1. **Election of Moderator and Secretary**

   President **Maric** called the meeting to order at 4:00 p.m.
   Senator **Bedore** nominated Senator **Dineen** for Moderator for the 2022-2023 academic year.
   Senator **Burton** seconded the motion.
   By voice vote, the election vote passed unanimously.

   Moderator **Dineen** called for nominations for the Secretary of the Senate.
   Senator **Burton** nominated Christine North as the Secretary of the Senate for the 2022-2023 academic year.
   Senator **Bedore** seconded the motion. By voice vote, the election passed unanimously.

2. **Land Acknowledgement Statement**

   Moderator **Dineen** read the Land Acknowledgement Statement:
   "We would like to begin by acknowledging that the land on which we gather is the territory of the Mohegan, Mashantucket Pequot, Eastern Pequot, Schaghticoke, Golden Hill Paugussett, Nipmuc, and Lenape Peoples, who have stewarded this land throughout the generations. We thank them for their strength and resilience in protecting this land and aspire to uphold our responsibilities according to their example."

3. **Introduction of Senators**

   Moderator **Dineen** led the senator introductions.

4. **Approval of Minutes of May 2, 2022, University Senate meeting**

   The minutes were approved as distributed.

5. Report of the President
Presented by Interim President Radenka Maric

Interim President **Maric**
- Spoke on budget matters.
- Presented the US News Analysis (2023 Edition) in the form of a PowerPoint presentation, with the assistance of Interim Vice President and CFO Lloyd Blanchard.
- Eli **Daugherty**, Dean of Students, was recognized and discussed the management of COVID cases on campus.
- Noted that faculty are facing continued challenges with Purchasing, IRB, and Travel. Additional information will be shared about these issues at the next meeting.

Moderator **Dineen** invited questions from the floor.

In response to a question from Senator **Park Boush,** Interim President **Maric** stated that FY23 finished with a negative variable. Decisions had to be made about where to make the cuts, and the decision was to not make any cuts to the academics.

Senator **Holland** asked when judging social mobility, what else is judged in the metric other than graduation? Senator **Blanchard** clarified that the University didn't slip in social mobility, rather other institutions did better, and this will be an area that will be looked at more closely moving forward.

Senator **Dormidontova** asked if there is a plan for the replacement of faculty (due to retirements). Interim Provost **D'alleva** stated she is working closely with department heