11
Twitter	1,504	1,563	1,674	1,696	1	13
LinkedIn	1,821	1,939	1,925	1,884	-2	3
Instagram	478	699	1,011	1,274	26	167

NOTES:

- Employers conducting on-campus interviews fell slightly which can be attributed solely to COVID-19 and the program ending early in the spring.
- Web traffic (page views, users, and sessions) declined markedly around the outbreak of COVID-19 and did not start increasing again until mid-May. We experienced an increase in traffic due to

programming and marketing efforts from mid-May to end of June, which helped to bring us back up for the academic year but still falling short of last year.

- March 17 to May 17, 2020 = 74,294
 - March 17 to May 17, 2019 = 113,009
 - Difference = 38,715
 - 52% decrease in traffic over that same period from last year
- Students at Career Fairs
 - Slight decline but we did not have the in-person Spring Career Fair; only a small percentage of students attended the Virtual Fair in comparison to what we typically experience for the in-person fair.
 - Formal Presentations
 - Slightly down from last year, attributed to COVID-19 and the semester ending early.
 - Students attending presentations
 - Slightly down from last year, attributed to COVID-19 and the semester ending early.
 - Facebook
 - Historically we have not looked to Facebook for student engagement leading to stagnation over the past few years.
 - LinkedIn
 - We do not currently have access to the LinkedIn CCD group due to budgetary constraints, leading to an inability to approve new members.

CORPORATE PARTNER RELATIONS (CPR)

The Corporate Partner Relations Team is outwardly focused, with an overall goal of bringing employers on campus – both physically (to all campuses) and virtually – to engage, recruit and hire UConn students for internships, co-ops and full-time jobs. There are a number of ways to accomplishing this goal, all centered on increasing employer engagement while delivering positive employer/student experience. This is accomplished using traditional methods such as job postings and career fairs, as well as more innovative ways, ranging from campus wide career / employer events to leveraging our Corporate Advisory Council.

Utilizing well-established protocols, we facilitate organization and student engagements through job postings (Handshake), On-Campus Interviewing, Career Fairs, Career Conversations, Panel Discussions, as well as events such as CCD On-demand Launch and Beyond UConn. Currently we have 13,042 approved organizations posting jobs on our Handshake platform on a regular basis.

We continue to leverage the Employer Continuum, established in 2015, to increase partnership engagements (recruiting, OCI, participation in on-campus events) as well as establish a deeper understanding of our partners recruiting goals and strategies for our Top 60 partners. The Continuum

identifies employee partners along four levels of engagement: Prospect, Awareness, Engagement and Partnership. Our top corporate partners include:

- Stanley Black & Decker
- General Dynamics/Electric Boat
- Enterprise
- Aetna
- Indeed.com
- Liberty Mutual
- MassMutual
- Northwestern Mutual
- Synchrony
- Target
- The Hartford
- Travelers
- UTC/Raytheon
- Cigna
- Sikorsky Lockheed Martin
- Spectrum

We continue to chair CCD's Corporate Advisory Council, comprised of strategic members of UConn staff (CCD, academic advising and learning communities) and representatives from our most actively engaged employers on campus. The goals for the council are to provide an opportunity for feedback from our most active "customers," including areas of improvement; and to provide value to our partners in terms of professional development. This past year we hosted 3 meetings (2 in Storrs and 1 virtual) featuring UConn speakers related to the field of recruiting in the college (university relations) space.

Representative interactions include the UTC sponsorship of Career Fest and the UConn Stamford Synchrony Digital Technology Innovation Center Grand Opening with President Katsouleas and Margaret Keane (CEO-Synchrony) and state representatives. This event supported the vision of the Career Center showcasing the partnership between UConn, CT-Based Corporations and State government.

EMPLOYER RELATIONS DIVERSITY IN THE WORKPLACE INITIATIVES

- LLAS it Up! - Partnered with PRLACC, El Instituto and Latin American Studies Dept. on October 8 with representatives from Target (sponsor, 2 reps), Cigna (2 alums), The Hartford (1 alum), Pratt & Whitney (3 alums and a UConn parent) and Travelers' (1) Employee Resource Groups (ERG's) talked with students about the value (and existence) of ERG's at companies, as well as the value of diversity in the workplace. Forty-eight students signed into the standing-room-only space.
- Diversity in the Workplace (Asian American Cultural Center-AsACC) - Hosted panelists from Sikorsky, Webster Bank, Travelers (alum & AsACC member), The Hartford (2 alums), Pratt & Whitney (3 alums) and Cigna (alum). At least 45 students attended.
- Queer & Conquering the Workforce – partnered with the Rainbow Center to host LGBT ERG members from Gartner, Target, Electric Boat, The Hartford, Travelers, Webster Bank and Pratt & Whitney.
- TESLaS – Technology, Engineering, Latinx Symposium – October 28, 2019 – Supported the professional development conference in partnership with PRLAAC to identify employers as panelists and speakers.
- Diversity in the Workplace (African American Cultural Center) - Sponsored by Target, hosted panelists from Target, The Hartford, Farm Credit East and Webster Bank to talk with 45 students about diversity and culture in the workplace on February 13.

CAREER FAIR SUMMARY

We ran highly successful Fall 2019 career fairs in Storrs and Stamford and a Winter Break Career Fair in Hartford. A major pivot took place in the spring due to the coronavirus. The Stamford Career Fair was delivered in-person, the Storrs career fair was flipped to virtual.

Our Career Fairs tend to be more successful as regionally based events. And, while we do have several companies from outside our region, the majority of employers come from the northeast and specifically from Connecticut. However, starting in Fall 2019, our Stamford campus actively targeted Metro NY employers and secured several first-time employers to Stamford. Feedback from both employers and students let us know that our career fairs continue to provide tremendous value to both employers and students. It is an efficient way for employers to engage a large number of students in a very short period of time.

Storrs

- Fall 2019 Career Fairs move back to Gampel Pavilion
 - All Majors Career Fair – 123 employers attended; 992 students attended
 - STEM Career Fair - 139 employers attended the; 1,072 students attended
- Supported by CCD, Athletics hosted a fair for athletes, with employers and alums.
- Engineering Spring Fairs – 656 students attended the ENG Fair on 2/19 and 352 on 3/3.
- Internship and CO-OP Fair – 67 employers attended; 773 students attended
- Non-Profit and Public Service (Careers for the Common Good) Career Fair – 81 employers attended; 158 students attended

Virtual Spring All Majors Career Fair Career Fair

The Center for Career Development worked with Firsthand, the technology behind Husky Mentor Network, UConn's tool for students to network with and learn from Alumni. Using a variation of the appointment scheduling model within Husky Mentor Network, profiles were created for the recruiters attending and students were given detailed instructions on how to schedule appointments with employers. 225 one-on-one meetings took place between students and employers on March 25, and nearly 200 were scheduled to occur after the fair concluded.

Stamford

- Fall 2019: Stamford continues to “sell out” the Fall Career Fair and a Part Time Job Fairs with 107 employers (79 at the Career Fair). Given this is the second year of large-scale fairs, student attendance at both Fall 2019 Fairs increased up to +25%. NY employers; MSG, Captivate and The Shade Store registered for Fall 2019 career fair; Reached out to junior/senior professors to promote Career Fair resulting in 25 class visits.
 - Fall 2019 Career Fair - 79 employers participated; 365 students attended
 - Fall Part-Time Job Fair – 28 employers participated; 170 students attended

- Spring 2020 Career Fair – live event just prior to coronavirus shutdown; 70 employers participated (79 had registered, with cancellations due to COVID19): 325 students attended.
- Just In Time Summer Part-Time Job Fair; cancelled due to COVID19 and part time employers were directed to post positions during and post the academic year.

Hartford

- UConn Hartford Part-time Fair – held on October 16, 22 students participated; we worked with the Hartford Chamber and the event brought 20 (24 registered) new employers to the Hartford Public Library campus. Employers were a mix of for-profit and non-profit from a variety of industries and we advertised to all college students in the area, using Handshake, the Hartford Consortium for Higher Ed and the Office of the State University System.
- UConn Hartford Career Fair (*winter break*) - 28 employers participated at this 2nd annual offering in Hartford; a total of 238 students attended. Additionally, we worked with the Hartford Consortium of Higher Education, other Handshake schools in the area, the state university system, major employers (for their employees’ children) and the Ct. Insurance and Financial Services Cluster to market the event to all schools and students in Hartford County.
 - 172 UConn students
 - 29 Total UConn Alum
 - 37 Non-UConn student participation

Waterbury - Fall Organization Career Fair; 22 organizations participated with 70 students attending

Avery Point – Career Expo – October 16, 2019. 8 companies, 10 students attending

REGIONAL CAMPUS ENGAGEMENT

Beginning in Fall 2016, the Center for Career Development developed and implemented a strategy for bringing career service, programs and events to Regional Campus students in alignment with support provided to Storrs based students. Now, regardless of location, students have full access to all career service resources. CCD is now fully established in 3 of 4 regional campuses: Hartford, Stamford and Avery Point. Some gains are being made in Waterbury connecting students with potential employers through the weekly Career Conversations Events. Additionally, In Hartford, Stamford and Avery Point, the Career Center participates in Admitted Students events, Orientation, Involvement Fairs and FYE Classes.

The Center for Career Development has significantly increased its presence and improved the delivery of career service at our regional campuses during the past year. A key measure of success being the increase in student 1-on-1 advising and rising student participation in career-related events.

GRADUATE STUDENT PARTNERSHIPS AND INITIATIVES

Selected Signature Programs

- **Expand Your Career Options**

- Creating and contributing to a culture in which career diversity is valued, Expand Your Career Options was launched in spring of 2017. This event occurs 2 times a year and features the career journeys of UConn doctoral program alumni in career sectors that value a PhD degree.

Fall 2019: Research Institute Jobs Alumni Panel

Spring 2020: Government Jobs Alumni Panel

- **Employer Insights** – New program Fall 2019
 - With many PhD candidates and postdocs never working outside of academia, employer engagement provides enhanced understanding of employer needs, insights about being a competitive job candidate, and importance of gaining and conveying various skills, knowledge, competencies, and experience.
- **PhD Employer Pipeline Program** – New program Fall 2019 – Spring 2020
 - Many employers are faced with an aging PhD population of employees and are seeking greater access to PhDs for future hiring. Other employers have heard great things about UConn and seek to more intentionally recruit talent from the University.

Fall 2019: Pfizer Parenteral R & D Rotational Program (co-coordinated with OVPR as corporate partnerships with faculty were also explored) – highly selective program

Spring 2020: Healthcare Consultancy Group – Medical & Scientific Communications Careers

Spring 2020: Henkel 1-year rotational program for PhDs – adhesives division

- **Navigating the U.S. Job & Internship Search** for International Students – Fall 2019
 - As international students benefit from gaining tips and insights from others who have successfully navigated OPT and H1B sponsorship with employers, this program was developed and has been delivered in collaboration with our partners in International Student and Scholar Services for the past three years. This year there were 7 panelists (combination of being in-person and virtual.)
- **Graduate Student Career Council**
 - With a focus to increase awareness of the Center within departments and fields of study, and to deliver department-based initiatives, the Graduate Student Career Council launched in the fall of 2017. During academic year 2019-2020, the Council had 14 graduate student members, representing 13 departments.
- **Career Wellness Series**
 - Understanding that one's sense of career potential and confidence can contribute to overall sense of wellness, launched Career Wellness Series for women identifying doctoral candidates in collaboration with colleague from ONSF, Rowena Grainger. Series topics included: Resiliency, Importance of Mentors, Effectively Communicating Your Message(s), How you think and Stress, Navigating Advisor/Supervisor Relationship – all within the context of navigating one's career now and beyond.

In addition to core presentation offerings offered in-person, recorded, and live on-line, the Center offers distinct programs and services to graduate students and postdoc scholars, recognizing unique needs, and a preference for cultivating skills in their peer group. 31 workshops are presented within departments and

on-line by request from faculty or graduate student groups, with some topics also being centrally presented where any graduate student can attend.

FACULTY /STAFF PARTNERSHIPS

In any given year, faculty/department collaborations range from providing consultation to department leadership on integrating career development with curricular components and milestones, to creating a career development rubric for grant funded research programs, to supplementing career preparation offered to students in departmental and class-based programs.

Highlights:

- OVPR collaboration – Mark Aindow, IMS, bringing recruiters for Pfizer’s highly selective Parenteral R & D Program to campus
- Provided career planning content for multi-Principal Investigator NIH application submitted by Mark Peczuh – Chem.
- Reviewed course feedback from co-teaching POLS5010 in spring of 2019 in preparation for next time being offered – Poli. Sci.
- Provided career training on select topics to program manager of Science of Learning & Art of Communication – SLAC Grant
- Career Conversations faculty training development – Jane Gordon, Poli. Sci.
- Consultation on workshop creation for Southern New England Chapter of the American Fisheries Society 2020 Winter Meeting – Résumé / CV session led by Christopher Sullivan, Graduate Assistant, Natural Resources & the Environment

(ISSS) International Student & Scholar Services

Highlights:

- Development of new Affinity Group career page for international students
- Presenter at Fall and Jan. International Student Orientations
- Participated in UConn’s first Arrival Weekend for international students, staffing help and information stations at key points throughout campus
- Delivered Navigating U.S. Internship & Job Search Panel (Fall)
- Delivered Resume Review Sessions 3xs (Fall)
- Periodic attendance at ISSS events and student gatherings, speaking on topics including internships and CCD overview (Fall and Spring)

(OCSS) Off-Campus Student Services

As the majority of graduate students and postdoc scholars live off campus, it is important for the Center to collaborate with the organizations and departments that support these populations. Highlights include semesterly résumé/CV review sessions for off-campus students.

Graduate School Partnerships

- Fall & Winter Orientations – deliver career-related presentations and contribute to overall planning
- Graduate Student Appreciation Week events – contribute to planning and deliver events

- Postdoc Appreciation Week events – contribute to planning and deliver events
- Timely Topic Events – Presented on Burning Glass Labor Insights product and Center for Career Development Overview (Faculty Career Advising session cancelled due to COVID-19)

ETHNICITY ANALYSIS

The Center strives to provide services that are available and relevant to all student populations that we serve. By analyzing our distinct student population engagement by ethnicity, we can better address the needs of underserved populations.

Methodology

Taking, for example, students that self-identify as Asian as reflected in the chart below, we know that: (1) Students who self-identify as Asian comprise 24.12% of our total enrollment and (2) Students who self-identify as Asian comprise 27.20% of our total interactions. Based on this, and all things being equal, we would expect that approximately 24.12% of the students that utilize our services would identify as Asian. In this example, a small percentage (3.09%) of this student population is utilizing services at a higher rate than we would expect (27.20% - actual vs. 24.12% - expected).

We are continually assessing services offered and utilization rates to determine overall programming and marketing strategies to address the needs of all students.

Year 2019-2020 Ethnicity – All Services

Race and Ethnicity	Number of Students Using CCD Services with Known Ethnicity Status	Percentage of Students Using CCD Services with Known Ethnicity Status	Ethnicity Percentage of Total Enrollment	Difference
Asian	2,292	27.20%	24.12%	3.09%
American Indian/Alaska Native	7	0.08%	0.20%	-0.12%
Black/African American	913	10.84%	9.30%	1.53%
Hispanic/Latino	256	3.04%	2.68%	-0.36%
Native Hawaiian/Other Pac Island	6	0.07%	0.08%	-0.01%
White	4,951	58.77%	63.62%	-4.86%

UNDERGRADUATE FIRST DESTINATION

2019
to
2020

Positive Outcomes Rate
as of 6 months post-graduation

85%

percentage of
graduates who fall
into the categories
below

60%

Employed

24%

Continuing Education

<1%

Serving in the U.S.
Armed Forces

<1%

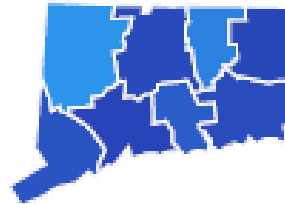
Participating in
Volunteer Service

<1%

Other

73%

of graduates who attended
high school in CT, who are
employed, are working in
the state



22%

of graduates who did not
attend high school in CT,
who are employed, are
working in the state

TOP JOB TITLES

Analyst
Audit Associate
Client Specialist
Financial Analyst
Marketing Coordinator
Mechanical Engineer
Project Engineer
Registered Nurse
Software Developer
Software Engineer

87%

of graduates with a positive outcome
reported participating in experiential
learning prior to graduation

79%

of graduates utilized services offered at
the Center for Career Development
during their time at UConn

TOP HIRING EMPLOYERS

Aetna
Cigna
Deloitte
Hartford Hospital
PwC
Raytheon Technologies
Synchrony
The Hartford
Travelers
Yale New Haven Health

Student-Athlete Success Program (SASP)

The Student-Athlete Success Program (SASP) recognizes the unique needs of student-athletes and provides an individualized, holistic approach to supporting their efforts to reach their full potential academically, personally, and athletically during their time at UConn. The Student-Athlete Success Program works collaboratively with the UConn community to assist our student-athletes as they transition into the university, progress through their coursework, receive their diploma, and move on to succeed in graduate school, the work force, or to pursue professional athletic opportunities. The Student-Athlete Success Program supports the overall mission of the university, helping every student-athlete grow intellectually in their effort toward earning a degree from UConn and becoming productive members of their communities.

The Student-Athlete Success Program collaborates with academic advisors within the various schools or colleges to ensure students are working towards meeting university, graduation and NCAA requirements. The Student-Athlete Success Program also works in conjunction with the Office of the Registrar and Office of Athletics Compliance to track the NCAA eligibility, retention and graduation of our students.

In May 2020, men's basketball, men's golf, men's ice hockey and men's and women's tennis teams were awarded the NCAA's Public Recognition Award, signifying Top 10 status for the Academic Progress Rate. Twelve of the athletic teams scored a perfect 1000 for the 2018-2019 APR cohort. The Academic Progress Rate (APR) is a team-based metric that accounts for both the eligibility and retention of each student-athlete who receives athletic related financial aid for each academic term. Each team must earn a four-year APR average of 930. If these benchmarks are not met, there is a progression of penalties for the specific teams and the overall institution.

The Student-Athlete Success Program has collaborated with the Office of Athletic Compliance, Office of the Registrar and the NCAA Faculty Representative, Dr. Jaci Van Heest, to form a collective working group, which meets regularly to discuss NCAA concerns, university policies and procedures which affect the student-athlete cohort as well as reviews of specific student-athletes' cases. These discussions allow this group to address any issues in a timely fashion and to effectively plan to address any potential challenges.

The Student-Athlete Success Program has established a tracking system with the Office of Athletic Compliance and Community Standards to track any academic integrity issues within the student-athlete population. The NCAA has specific bylaws regarding academic misconduct and requires a system to be put in place to track, investigate as needed, any violations of both pre and post enrollment regarding academic misconduct and impermissible academic assistance.

This past year, the program saw an increase with students who were dealing with various learning challenges as well as various mental health challenges. In response, we created the Student-Athlete Academic Wellness team, which consists of Kelly McGill Seega, our Learning Service Director, Dawn Shadron, from Mental Health, who works specifically with our student-athlete cohort and Gabrielle Tyer, our Tutoring Coordinator and Learning Service Coordinator. This team meets monthly to discuss the current student-athlete caseload and discuss how we can best support the students in a holistic manner.

Goals for 2020-2021 Academic Year:

- Meet the NCAA criteria for institutional APR scores
- Have 60% or higher of student-athlete population achieve over a 3.00 semester grade point average
- Collaborate the Office of Athletic Compliance and Office of the Registrar to design more effective tracking mechanisms to meet the NCAA requirements regarding academic progress towards degree, transfer opportunities and extensions of seasons of eligibility
- Continue to enhance services to meet the needs of our diverse populations

Veterans Affairs and Military Programs (VAMP)

Overview: The Office of Veterans Affairs and Military Programs (VAMP) (<https://veterans.uconn.edu/>) is a first-stop shop for all military connected students, faculty, and staff on all UConn campuses. The VAMP staff provides a full range of benefits and services to students that have served or continue to serve in our Armed Forces. These services include benefits processing, event programming and community outreach. Our goal is to provide an excellent experience for all veterans, members of the military, and dependents that attend the University of Connecticut, and for each of them to know that they have a home here, a support network, and are an integral part of the University. The total number of students receiving educational benefits of some kind is currently around 800, with over 40% of these students in STEM majors. We employ VA funded work-study students across all UConn campuses and have an OASIS center at each campus as well.

VAMP: There is a saying in the military, “improve your foxhole every day.” VAMP lives by this mantra, and this past year, more than ever, the team worked to improve our processes, our support to our students, and expand what we offer at UConn and beyond. In addition to things we have done that have been well received and successful for years (various community building events to include partnering with Athletics, career services, UConn Recreation, the VA, other schools in CT, and more; a University-wide, multi-campus drive for homeless veterans or veterans in transitional housing), processing benefits in a timely and efficient manner, and being present and advocating for our students (in-person, then virtually), we also branched out with new events and looked to improve our office organization, as well as our processes. We brought the Army War College to UConn Storrs and Hartford for campus-wide events. We expanded our role in the Kyle Milliken Run, an annual run honoring a fallen UConn alum. We worked with the Dodd Center to ensure that our Veteran’s History Project interviews are not only being saved and made available by the Library of Congress, but also right here at UConn. We did a complete overhaul of the approved UConn courses with the State and the VA, which was a major undertaking and are looking at realigning UConn for VA approvals under one facility code to better support our students and decrease processing time.

The Veteran’s History Project was growing prior to COVID, we have a good size list waiting for the interview process to resume. We also increased the number of students involved in different departments by partnering with interested faculty members. Lastly, we sent 20 interviews to the Library

of Congress. Once it is safe to interview veterans in person again, we will pick up the project in earnest. This project has a lot of potential to continue to expand and we will push to improve each year.

During COVID, the VAMP team has come up with creative solutions to continue to support our students, and from a manager's perspective, has become a more cohesive and impressive team working together through adversity. We continued to employ key student workers who have served critical roles throughout working remotely. VAMP certifying officials have been having remote meetings with students during regular "office hours", we have been sending out updates particular to our community of students, and we have been checking in with students we know struggle in the online learning environment. We also have worked closely with many students who were called up to support the COVID response in the midst of their semester, to ensure they could manage their competing responsibilities and still finish classes in a reasonable manner. We worked with state and federal officials at the start of the pandemic to provide insight and feedback on legislation that moved quickly to directly effect our students and their ability to continue to pay for school. Most importantly, we have continued to provide our students the most current information on their benefits in this uncertain environment, have been there to answer their small and large questions, and advocated on their behalf when they faced challenges unique to them as veterans, non-traditional students, VA benefits recipients, or currently serving members of the military.

Army ROTC (AROTC – Nathan Hale Battalion): Commissioned 27 officers into the US Army including 16 into Active component, 9 in Army National Guard, and 2 in Army Reserve. 3 seniors ranked in top 10% nationally. Although we did not have Cadet Summer Training, UConn led the planning, resourcing and execution of a regional Basic Camp at Camp Nett for 12 lateral entry cadets. We maintained recruiting and retention through COVID, resulting in an increase of 9 dedicated Guard/Reserve scholarships to UCONN and UNH, not including inbound national scholarship winners. We sustained our relationship with new CASA and Reserve Ambassadors resulting in those nominations. We retained two of the largest ROTC classes (YG22 and YG23) UConn ROTC has seen in over 45 years in each class across our Program.

Air Force ROTC (AFROTC – Detachment 115): Det. 115 enrolled 67 cadets during the AY and achieved a 100% graduation rate for those targeting a degree by this summer. UConn AFROTC commissioned 10 new 2nd Lieutenants in the United States Air Force, and had a further 6 cadets apply for the US Space Force; results from the selection board are pending. During the Summer of 2020 we had 10 cadets selected for Field Training and 6 of those cadets were able to attend, despite COVID-19 travel and logistics complications. Feedback from Field Training has been positive for UConn AFROTC participants. The cadets continue to excel academically, despite their significant time commitment to ROTC training, the wing held a term GPA of 3.53 after the spring 2020 semester.

Together, Army and Air Force ROTC conducted the first joint military ball in recent history. Attendance was excellent, and the event drew leaders from both services from across the state and beyond. Another joint venture between AROTC, AFROTC, and VAMP is the "Sisters in Arms" program, a mentorship program for female cadets with female leaders from the military in the state and beyond. Additionally, both programs were extremely inventive and flexible in commissioning their cadets and conducting their awards ceremonies in the COVID environment, coming up with ways to celebrate each cadet's accomplishments safely and without incident.

Top Initiatives for AY 20-21

- 1) Data/Survey: We have a Public Policy Graduate Intern who has put together a survey for students and a survey for faculty and staff. This survey will provide our office with needed information on how to improve our services and support for students, and to find out more about the military affiliated faculty and staff at UConn and how we can best support them.
- 2) Chapter 31 Students: Last year the VA put a new system in place for CH31 students, which hampered our goal of conducting additional outreach to CH31 students. This is our most at-risk population, and as such, we will continue to focus additional efforts on working with these students.
- 3) Veterans Orientation/Summer Program: Expand on the first ever veterans Orientation (conducted in August 2020), with a veteran's summer session program for Summer 2022. This may be an aggressive goal, given the current conditions, but working towards it now will only make it more feasible once we move beyond the current pandemic. The initial concept for this program was approved, and has the support of the Veteran's Advisory Council and others on campus.
- 4) ROTC Goals: Both ROTC programs desire to sustain the gains and success of the last few years in periods of transition. AFROTC has a new commander and many new staff this year, and AROTC will have a new commander at the end of AY 20-21, as well as many new staff. Each program has grown in numbers and grown in success over the past 3-5 years, and each commander has expressed a goal of setting the conditions to ensure that doesn't get lost in the transition of leadership.



**Report to the University Senate on
Regional Campus Updates
Carl W. Lejuez, PhD
Provost and Executive Vice President
for Academic Affairs
February 1, 2021**

... The University of Connecticut's Blue Gem



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

THE CAMPUS

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

As the “blue gem” of the University of Connecticut, Avery Point is a global leader in Marine research and education with its Department of Marine Sciences being the highest ranked

department at UConn for external research funding and nationally for both graduate and undergraduate research and education. The Maritime Studies program provides students with a unique educational experience that integrates disciplinary perspectives from the humanities and social sciences with a marine and maritime focus. English and American Studies programs offer students broader cultural contexts and complete Avery Point's foundation for advanced STEM instruction in an environment that values and promotes humanities and experiential learning. UConn's blue gem campus is also home to important institutions and programs that augment marine and environmental research and education, including Connecticut Sea Grant, CT Institute for Resilience and Climate Adaptation (CIRCA), Mystic Aquarium Research Laboratories, National Institute for Undersea Vehicle Technology (NIUVT), Naval and Maritime Consortium, and Project Oceanology.

ACADEMIC PROFILE

Four-Year Undergraduate Programs

American Studies
English
Marine Sciences
Maritime Studies
Bachelor of General Studies (BGS)
Launching Platform for 100+ majors

Graduate and Professional Programs

Oceanography (both MS & PhD)
Engineering – Master's in engineering (MENG)
Nursing – Certificate Entry into Nursing (CEIN)
Teacher Certification Program (TCPCG)

- STEM areas and Special Ed (in partnership with LEARN)

Minors

American Studies
Anthropology
English
History
Human Development and Family Studies
Marine Biology
Maritime Archaeology
Native American and Indigenous Studies
Oceanography
Political Science
Psychological Sciences
Women's Gender & Sexuality Studies

BY THE NUMBERS

- 630 Current Total Enrollment
 - 543 undergraduate
 - 66 graduate
 - 21 non-degree
- Source: Fall 2020 Tenth Day Majors Report 9/26/20
- 16:1 student-faculty ratio
 - 39% first-generation students
 - 34% students of color
 - 81% first year retention rate

HIGHLIGHTED PUBLIC ENGAGEMENT

- UConn Avery Point was awarded a \$100,000 conservation program rebate as part of retro commissioning of air-handling systems in the Weicker Building to save UConn that amount yearly by cutting the building's electric consumption by 17+ percent.
- Partnership with Higher Edge, a non-profit program serving New London and Windham High School low-income and first-generation students, to continue supporting their continued success while enrolled at our dissertation.
- Most student-athlete community service and engagement has been limited due to Covid-19, but the department worked to collect books and contribute to the Read to Grow Program in conjunction with efforts of UConn Avery Point alum and former Major League Baseball standout Rajai Davis.
- It has been a privilege to hear from local community members and others that have travelled to the campus for a bit of respite from our current circumstances. The campus is a special place in the Southeastern Connecticut region; it serves as a park atmosphere for numerous families who visit to walk the campus or sit by the water to enjoy scenic views.
- Alexey von Schlippe Gallery Exhibits
 - Open Air Art Exhibition - a daytime and nighttime exhibition organized as a response to the COVID-19 pandemic. Open Air leveraged our unique campus; by night, buildings become projection screens; daytime artworks offer thematic links to Avery Point's landscape as well as its academic offerings.
 - Poetry Walk - in collaboration with other regional agencies an outdoor poetry walk was established to highlight issues of ecology and indigenous experience. Programming included a virtual capstone event with US Poet Laureate Joy Harjo.
- Regional Night Sky Observation

HIGHLIGHTED REGIONAL & NATIONAL PROGRAM

National Estuarine Research Reserve - after many years of planning, Connecticut submitted a site nomination for a National Estuarine Research Reserve (NERR), which was granted approval to move on to the next stage of designation. The efforts to establish a CT NERR is a collaborative effort between the Department of Energy and Environmental Protection, UConn Marine Sciences, CT Sea Grant, the campus, and CT Audubon Society. With the Avery Point campus at its center, a NERR will focus on resource stewardship, training, and education of critical ecosystems of Long Island Sound. NERR will add to the campus's portfolio of scholarship and outreach activities and will draw scientists and students from across the Country.

SELECTED EXEMPLAR FACULTY



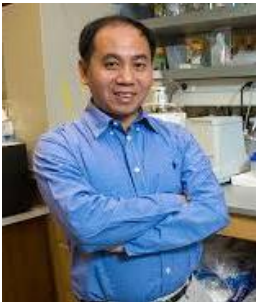
Kroum Batchvarov, Ph.D.
Associate Professor
Maritime Archaeology

- Co-Director of the Black Sea Maritime Archaeology Project
- Lecturer for the American Institute of Archaeology 2018-2019
- Archaeological Institute of America's McCann-Taggart Lecturer in Nautical Archaeology 2019-2020
- Affiliated Scholar of the Institute of Nautical Archaeology



Heidi Dierrsen, Ph.D.
Professor
Marine Sciences and Geography

- Leads the UConn Avery Point Coastal Ocean Laboratory for Optics and Remote Sensing
- Recognized by NASA during its 2020 Honor Awards event for her work with postdoctoral student Dr. Brandon Russell
- Research Experiences for Undergraduates (REU) Mentor



Senjie Lin, Ph.D.
Professor
Marine Sciences

- Elected as a Fellow of the American Association for the Advancement of Science (AAAS) by his peers for his distinguished work and commitment to advance the sciences of dinoflagellate biology and biological oceanography
- Elected in the Section on Biological Sciences, the Association recognized Senjie for, “.... distinguished contributions to the field of marine genomics and ecology, particularly elucidating dinoflagellate biology in harmful algal blooms, coral symbiosis, and adaptation to eutrophication”

SELECTED EXEMPLARY STAFF



Prescott Littlefield
Waterfront Programs Manager
Adjunct Faculty, Kinesiology

- Nominee for the 2020 UConn Unsung Hero Award
- 2019 recipient of Avery Point “Excellence in Service” Award
- Member of the UConn Avery Point community since 2005; 35 years of practical instructing experience on the water
- Oversaw more than 500 “waterfront” hours during the Fall 2020 semester



Lyndsey Neville
Admission Office Program Manager
FYE Co-Instructor
UConn Connects Mentor

- Manages the UConn Avery Point Welcome Center to engage prospective families
- Coordinates the Avery Point Husky Ambassador Program to enhance student leadership skills
- Leads campus Spirit Committee to connect faculty and staff Co-Chair of the Avery Point White Accountability Group (WAG)
- Nominee for the 2020 UConn University Citizen Award

STUDENT LIFE

UConn Avery Point campus is highlighted as the only regional campus with an athletics program, sponsoring women’s basketball, men’s basketball, and baseball. The Pointers participate in the National Junior College Athletic Association (NJCAA). All three teams were recognized by the NJCAA with Team Academic Awards for their prowess in the classroom during the 2019-20 academic year. In addition, the department achieved 100-percent participation in community outreach activities from its student-athletes and head coaches last year. The women’s basketball team ranked as high as No. 10 in the nation during the season and qualified for the Region XXI Tournament finals for the third consecutive year. The men’s basketball team also registered 16 victories and qualified for the Region XXI Tournament semifinals, where they lost to the eventual champion. The baseball team has registered seven College World Series appearances, 14 NJCAA Division II New England Championships, seven East District Championships and finished as the national runner-up in 2010.

UConn Avery Point Scholarships Program was committed to awarding 15 students over \$17,500 in scholarships based on financial need, academic success, and community service that aided students in furthering their academic goals at UConn.

UConn Avery Point has a vibrant student activities program that affords students the opportunity to participate in a variety of campus clubs, organizations, leadership programming,

and community service, including this year's university-wide HuskyThon fundraising efforts, Jonathan's Challenge, and Wellness Points Program.

The campus has an active social media program with regular posts on all platforms:

Instagram: <https://www.instagram.com/uconnaverypoint/?hl=en>

Facebook: <https://www.facebook.com/UConnAveryPoint/>

Twitter: <https://twitter.com/uconnaverypoint?lang=en>

YouTube: <https://www.youtube.com/channel/UCGxxVE2RQXxuzY7cKAmIytg>

EXEMPLARY ACADEMIC SUPPORT PROGRAMS

UConn Avery Point offers a First Year Experience (FYE) Program that fosters a sense of community among faculty, staff, and students and builds the foundations for a successful first year at UConn. Avery Point is the only regional campus with a vibrant FYE Mentor program allowing upperclassmen to participate in a transformational experience working closely with a faculty/staff instructor to promote the success of incoming students while building their own leadership, communication, and professional skills and earning credits towards degree completion.

UConn Avery Point's Academic Center (APAC) was able to convert all academic support programming to a virtual platform which included free online tutoring in all subjects provided by peer tutors, who have recently excelled in the classes they support, allowing them to gain valuable leadership, communication, and organizational skills. Individual tutoring sessions increased over 100% from Fall 2019 to Fall 2020. Introduced this year for students who are not available during open hours for synchronous tutoring, the APAC now offers non-synchronous support. Also offered are weekly online review sessions in BIO, PSYC, CHEM, and MATH facilitated by APAC subject area tutors.

UConn Avery Point Biology faculty utilized Undergraduate Teaching Assistants by creating a plan to make use of the unoccupied, adjacent chemistry lab to provide simultaneous instruction for students in their courses. These high achieving undergraduate students, who had previously completed these courses, were able to assist the instructors in best supporting the students in each lab. These courses proved to be extremely successful with these courses receiving some of Avery Point's highest SET ratings regarding satisfaction from students.

UConn Avery Point bi-weekly Faculty Discussions provide support for instructors who are having to think differently about their teaching during the pandemic, allow them to connect and share resources, and provide resources to support students in the courses. These informal sessions provide a space for instructors to ask questions, share ideas, and compare notes with colleagues and instructional support staff. Discussions range from the best practices in each teaching mode to technology to the use of proper assessments.

UConn Avery Point White Accountability Group was formed by three Avery Point faculty/staff to engage campus members in conversations related to systemic racism. Members met virtually for ten weeks working from a national program created by scholar Kathy O'Bear, PhD. In Spring 2021, new sessions are being offered to faculty and staff and a student group is being created. The objective of this space is to allow individuals to gain experience conversing with others

about these important topics, to learn about their own identity, and with this, to engage in anti-racist practices within the university and the broader community.

The Avery Point Global Café is a faculty-driven, student-focused interdisciplinary learning community engaged in critical dialogues on topics related to local environments and global citizenship. The mission of the Global Cafe is to bridge disciplinary perspectives, provide students opportunities to make connections across courses, and enrich our campus's learning community through lunchtime discussions and events.

Program highlights from 2020-2021

- 1/16/20: Subtle Acts, Big Impact: Understanding Bias & Microaggressions
- 9/14/20: An evening with Joy Harjo, author of this year's [One Book One Region](#) book choice *Crazy Brave*.
- 10/9/20: Deliberative Dialogue Workshop: A Deeper Dive to Prepare for Elections and Debates
- 10/21/20: 2020 U.S. Elections: Got Questions? An Ask Me Anything session with UConn Political Science Professors
- 10/29/20: Policing: What Should We Do to Ensure Equal Justice and Fair Treatment in Our Communities?
- 11/10/20: Post Election Dialogue
- 1/19/21: Campus Dialogue on the Storming of the Capitol
- February-May 2021: An event in cooperation with UConn Reads that encourages students to create and share their own stories (poems, songs, short stories, works of art, etc.) featuring the devastating effects of climate change
- March 2021: A poetry walk associated with Read Across America
- April 2021: An Earth Week climate-change symposium, in cooperation with the Avery Point EcoHuskies

The Waterfront Program conducts a variety of sailing and paddle craft water-based initiatives each year. Since the start of Fall, 2020 semester, faculty, staff, and students alike have enjoyed more than 500 combined hours out on the water.

STRENGTHS

- Home to Department of Marine Sciences (top ranking CLAS department for awarded research grants), Sea Grant, CT Institute for Resilience and Climate Adaptation, and other centers/institutes of marine and environmental research/education.
- Strong Student Services Unit growing programs to enhance retention and student success through the expansion of programs such as First Year Experience and UConn Connects; increasing opportunities for Life Transformative Educational (LTE) Experiences such as participation in our Honors Program, Educational Abroad experiences, internship, independent study, and undergraduate research opportunities, enhancing access to service learning, experiential and project-based learning, and expanding mentoring and entrepreneurship opportunities in collaboration with the Office of Diversity and Inclusion, First Year Programs, and the Werth Institute.
- Strong sense of connection and community across campus and throughout the neighboring communities with established engagement and partnerships with Mystic Aquarium, Mystic Seaport, Williams-Mystic Maritime Program, Always Home, Inc., the

American Heart Association, Groton Human Services, Groton Senior Center, Read Across America, Women's Business Development Council, local government, and non-profit organizations.

- Annual faculty, staff, and student recognition programming highlighting the outstanding work of those on our campus via our Academic Awards Ceremony, Student Life Awards Ceremony, FYE Recognition Reception, SSS Closing Ceremony, and Senior Recognition Ceremony coordinated by our Student and Academic Services Units.
- Support for Life Transformative Educational course development. For example, 1-Credit courses like Tools for Emotional Wellness with Professor Jamie Kleinman, Heartfulness Meditation with Professor Patricia Brown, and Reflections on Hierarchy, Genetics, and Culture in Dystopian Literature with Professors Pamela Bedore, Michael Finiguerra, and Jamie Kleinman.

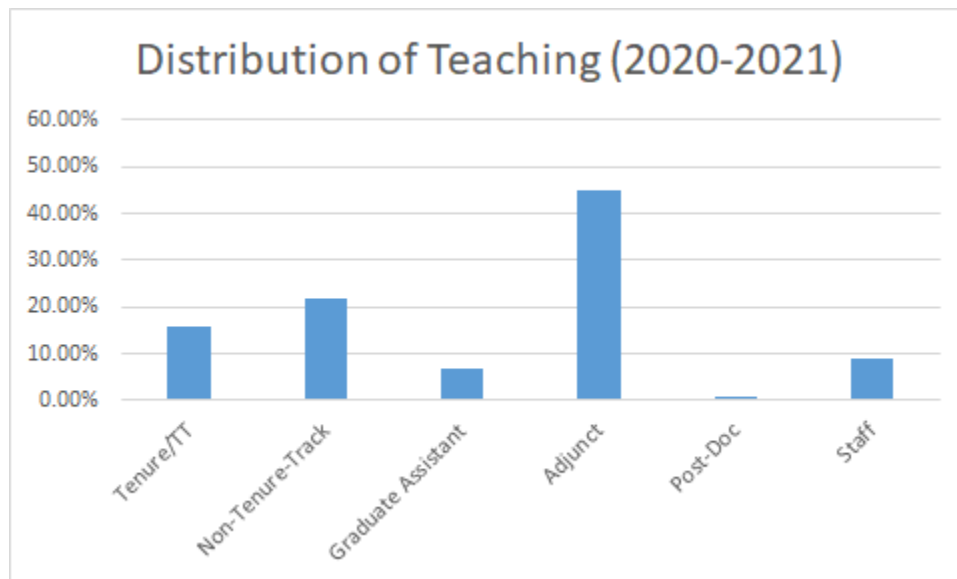
CHALLENGES

- A small number of 4-year programs (5)
- Over-reliance on adjunct faculty (below)
 - Leads to inconsistent student experience, preparation, less faculty/student engagement outside of the classroom.
 - Compromises student preparedness, retention, and satisfaction.
 - Adjunct faculty report less job satisfaction, which leads to decreased engagement outside of the classroom. Five new APiR hires have helped to reduce the percentage of adjuncts teaching. In AY 2017-2018 adjuncts provided nearly 55% of instruction. Going into AY 2020-2021, adjuncts will teach 45% of our courses.
- Attracting faculty and staff with diverse backgrounds
- Current grant and contract cost sharing policies do not appropriately acknowledge the efforts of regional campus administrators
- Lack of on-campus housing to address prospective and current student interest/need in a traditional residential experience
- Retention of highly productive faculty
- Limited professional advising; particularly for orientation advising to promote enhanced experience for our incoming students and improve efforts toward first year student success
- Limited professional staff working on retention and diversity initiatives

OPPORTUNITIES

- Further advance awareness, education, and support for diversity and inclusion programming.
- Expand Institute of Student Success (ISS) Programming and Life Transformative opportunities for students to enhance their academic plan and goals towards student success to be engaged and active citizens in our society.
- Continue to advance academic program offerings through school, college, and department partnerships.
 - Potential new four-year programs: Environmental Studies, Psychology, Communications, and Human Development and Family Sciences.

- Degree completion programs that attract, retain, and graduate people in the region with special emphasis on military personnel and families that have stopped out of higher education
- Continue to progress ways to support faculty research based on or directed to regional needs and circumstances.
 - Off-Shore Wind research, regional education/lecture series, industry conference
 - Continue to foster collaborations with UConn colleagues and regional partners to address naval and maritime advancement opportunities
 - Military and governmental programming
- Physical plant and ground infrastructure positioned to allow for expansion.



CAMPUS GOALS FOR ACADEMIC YEAR 2021-2022

GOAL: Establish Diversity, Equity, and Inclusion Committee (DEI) for the Avery Point Campus

- Increase access and equity for undergraduate scholarship, faculty and staff hires, and leadership development.
- Assess campus climate and review attitudes, behaviors, standards, and practices at various levels that impact access for, inclusion of, and respect for historically marginalized communities.
- Incorporate and integrate DEI into all campus related research, curriculum, pedagogy, and overall scholarship.
- Commitment to life-long learning and development across co-curricular programs, services, and overall resources.
- Creation of campus and unit level DEI accountability infrastructure that effectively supports and monitors progress in achieving DEI goals.
- Address university-wide responsibility to be an exemplary model, primary catalyst, and thought leader for advancing best practices for creating a sustainable, inclusive, and equitable community.

GOAL: Recognize excellence in teaching, expand research opportunities, and promote Scholarship through an inclusive and collaborative lens

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

GOAL: Increase undergraduate, graduate, and post-baccalaureate enrollment

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

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

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

GOAL: Advance the physical campus through exploration of:

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

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

UCONN | HARTFORD

Campus Overview



Campus Director: Mark Overmyer-Velázquez
Associate Campus Director: Nadine Brennan
Assistant Campus Director: Katherine Martin
Finance Director: Stephen Marchillo
Director of Event Services: Kim Schwarz
Director of Academic Affairs: Linda Halgunseth
Date: January 25, 2021

Executive Summary – Priorities

In the 2020-21 academic year, UConn Hartford will continue to advance our mission of academic excellence for the public good in the context of urban and community-based, collaborative learning and research. With a sustained increase in the undergraduate retention rate and enrollment, growth in first-choice campus applications, strengthening of a new interdisciplinary research initiative, and establishment of community and corporate partnerships, UConn Hartford has become an established anchor institution in the City of Hartford where it builds on its successes.

Our priorities for the coming year are integrated, mutually constitutive elements that strategically build on and advance our current strengths in the core areas of our mission: undergraduate education, research, community collaborations and external funding. Our commitment to anti-racism, diversity, equity and inclusion informs and permeates all aspects of our mission. Importantly, returning to campus post-Covid will require a central focus on (re)integrating and supporting new and returning students, staff and faculty.

Advancing Undergraduate Student Success

Our top priority continues to be the improvement of undergraduate access, achievement, and retention in the context of a highly diverse student population. To support student success at UConn Hartford and in the students' campus change to Storrs, we will focus resources on deepening Life Transformative Education through peer mentorships and tutoring in our Academic Achievement Center, W and Q, and B (Bio) tutoring Centers. Additionally, we recently have completed hires in mental health and academic affairs (Director), and will complete hires in student activities and academic advising.

Fostering Research Excellence

Building on the outstanding scholarship in Social Work, Public Policy, Business, Urban and Community Studies and in other Hartford-based units, we are leveraging the campus's proximity to state and local government, corporate entities, and non-profit and arts organizations to enhance research productivity and serve as a scholarly and creative engine for the wider community. With the support of the Provost's Office, the Sustainable Global Cities Initiative (SGCI) has developed and promoted new research programs and added 85+ affiliate faculty. SGCI is focusing on determining its financial and scholarly sustainability, with the goal of establishing an interdisciplinary university research institute that will enhance UConn's research excellence.

Building Community

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

Securing External Funding

In addition to catalyzing new research and teaching initiatives, the campus's strategic location affords new funding opportunities. We continue to support and develop community assets (corporations, businesses, not-for-profit organizations) in the service of our urban-based education.



Campus Overview

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

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

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

Advancing Undergraduate Student Success

UConn Hartford has a highly diverse undergraduate population. With a large first-generation (49%) and minoritized (50%) student body, including sizable Muslim and veteran populations, our campus community and classrooms greatly benefit from this diversity. Since many of our students come from educationally under-resourced communities, our student support staff work diligently to provide them access to much-needed academic services.

With persistent increase enrollment (up 8% in 2020) and continued growth in first-choice campus applications to UConn Hartford, we are providing additional resources to support students whether they complete their degrees in Hartford or Storrs. We continually are working with University Admissions &

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



Enrollment Planning and Student Affairs to determine how we can improve student retention and transition to the much larger and less diverse Storrs environment.

To support student success at UConn Hartford and in the transition to Storrs, we are enhancing existing resources: B, W and Q Centers; and developing the Student Center with a focus on intersectional diversity and equity. In partnership with the Institute for Student Success and First Year Programs, we continue to develop the Academic Achievement Center (AAC) at UConn Hartford. In addition, we are seeing an increase students basic needs and wellness. To address our student's food insecurity on campus, we are coordinating solutions with the Provost's Office Regional Campus Food Insecurity Committee and the Rudd Center. Our students also receive personal support through the mental health Case Manager, wellness programming, disability services, and access to an interfaith and reflection space. Our Career Services staff are working with community partners to create more student employment opportunities for students on and off campus. Within six months of post-graduation, 82% of students that started at UConn Hartford are employed or have continued their education. Of those students, 93% are employed in Connecticut and 83% are continuing their education at UConn.

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

Fostering Research Excellence

Building on scholarship in Psychological Science, Human Development and Family Sciences, Social Work, Public Policy, Business, Law, Urban and Community Studies and other Hartford-based units, the Sustainable Global Cities Initiative (SGCI) leverages the campus's proximity to state and local government, corporate entities, other regional academic institutions, and non-profit and arts organizations to enhance research productivity and serve the wider community. SGCI serves as a collaborative research hub that integrates and enhances the global urban studies scholarship and community practice of UConn Hartford's faculty. It promotes the study of cities, and their global engagement, in Connecticut—especially Hartford—the United States, and abroad through scholarly research and provide research outcomes relevant to promoting healthy, sustainable, and democratic urban futures. The SGCI director is assessing the initiative's long-term scholarly and fiscal sustainability to become a permanent university-level research institute (see Appendix).

This year's appointment of a new Director of Academic Affairs will further support the advancement of teaching and research on campus, with a particular focus on integrating Hartford-based classroom and scholarly opportunities.

We also are deepening our commitment to the arts as part of UConn Hartford's urban-integrated curricula and research initiatives. With the School of Fine Arts, we finalized a community partnership with Hartford's HartBeat Ensemble. HartBeat's mission aligns with our focus of connecting our community beyond traditional barriers of race, gender, class and geography. Our collaboration also led to the hiring of Godfrey Simmons, HartBeat's Artistic Director, to teach on campus and serve as an ODI specialist with our team. We are partnering in the development of an MFA in Fine Arts Administration at



the Wadsworth Museum Atheneum and have completed construction of teaching and office spaces there. Finally, we are completing the design phase of a large-scale art/graphic design installation on campus that will highlight and intersect with the campus's history and the City of Hartford. It will be a powerful reflection of Hartford History Shapers past, present and future.

Building Community

The Associate Campus Director is leading efforts to establish a campus-wide, integrated vision and mission on Diversity, Equity, and Inclusion and community engagement. Student, faculty and staff partnerships with Hartford Community organizations enhance learning and research opportunities and bring positive change to individuals, organizations, neighborhoods and/or larger systems in our community. Currently, we are working with ODI to develop a mentoring program for our students of color with alumni. We challenge our students to apply these experiences to their academic success, civic development, personal and career growth and a deeper understanding of larger social issues.

Over the last year, we have begun to create and establish programming and opportunities for our UConn Hartford students to engage in Life Transformative Education amidst the pandemic. Examples of student engagement include:

- Mortensen Scholars placements with iQuilt, CT Immigrant and Refugee Coalition, Foodshare, Urban League of Greater Hartford, AHEC, UConn Hartford Office of Advocacy and Community Engagement
- Capital City Crew students serve as leaders with the Yard Goats Youth Program, providing programming around financial literacy, racial justice and serving as mentors.
- Student involvement with the ConnectiCorp Program and service as a Transport Hartford Ambassador.

Examples of programming include:

- Participation with the UConn Hartford Voting Power Corps situated in the School of Social Work's Nancy A. Humphrey's Institute for Political Social Work. The Corps hosted weekly roundtables, open to graduates, undergraduates, staff, faculty, and community partners, with the charge of building civic literacy, skills, and voting power - together.
- Development and supporting of the Unspoken Truths Program with the Charter Oak Cultural Center. Programming focused on the history of police brutality against people of color, the physical, psychological, emotional, spiritual, and financial impacts of police brutality and what actions steps need to be taken to stop police brutality.
- Continued work with Hartford Police and Footwear with Care to support the population experiencing homelessness in Hartford.
- Dialogues for change: You, Me, Racism and Community.

Alongside the capital region's 9 other colleges and universities, UConn Hartford quickly has become an active participant in the emerging "Hartford as a college town" development championed by residents, business leaders, and local and state politicians. We are a member of the Hartford Consortium for Higher Education.



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

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

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

Securing External Funding

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

Funds include:

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

In addition, we have formed the UConn Hartford Board of Advocates to assist the Campus Director in furthering the Campus's prominence and relevance in Connecticut and beyond. The Board partners with the Campus Director to promote the Campus's achievements, build and strengthen relationships with alumni and community members, and support philanthropic activities. Board members serve as



ambassadors for the Campus in Hartford, the state and nationally. Board members are leaders in the community, and active in projects and philanthropy that support the Campus vision and mission.

Strategic Investment and Growth

Research and Revenue Generation

- Obtain research grants and indirect costs revenue through a new research unit, Sustainable Global Cities Initiative (see Appendix)
- Build on success of Hartford Foundation for Public Giving, Travelers, Mortensen Family, and other campus donations to bring in additional foundation, corporate, and private funds for research and student scholarships
- Utilize campus buildings and strategic location to generate rental income for corporate and community events
- Grow summer and winter session program offerings
- Create an ECE Academy that could serve under resourced public school students on our Campus during the semester. Potentially to grow into a summer academy as a revenue generating experience for any student to take ECE courses.
- Collaborate with School of Engineering and Trilogy Education Services to run additional fee-based coding boot camps for professionals in the region
- Work to secure clients to rent the industrial kitchen in the lower level of HTB. We have started related discussions with the Food Services departments of the Hartford Public Schools, Hartford Public Library, and the not-for-profit food bank, Hands on Hartford.

Campus Expansion

Expanding enrollment and research will require additional campus space. In support of our community-engaged educational mission, the university might consider building-out some of the collocated retail units in our main building at 10 Prospect Street. Responding to the need for additional classroom, research, and programmatic space on campus, the following is an initial list of potential uses and corresponding revenue-generation potential of the spaces. Any new space also would provide additional opportunities for private and corporate donor naming and support.

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

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



Hartford-focused Faculty Hires

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

UConn Hartford Student, Staff, Faculty and Program Data**First Year Applicants Directly to UConn Hartford 2018-2020**

Fall 2018	Fall 2019	Fall 2020
358	362	360

First Year Enrollment

Fall 2018	Fall 2019	Fall 2020
629	630	665

Five-year Undergraduate Enrollment

2016	2017	2018	2019	2020
1211	1246	1398	1531	1659

UConn Hartford Undergraduate Diversity – Fall 2020

White	697
Asian	306
Hispanic or Latino	299
Black or African American	237
Two or more Races	67
American Indian or Alaskan Native	3
International	37
Unknown	13
Total	1659

Faculty

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



Other Faculty (approx.)

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

Staff

Staff (see org. chart)	56 FTE
------------------------	--------

Other Staff (approx.)

School of Social Work	16
School of Business (GBLC)	19
College of Liberal Arts & Sciences (DPP)	6
Neag School of Education (TCPCG)	1
School of Fine Arts (MFA Administration)	2
Total	44 FTE

Undergraduate Retention

Hartford Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2019	85			
Fall 2018	83	75		
Fall 2017	84	77	73	
Fall 2016	82	73	70	
Fall 2015	85	77	74	
Fall 2014	84	73	67	59
Fall 2013	87	77	73	66
Fall 2012	85	76	72	65
Fall 2011	86	73	69	63
Fall 2010	83	69	65	57

Undergraduate Majors Offered at UConn Hartford

English
Human Development and Family Studies
Individualized and Interdisciplinary Studies
Psychological Sciences
Urban and Community Studies
Business Administration
Business Data Analytics
Digital Marketing Analytics
Financial Management
Social Work



General Studies
Fast-Track in Public Policy

Graduate Programs at UConn Hartford

College of Liberal Arts and Sciences - Department of Public Policy

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

School of Social Work

Master of Social Work
PhD Social Work

School of Business - Graduate Business Learning Center

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

Neag School of Education

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

School of Fine Arts

Master of Fine Arts Administration (fall 2021)
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Graduate Students (approx.)

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



Appendix

SUSTAINABLE GLOBAL CITIES INITIATIVE

Dr. Robert Wilson, Interim Director

The [Sustainable Global Cities Initiative](#) (SGCI) is determining its financial and scholarly sustainability with the hope of establishing a university research institute located at the UConn Hartford campus.

Mission

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

Vision

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

Goals

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

Why Cities?

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



Why UConn?

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

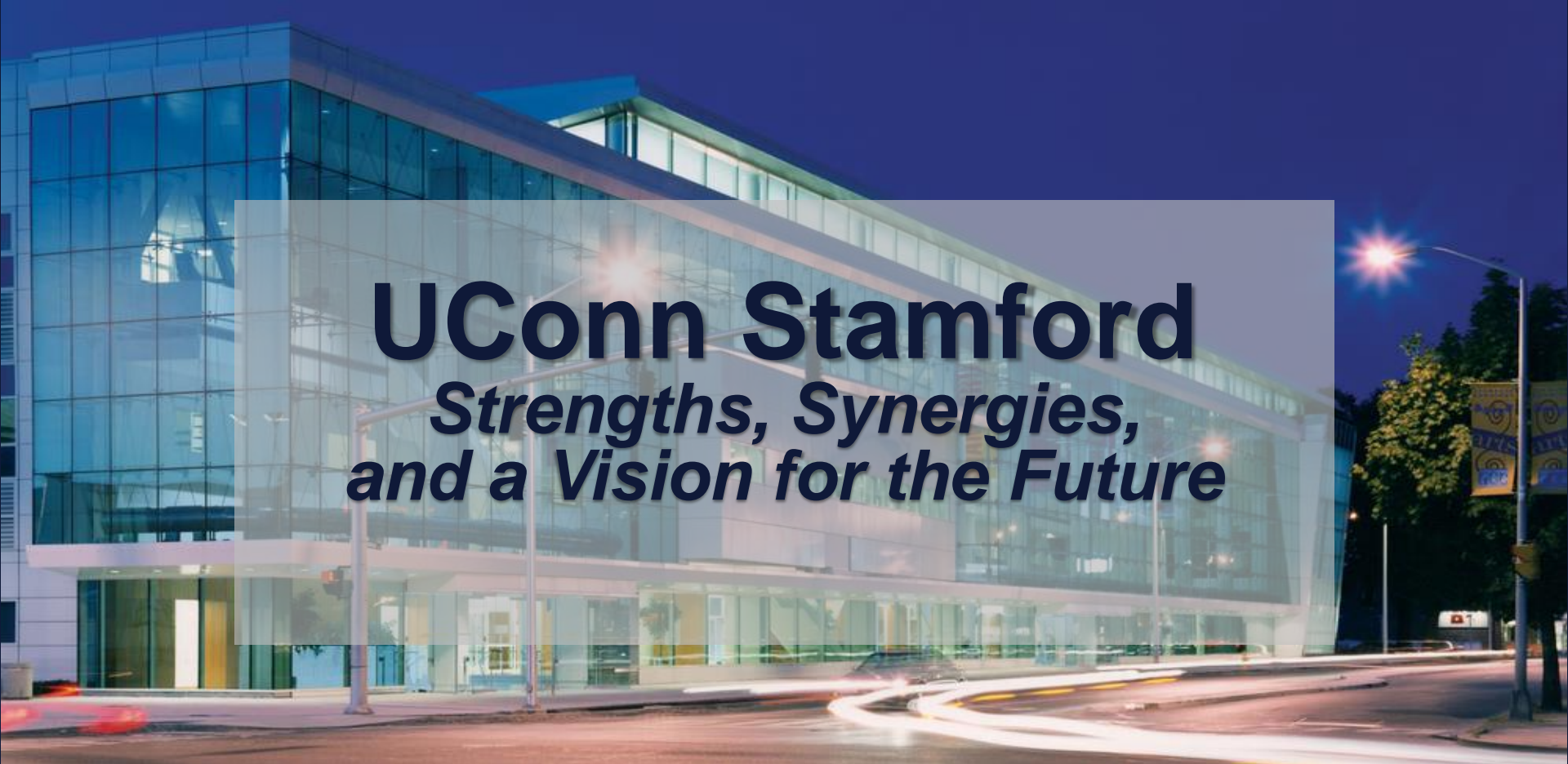
Purpose and Activities of the SGCI

The SGCI will amplify UConn’s urban-related research and outreach efforts by identifying, connecting, and supporting scholars and experts, and marshaling UConn’s resources to increase research capacity. A dedicated interdisciplinary workspace in Hartford, the SGCI is uniquely positioned to support research on expansive topics like urban sustainability and generate new research agendas on emergent topics like the “Smart Cities” movement. The SGCI will attract new researchers and provide infrastructure for existing researchers through seed grants and post-doc support. The SGCI will be a catalyst for new partnerships with external institutions, which will also provide new local, national, and international opportunities for UConn research. Finally, the SGCI will actively promote these initiatives through social media, original podcasts, and a website featuring a portal to an up-to-date searchable database.

Sources of Support

To fulfill the aspirations of a university-wide unit, support will be sought from various schools and colleges where research on cities is undertaken. The 85 Faculty Affiliates of the SGCI, representing 37 departments, provide core support for the SGCI and a basis for engaging deans and university leadership in seeking formal recognition. The support offered by the Office of the Provost, the Office of the Director of UConn-Hartford, the Office of Global Affairs and the School of Business will be extended to other units. Support also will be sought through external grant competition, foundations, and governmental agencies. Formal recognition and support by the university will facilitate building relationships and securing external funding.





UConn Stamford

***Strengths, Synergies,
and a Vision for the Future***

Terrence Cheng- Professor of English & Campus Director

UCONN

Strength: Enrollment

Since Fall 2014:

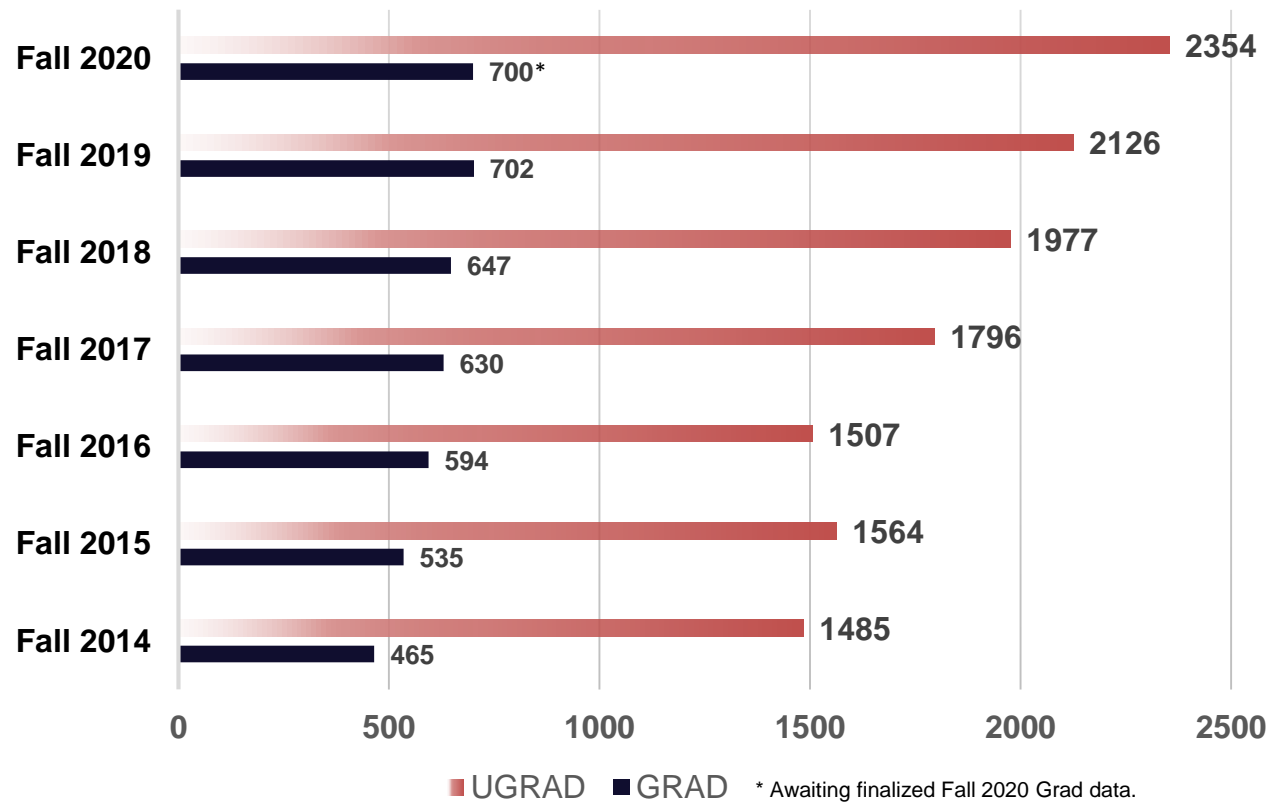
59%

increase in
undergraduate
enrollment

51%

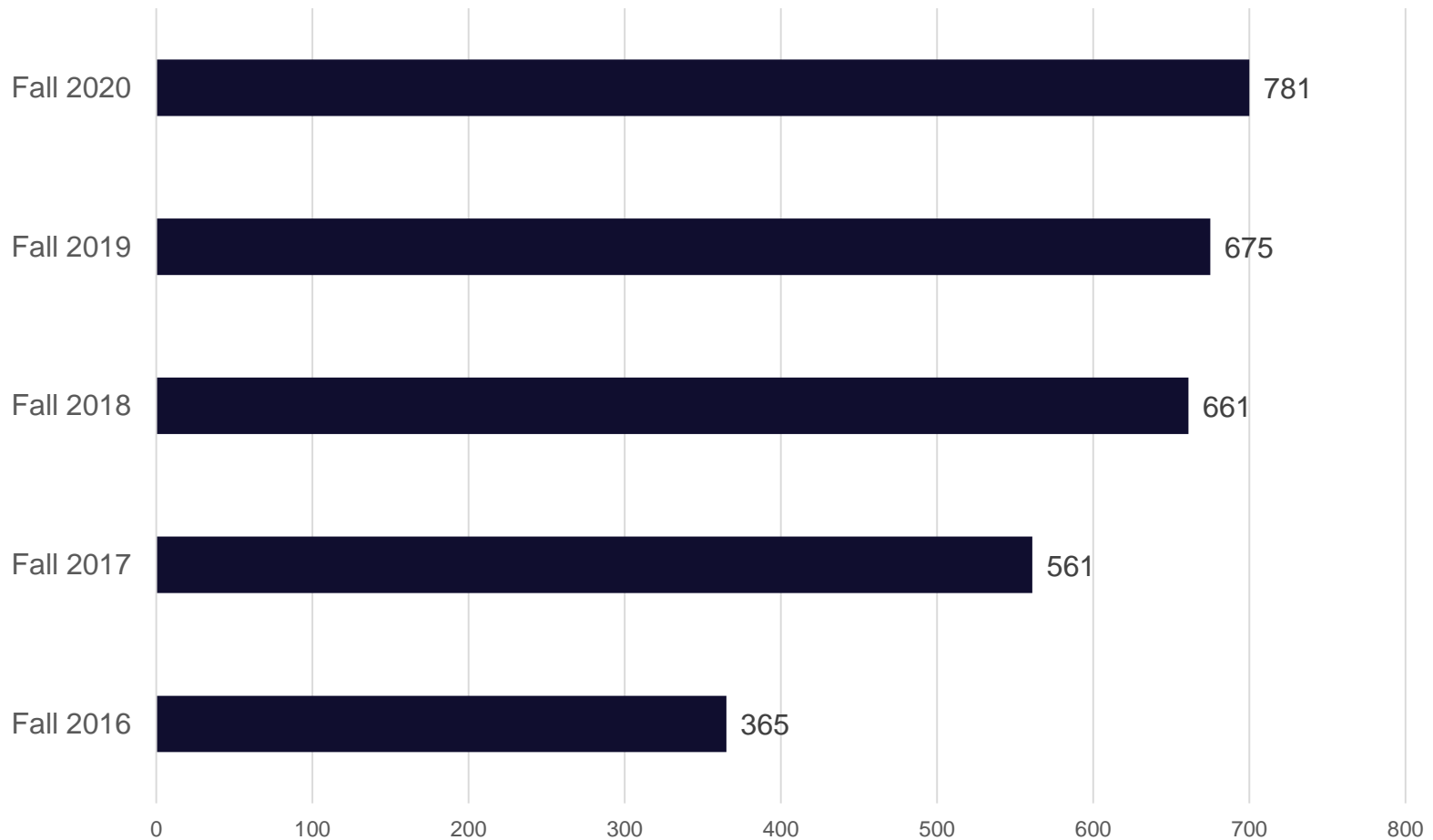
increase in
graduate
enrollment

STAMFORD CAMPUS ENROLLMENT



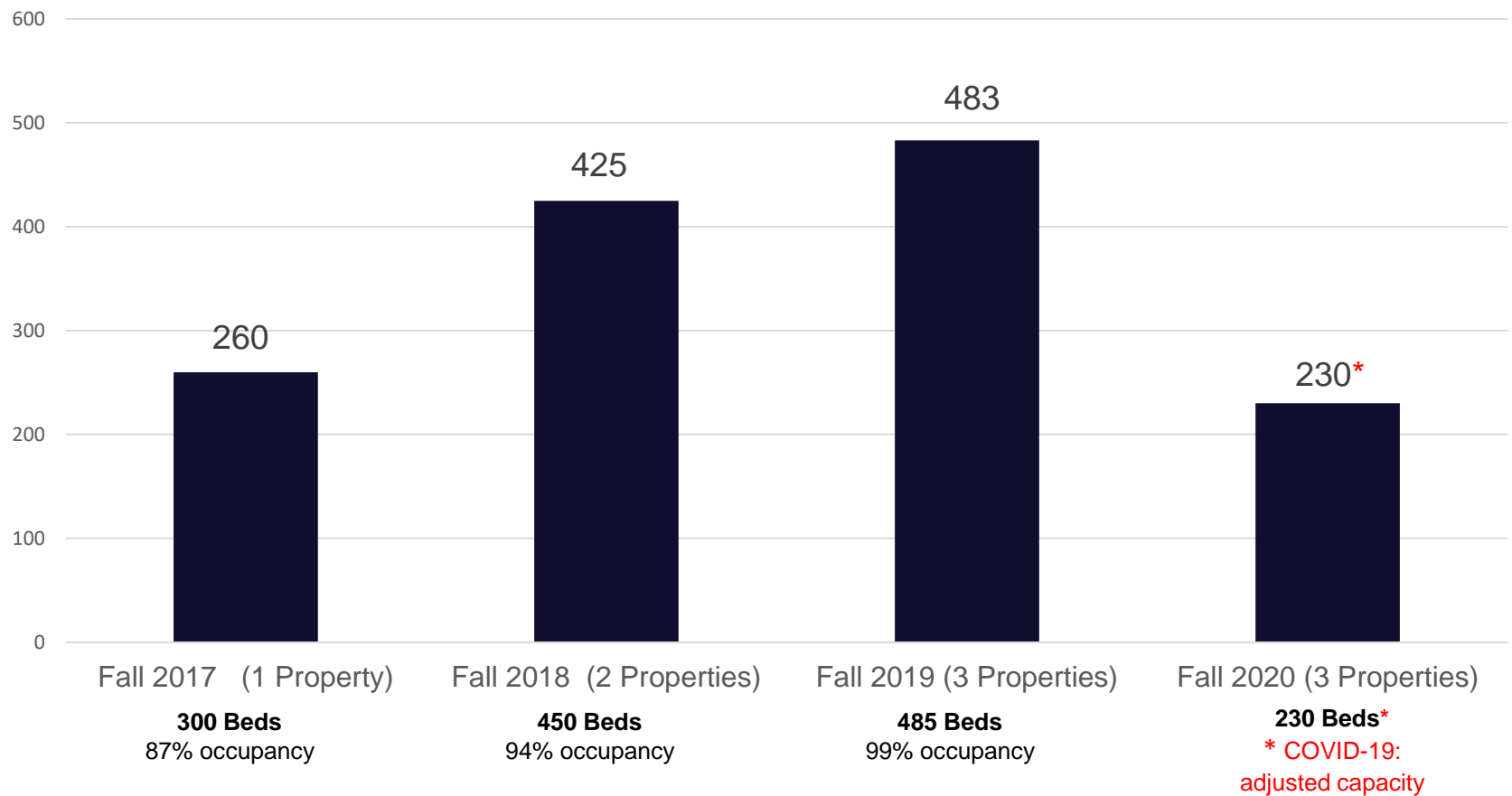
Strength: Freshmen

UConn Stamford Freshman Enrollment



Strength: Residential Life

Stamford Campus: Students residing in University Housing



Strength: Identity and Location

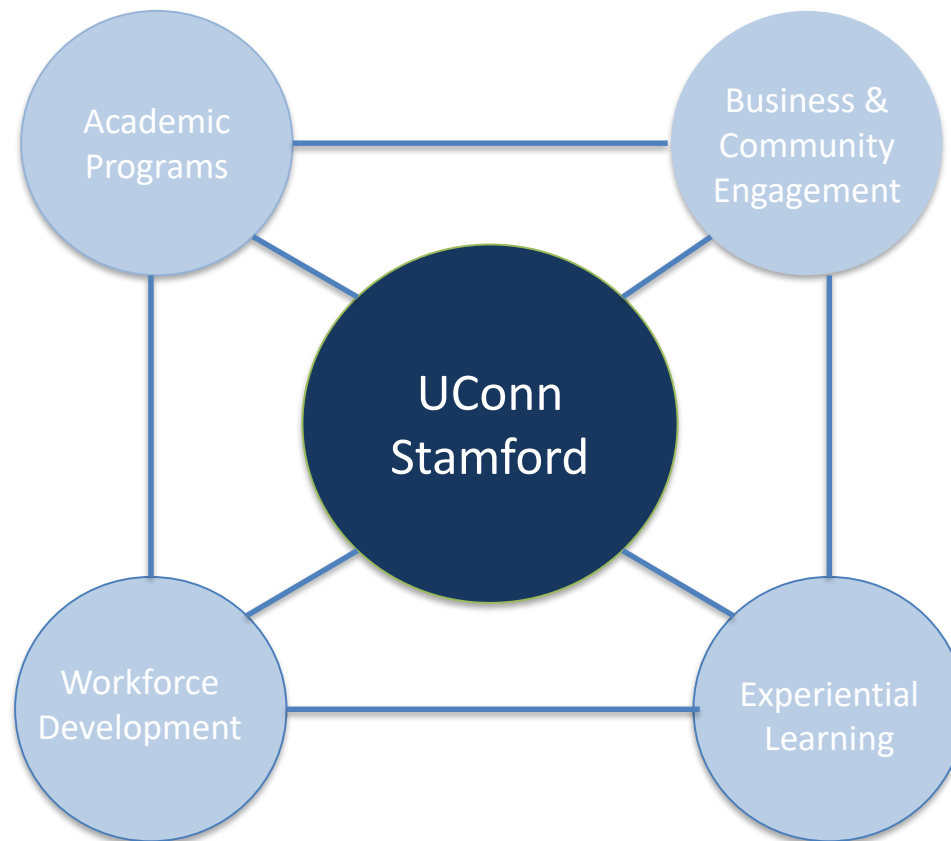
- The “Jobs” Campus: top-tier education, intimate fast-paced urban environment
- Education, and experiential learning, prepares students for future careers
- Premier Fairfield County location
 - Less than an hour to NYC
 - Business partners in Stamford
 - Capitalize on corporate proximity, i.e. Synchrony, AT&T
 - Socio-economic impact
 - Workforce Development



Strength: Value Proposition

- 14 UG majors
- 3 graduate degrees
- Top UG majors:
 - Digital Media and Design
 - Business
 - Psychology
 - Economics
- New B.S. in Computer Science

- External partnerships & special projects
- Digital Media CT
- CITI
- HR pipelines
- Upskilling
- Addressing local, regional, and state needs



- Synchrony
- AT&T
- Henkel
- Chamber of Commerce
- Point72
- Stamford Partnership
- DSSD
- Mayor's Office
- Stamford Health

- Internships
- Agency projects
- Greater access to donors, alumni, and professional development opportunities
- Ready to enter workforce upon graduation

Strength: Our Students

Students (Fall 2020):

- 2941 total enrollment
 - 2354 undergraduate
 - 587* graduate
- 66% students of color
- 45% first-generation students
- Majority of students from Stamford/Fairfield County



*Decrease from 700+ graduate students in Fall 2019, due to Covid-19, and federal visa policies

Strength: Profile and Activity



UConn Stamford ranked in the **top 3%** of all degree-granting institutions in the U.S. for return on investment.

Student and Community highlights:

- **Governor Lamont:** Financial roundtable with business leaders, and discussion with UConn Stamford students.
- **U.S. Congressman Jim Himes:** Roundtable to discuss Citizens United 10 Years Later
- **Attorney General William Tong:** Event focused on lawsuits that affect Connecticut families as well as UConn Stamford and its place in the Stamford Community.
- **Digital Media CT:** Annual conference with consortium of universities, companies, and state government, on workforce development and economic impact
- **“Parkland Rising”:** Exclusive screening of award-winning film, engaging community and government leaders
- **Fall 2019 Career Fair:** Nearly 80 employers & 360+ students attended our fall Career Fair on campus.
- **School of Business:** Program and revenue growth



Connecticut’s Most Affordable College with the Best Outcomes :
UConn Stamford #1



Synchrony opens the Digital Technology Center @ UConn Stamford, and donates **\$1 million to the Connecticut Commitment.**

Possibilities and Potential

What Stamford can and should do:

- Provide access to, and options for, a UConn education
- Bolster diversity
- Create opportunities for UConn in ways not possible in Storrs
 - Internships, co-ops, experiential learning
 - New R&D for faculty
 - Partnerships
 - Fundraising
- Serve students and communities with programs that make sense for UConn, as well as regional stakeholders



A New Vision for Stamford

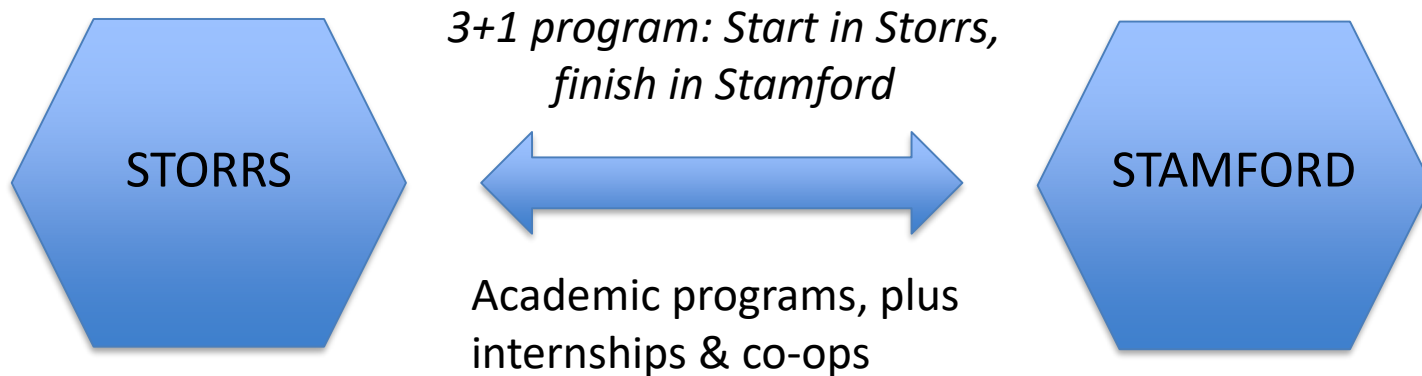
Programs to Consider Adding/Creating in Stamford and other at Regional Campuses

- Data Science (BS & MS; 4+1)
- Masters Degrees/certifications:
 - Computer Science and Engineering
 - Virtual and Alternative Reality
 - Innovation and Entrepreneurship
 - Educational Technology / Online Pedagogy / Instructional Design
 - Quantitative Economics
 - Actuarial Science
 - Accounting
 - HR Management
- Create low-residency programs that utilize locations across CT



A New Vision for Stamford

Programs that capitalize on the strengths of both campuses.



- Formalize/solidify:
 - Experiential learning for students
 - Workforce development for companies
- Socio-economic impact for state
- Best of all worlds for students:
traditional + urban/professional = UConn
- Stamford continues to be solid feeder for Storrs as well
 - Summer in Stamford
 - Semester in Stamford
 - Senior Year in Stamford
 - Fully integrated multi-campus, multi-ecosystem education

A New Vision for Stamford

A Leader in Experiential Learning, Internships, and Co-Ops for the State

State commits:

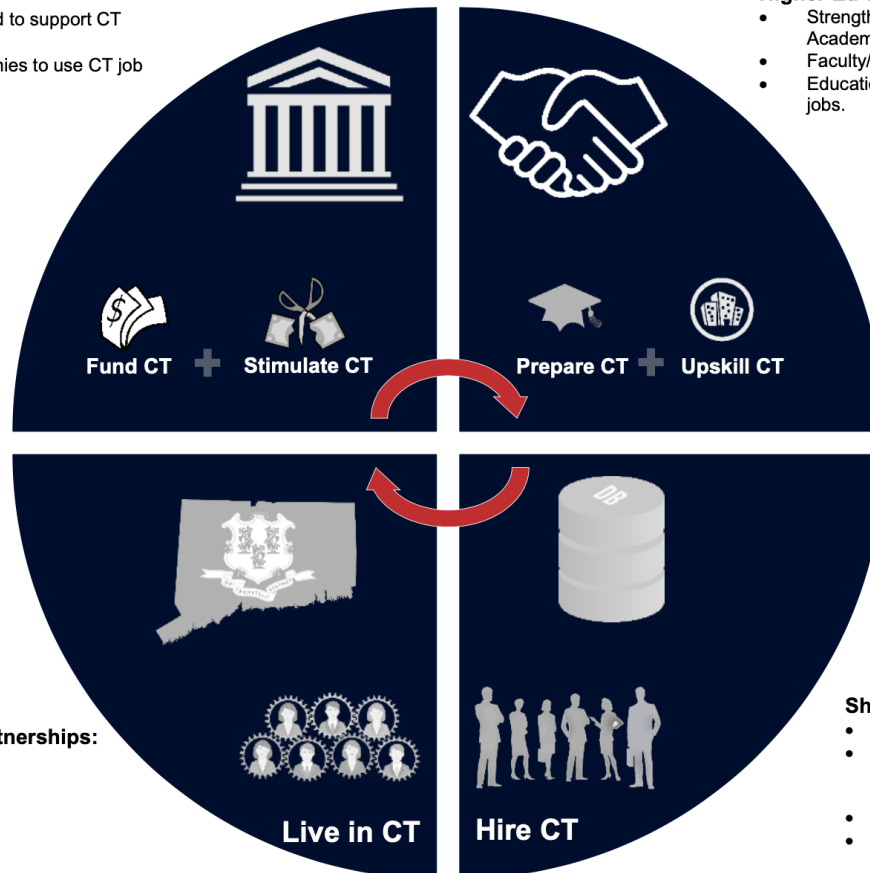
- Funding to Higher Ed to support CT database
- Incentives to companies to use CT job database system.

Higher Ed commitment:

- Strengthen Graduate & Undergraduate Academic Programs
- Faculty/Curriculum
- Educational opportunities for high demand jobs.

Company commitment:

- Upskill employees
Certifications, Badges, Advanced Degrees, etc.
- Internship opportunities
- Job opportunities
- Experiential Learning: theory into practice



CT, University & Corporate Partnerships:

- CT Internships/Jobs availability
- Sparks innovation/entrepreneurship
- Increase state/local tax revenue

Shared database commitment:

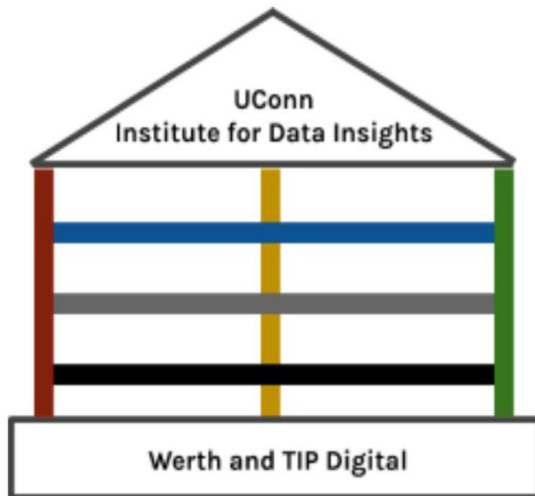
- Internship/Employment opportunities.
- Newly funded career advisors prepare talent (students) for workforce.
- Workforce development plans.
- Increase student employment recruitment.
- Shared access to faculty/research.
- More resources to diversify research.

A New Vision for Stamford

Data Science Institute

UConn data science would impact:

- Research and scholarship;
- Experiential learning for our students;
- Economic/workforce development for the state.



- Policy Dynamics Center
- Fintech Center
- Healthcare Analytics Center
- Artificial Intelligence Center
- Data Visualization Center
- Cybersecurity & Data Integrity Center

Note, center names/disciplines are for illustrative purposes only.

Optimal Location

- Proximity to NYC (external partners, recruit top talent)
- Donor cultivation
- Urban preference among millennials (recruitment, and post-graduation retention)
- Build on existing momentum for UConn Stamford (dorms, Synchrony, TIP Digital etc.)
- Transform campus with research at a fraction of typical STEM research outfitting costs

A New Vision for Stamford

Public-Private Relationships, i.e. Synchrony and AT&T

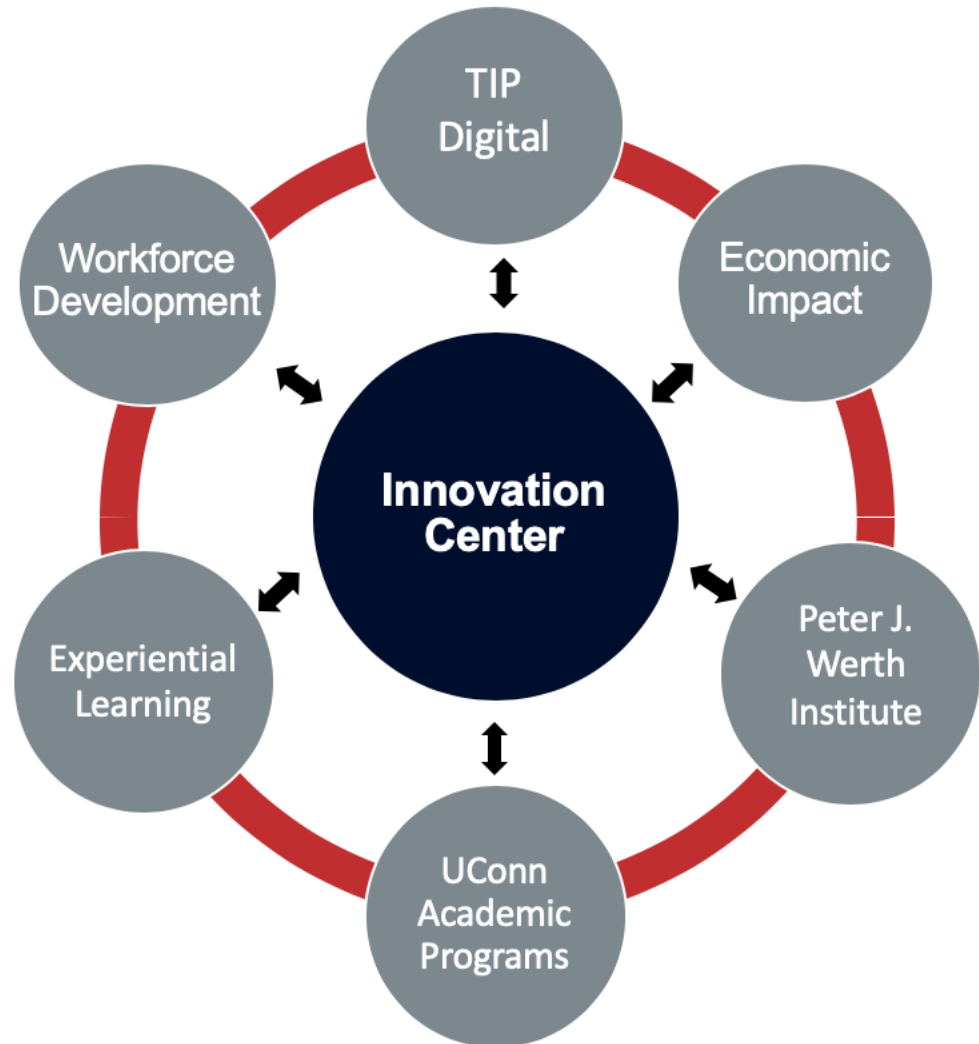


Achieves: experiential learning, philanthropy, innovation, entrepreneurship, public-private R&D, knowledge creation, workforce and economic development

A New Vision for Stamford

Innovation Campus

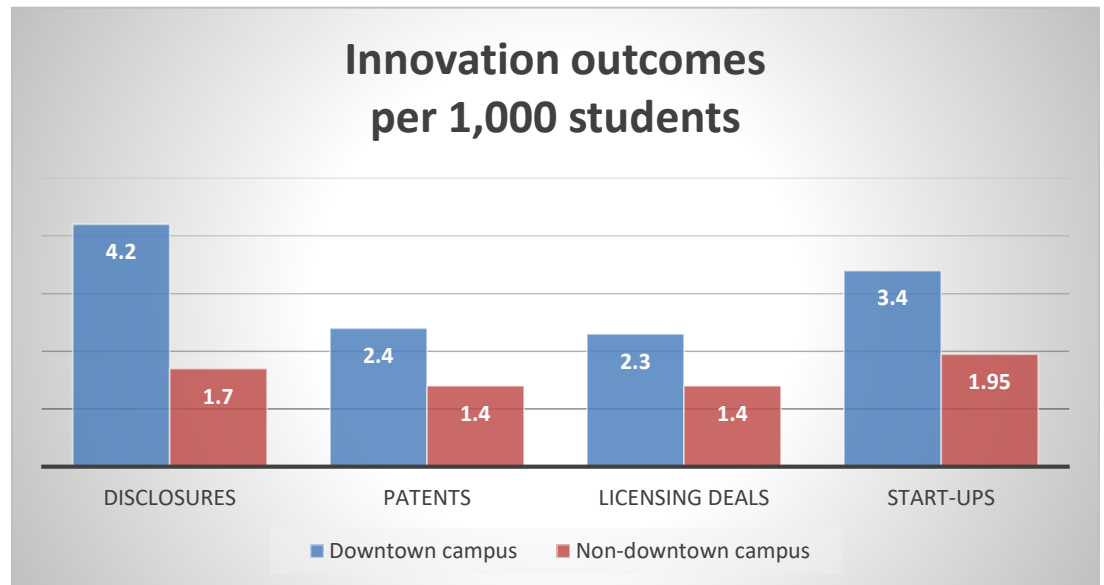
- Incubator for start-ups
- Entrepreneurship and Innovation
- New technologies and knowledge creation
- Faculty research
- Integrate and synergize
 - academics
 - external partnerships
 - experiential learning
- Impact on city, region, state and industries
- Vision/inspiration for investment



A New Vision for Stamford

UConn Tech Campus in Stamford

- Stamford is #1 in most Fortune 500 firms per capita, but is the only city in top 25 without major research university presence.
- Expanding research activity at UConn Stamford would provide an immediate jump-start to innovation at lower costs with more public benefits.
- Commercialization of research is best done in urban settings with major research university presence.
- Connecting research to local & regional industry needs generates public and private benefits.



A New Vision for Stamford

UConn Tech Campus in Stamford

- *UConn Stamford provides the best option for state investment in digital, data, and technology related fields.*
 - Focused more on application than theoretical
 - Relevant to CT industry strength in business and engineering
 - Interdisciplinary in strategic use of broad range of disciplines



Compared with private options:

- UConn will enroll many more CT students
- Cost per student is significantly less than private institutions
- More transparency, no hidden costs

Waterbury Campus

UConn | WATERBURY



Overview

The University of Connecticut at Waterbury was established in 1942 as an Extension Center to address the educational needs of students in the surrounding areas. The Waterbury regional campus meets the continued and varying needs of approximately 1000 area students.

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

Campus Enrollment and Demographics

Fall 2020 total enrollment for the Waterbury campus is approximately 1000 undergraduate, graduate, and non-degree students. The campus welcomed 355 new students in the fall 2020 semester, almost a 50% increase in new student enrollment over fall 2019.

In the 2020/2021 academic year, 85% of Waterbury campus's undergraduate students received some form of financial aid from any known source. More than half of our undergraduates, 55%, received need based grants.

The Waterbury campus boasts the largest percentage of first-generation students of all the regional campuses. In the fall 2020 semester, more than half, 51.14%, of our undergraduate degree students were first-generation.

Undergraduate and Graduate Academic Programs

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

Waterbury Campus During the Covid Crisis

The Waterbury campus's fall 2020 and spring 2021 course offerings utilized many different instructional modalities: in-person, hybrid, hybrid reduced, split, distance learning, and online.

Fall 2020

- 25% of sections in-person/hybrid/split
- 57% of sections distance learning
- 18% of sections online

Spring 2021

- 20% of sections in-person/hybrid/reduced hybrid
- 57% of sections distance learning
- 23% of sections online

Given covid spacing guidelines and capacity restrictions, instructional space at the Waterbury campus is extremely limited. The campus offered in-person courses using three locations that provided a capacity of 19 or more. Two of those spaces were non-classroom event spaces. All other classrooms had a capacity that averaged 9 students and not viable for in-person classroom instruction. These rooms were made available to students for study space and space for remote learning. In addition to classroom usage, the campus also conducted in-person and hybrid instruction in our computer labs, biology labs, and chemistry labs.

The campus Tutoring Center and Writing Center offered remote services for fall and spring.

Waterbury's Student Services moved remotely with opportunities for drop in and scheduled virtual appointments and an available chat function on the campus home page. The campus Mental Health Services provided both remote and in-person options to assist students.

Activities and Student Engagement

Through the Office of Student Activities, the campus provided virtual events and activities through the fall semester with one in-person event in early November. This event was coordinated by Student Activities and the Waterbury campus Associated Student Government (ASG) to help build community and was very successful. Approximately 100 students attended in total, all pre-registered with assigned time slots to ensure social distancing. No more than 4 students at a time participated in the event. The event was held to distribute boxed gifts for students, which included a stuff-a-husky and other giveaways. The in-person event

was then followed up with a virtual stuff-a-husky event.

There are many virtual, educational events scheduled for the Waterbury campus for the spring 2021 semester. These events are planned and sponsored by the campus's Office of Student Activities in collaboration with the Waterbury campus ASG. The following is a representative list of some of virtual events planned for the Waterbury campus for the spring 2021 semester:

- Mental Health through Mindfulness, Peter Callahan
- Violinist, Alex Ahn
- Black History Trivia Night
- Black in America, Nyle Fort
- Near Death Experience Speaker, Peter Panagore
- Black History Open Mic
- Women's History Trivia Night
- Alive! Mental Health Fair, From the founder of 1-800-SUICIDE and the National Hopeline Network, Reese Butler has developed a special mental health event for college campuses
- Muslim female comedian, Mariam Sobb
- Me Too, One Women's Fight Against Revenge Porn, Chrissy Chambers
- Jane Doe No More, Survivors Panel

Laptop Scholarship

Through a generous donation of \$10,000 from an anonymous donor, the campus made available 10 laptops to full-time students at the Waterbury campus in good academic standing, with financial need. All students were eligible, but priority went to students in the STEM field. The laptops were loaned to students for the academic year to support remote learning.

Waterbury Campus Faculty

- 26.5 full-time faculty
- 41% are tenured or tenure-track
- 3 anticipated retirements at end of 2020/2021 AY – all tenured faculty

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

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

Initiatives and Campus Programs

Diversity and Inclusion

During the fall semester the Waterbury campus held two Diversity and Inclusion Town Hall meetings. The purpose of the meetings was to give a voice to students, faculty, and staff feeling impacted on the issues of racism, social injustice, and prejudice. From these town halls, several initiatives emerged to help the campus move towards creating an even more inclusive and welcoming environment for all. We are aware there is

much more work to be done - inside and outside of the classroom. However, we are hopeful that these initiatives being introduced this spring will be the first steps in the campus's diversity and inclusion goals. The campus is reaching out to all faculty, staff and students inviting them to be involved in these initiatives, which include:

- Campus Diversity, Equity, and Inclusion Committee
Open to all students, faculty, and staff. The objective of the community is to develop programming and to schedule events that reflect the diversity among students through art, lectures, and celebrations.
- Director's Diversity Work Group
Open to students only. This group will meet with the campus director every other month to offer insights and suggestions on how to improve diversity related issues/topics on campus.
- Workshop "How to Work with Students of Color"
Program Director for Regional Campus Wellness is offering a workshop to Waterbury campus faculty and staff on this important topic. The workshop is scheduled for late January 2021.

Retention

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

Scholastic Probation

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

Two Consecutive Absence Policy

Faculty notifies the Registrar of any student who has missed two consecutive classes. The Registrar alerts the Academic Advisor who contacts the student. The Advisor identifies the student issue, refers to resources, and/or assists with course withdrawal.

David and Joan Reed Faculty Fellowship

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

This year's Reed Faculty Fellow was Political Science Associate Professor Jeffrey Ladewig. Dr. Ladewig taught Political Issues: The 2020 Elections as a distance learning course in the fall 2020 semester.

Osher Lifelong Learning at UConn Waterbury (OLLI)

OLLI at UConn is a member-driven program offering non-credit learning experiences (courses, lectures, and special events) to all adults who are 50 or older and want to engage socially and intellectually with their peers as teachers and learners.

2020 Highlights

- Set a 2020 fundraising goal of \$10,000 which was reached three months before the deadline, and was more than twice the money raised in any OLLI year (since inception in 2006).
- Successfully applied for \$7000 grant for OLLI community and service-learning urban garden.
- Moved all courses, meetings, administration online within weeks of Covid-19 shutdown; able to offer first-ever 100% online summer session; continuous improvement of online learning experience for each subsequent semester.
- In line with OLLIs across the country, member enrollment dropped to about 45%, but is now increasing.
- Created new volunteer committees to move us forward: Tech Support Team, Marketing Team, Fundraising Team
- Balance of academic and social events for members, supporting positive aging and combating older adult isolation.

Opportunity and Growth

New in Fall 2020 - Undergraduate Academic Major

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

Feeder to Current Post Baccalaureate and Graduate Degree Programs

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

Opportunities for Potential Expansion

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

Waterbury: The Allied Health Campus

This fall 2020 the Waterbury campus began offering the Allied Health program. The Waterbury campus is the only regional campus to offer the full Allied Health major.

- First faculty member in Allied Health hired in fall 2020
- The campus enrolled 44 new and continuing Allied Health majors in fall 2020
- Second faculty hire scheduled for fall 2021 – search currently underway
- Increased collaboration with the community, particular interest in working with St Mary's and Waterbury Hospitals for internships, teaching opportunities, and professional development
- Increased interest of transfer students from Community College
- Pathway to post-baccalaureate programs on campus: the Certificate Entry Into Nursing, Masters of Business Administration, and the Teacher Certification Program for College Graduates
- Strength in regional employment market

Challenges

Faculty Retirements

- Loss of tenure/tenure-track positions
 - 2005/2006, 21 tenure/tenure-track positions at Waterbury campus
 - 2008/2009, 19 tenure/tenure-track positions at Waterbury campus
 - 2020/2021, 11 tenure/tenure-track positions at Waterbury campus
 - Three tenured faculty will retire end of 2020/2021 Academic Year

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

Staff Retirements and Low Levels of Staffing

In the last five years, the Waterbury campus has lost four staff members to retirement and one position to a layoff that have not been replaced. The campus has lost three facilities positions. The campus was allowed a replacement position, but this employee was brought to Storrs in fall 2020 and we were only granted a student worker to replace the position. The campus is also down four police officers, the most recent loss was the campus supervisor of police services in Waterbury who was transferred to the Health Center. There has been no replacement and currently the campus is being supervised through Hartford.

Report to the University Senate on the **Regional Campuses**

Carl Lejuez, Provost

February 8, 2021

UConn

Regional Campuses

- **Avery Point Campus**
Annemarie Seifert, Director
- **Hartford Campus**
Mark Overmyer-Velazquez, Director
- **Stamford Campus**
Terrence Cheng, Director
- **Waterbury Campus**
William Pizzuto, Director

Avery Point Campus



Significant Accomplishments

- Department of Marine Sciences is highest rank dept. at UConn for external research funding and nationally for both graduate and undergraduate research and education
- \$100,000 conservation program rebate part of retro commissioning of air handling systems in Weicker Building
 - Cut building's electric consumption by over 17%
- Partnered with Higher Edge, a non-profit serving low-income & 1st gen New London & Windham high school students
- Site nomination granted approval to move onto next stage for a **CT National Estuarine Research Reserve (NERR)**
 - Collaborating with DOE, EPA, UConn Marine Sciences, CT Sea Grant, and CT Audubon Society
 - Will focus on resource stewardship, training, and education of critical ecosystems of Long Island Sound
- All 3 athletic teams recognized by NJCAA (National Junior College Athletic Association) for academic performance
- Scholarships Program awarding 15 students over \$17,500 in scholarships based on need, academics and service
- Avery Point Academic Center (APAC) converted all academic support programming to virtual amid COVID.
 - Individual tutoring sessions increased over **100%** from fall 2019 to fall 2020
- White Accountability Group formed by Avery Point faculty/staff engaging campus in systemic racism conversations
- In fall 2020, the Waterfront Program, which conducts a variety of sailing and paddle craft water-based initiatives, faculty, staff and students combined spent more than 500 hours on the water

Fall 2020:

Current Total Enrollment: **630**
Undergraduates: **543**
Graduates: **66**
Non-Degree: **21**

Student-Faculty Ratio: **16:1**

First-generation students: **39%**
students of color: **34%**
first year retention rate: **81%**

Hartford Campus



Significant Accomplishments

- Sustainable Global Cities Initiative developed/promoted new research with 85+ affiliate faculty
 - Collaborative research hub that integrates/enhances global urban studies scholarship and community practice of UConn Hartford's faculty and promotes studies of cities and their engagement in CT with a Hartford focus
 - Aspires to be a university-wide interdisciplinary research unit with the goal of enhancing UConn's research capacity and scholarship.
- Hired Academic Affairs Director to support advancement of teaching and research on campus
 - Focus on integrating Hartford-based classroom and scholarly opportunities
- With School of Fine Arts, finalized a community partnership with Hartford's HartBeat Ensemble focused on connecting the community beyond traditional barriers of race/gender/class/geography
- Coordinating with the Provost's Regional Campus Food Insecurity Committee and the Rudd Center to address food insecurity on the Hartford campus
- Created programming/opportunities in LTE for students such as the Unspoken Truths program with Charter Oak Culture Center and working with Hartford Police and Footwear with Care
- Formed UConn Hartford Board of Advocates to assist the Campus Director in furthering the Campus' prominence in CT and support cultivation of philanthropy and donor possibilities

Undergraduate Diversity Fall 2020

White	697
Asian	306
Hispanic or Latino	299
Black or African American	237
Two or More Races	67
International	37
Unknown	13
Total	1659

Stamford Campus



Significant Achievements

- Synchrony opened first Digital Technology Center at UConn Stamford and donated \$1M to Ct Commitment
- Ranked in top 3% of all degree-granting institutions in the U.S. for return on investment
- New Bachelor of Science degree in Computer Science
- Adjusted residence halls in response to COVID to include 230 bed capacity
- Held numerous high level events for students including:
 - **Governor Lamont:** Financial roundtable with business leaders including UConn Stamford students
 - **U.S. Congressman Jim Himes:** Roundtable to discuss Citizens United 10 Years Later
 - **AG William Tong:** Discussion of lawsuits that affect CT families and UConn Stamford in Stamford Community.
 - **Digital Media CT:** Annual conference with universities/companies/state gov on workforce development
 - **“Parkland Rising”:** Exclusive screening of award-winning film, engaging community and government leaders
 - **Fall 2019 Career Fair:** Nearly 80 employers & 360+ students attended our fall Career Fair on campus.
- **School of Business:** Program and revenue growth
- New vision for Stamford adds new BS and MS degrees/certifications, solidifying academic programs, internships & co-ops to capitalize on combined strengths of Storrs/Stamford Campuses

Fall 2020

Total Enrollment: **2941**
Undergraduate: **2354**
Graduate: **587**

Students of Color: **66%**
1st Gen Students: **45%**

Waterbury Campus



Significant Accomplishments

- **85%** of Waterbury campus UGs received some form of financial aid in AY 2020-2021
 - **55%** received need-based grants
- **51.14%** of undergraduate degree students are first generation for fall 2020
- Held in-person event in 11/20 with 100+ students in attendance to build community
- Laptop Scholarship – with **\$10,000** from anonymous donor, 10 laptops to full-time students in good academic standing and need
- Held two Diversity and Inclusion Town Hall meetings for students/faculty/staff
- This year's Reed Faculty Fellow (fellowship created from generous donation from Dr. David Reed and his wife Joan) is Dr. Jeffrey Ladewig, an Associate Professor of Political Science. Dr. Ladewig taught "Political Issues: The 2020 Elections" as a DL course in fall 2020
- OLL (Osher Lifelong Learning) is a member-driven program offering non-credit learning experiences to adults 50+
 - Surpassed the fundraising goal of \$10,000 for this program
 - Successfully applied for \$7,000 grant
- New undergraduate major available – Allied Health Sciences beginning in fall 2020
 - Campus enrolled 44 new and continuing Allied Health majors fall 2020

The Campus welcomed **355** new students in fall 2020, almost a **50%** increase in new student enrollment from fall 2019

Report to the University Senate on **Undergraduate Education and Instruction**

Michael Bradford, Vice Provost

February 8, 2021

UConn

Undergraduate Education & Instruction

- **Center for Excellence in Teaching and Learning (CETL)**
Associate Vice Provost Peter Diplock
- **Honors and Enrichment Programs**
Associate Vice Provost Jennifer Lease Butts
- **Institute for Student Success (ISS)**
Associate Vice Provost Tadarrayl Starke
- **Center for Career Development (CCD)**
Assistant Vice Provost James Lowe
- **Veterans Affairs and Military Programs (VAMP)**
Director Alyssa Kelleher
- **Student-Athlete Success Program (SASP)**
Director Ellen Tripp

Center for Excellence in Teaching and Learning

Significant Accomplishments

- CETL's team of faculty development, eCampus, and educational technology staff provided training to more than 8,000 participants (more than 2,000 unique individuals) through close to 400 workshops
- CETL launched the Keep Teaching and Keep Learning websites to help support the pivot to remote teaching and learning
- CETL helped launch UConn's first pop up course, on COVID-19, which turned out to be the largest course in UConn's history with more than 5,000 students enrolled. The course also attracted more than 1,500 faculty and staff and more than 2,500 alumni
- CETL placed increased emphasis on diversity, equity, and inclusion by introducing a series of new workshops and initiatives
- CETL staff consulted with six of UConn's seven faculty 2020 NSF Career Grant winners
- CETL staff are co-PI's on \$4.5M NSF grant awards
- We launched (re-branded) UConn Online in January 2020 as a marketing/communication platform for graduate online programs
- We initiated a partnership with Trilogy Education and the School of Engineering to launch UConn Coding Bootcamps at the Hartford and Stamford campuses, and re-created the Office of Continuing and Professional Education to provide centralized support to non-credit and continuing education activities within Schools/Colleges.



Honors and Enrichment Programs

Significant Accomplishments

- Over \$620K distributed to support undergraduate student research and creative activity through 256 awards across e8 Office of Undergraduate Research funding programs.
- Substantial revision to the University Scholar application process to gain a more holistic picture of applicants.
- Selection of Wanjiku (Wawa) Gatheru as UConn's first Rhodes Scholar.
- Hired Erin Ciarimboli, Ph.D., as Director of Pre-Professional Advising and University Advising.
- COVID-19 changed many facets of our work, including:
 - Transitioning to online Orientation, including new tools for efficient and comprehensive advising;
 - Providing a full slate of remote events for Honors community development, student social-emotional support, and academic and professional development;
 - Offering a range of remote workshops and events across Enrichment Programs units to support student engagement, advising, and learning;
 - Moving workflow to online formats;
 - Changing recruitment strategies for incoming students to accommodate virtual participation.



Institute for Student Success

Significant Accomplishments

- 9 out of 10 first-year students enrolled in an FYE course, and 48% were enrolled in a Learning Community.
- Secured a new \$1.8 million five-year grant for Student Support Services to continue supporting UConn students traditionally underrepresented in higher education. Student success efforts in SSS allowed us to serve almost 1,200 students over the course of the year.
- Received national recognition as a First Gen Forward Institution from the Center for First-Generation Student Success for our work with First Generation UConn. This recognizes UConn as an institution with success and dedication in supporting first-generation students through evidence-based practices and resources to bolster recruitment, retention, and graduation.
- Transfer & Regional Campus Change programming supported almost 1,000 students transferring to the Storrs campus through engagement activities, targeted advising, communications, and mentoring.
- Over 700 students connected with 230 student, faculty, and staff mentors through UConn Connects
- 96% of UCAP students and 100% of UConn Rising Scholars had been accepted and planned to attend college after their 2020 graduation.



Center for Career Development

Significant Accomplishments

- Increased Career Champion participation to 226 faculty and staff.
- 100+ champions engaged in working groups and advisory board conversations.
- Conducted over 8,800 student coaching sessions.
- Expanded senior programming to include SYE course, recruiting multiple instructors for both fall and spring, significantly growing the program.
- Launched 12 new Affinity Communities receiving 4,500 views since launch. The International Student page was the most viewed at 1,196.
- Hosted 7 Virtual Career Fairs with over 450 employers and 3,000 students attending (Actuarial, Financial Services, STEM, Social Impact/ Government, Healthcare, Pharmacy and Graduate School).
- In response to COVID-19:
 - Created 9-week Experiential Leadership Course completed by 239 students who lost or struggled to find summer internships.
 - Launched a Friends of UConn Advice & Perspective series consisting of 9 webinars that were attended by 412 students and alumni.
 - Developed an online career prep initiative with URI, tripling attendance compared to pre-COVID-19 onsite programming model.



Student-Athlete Success Program

Significant Accomplishments

- **3.262** Average GPA among UConn's 650 Student-Athlete population
- **18** Teams have over a 3.00 average semester and cumulative GPA
- Men's Basketball, Men's Golf, Men's Ice Hockey and Men's and Women's Tennis awarded the NCAA's APR Public Recognition Award
 - Signifying Top 10 status in Academic Progress Rate
- **985** Overall Academic Progress Rate
- **12** Teams scored a perfect APR score in 2018-19



Veterans Affairs and Military Programs

Significant Accomplishments

- Serving over 800 military connected students at all campuses each semester with a “whole student” approach, throughout the pandemic – Benefits Processing, Programming, Community Building, Connecting to Resources.
- Sent 20 interviews to the Library of Congress from UConn’s Veterans History Project
- Army ROTC commissioned 30 officers and Air Force ROTC commissioned 13 officers

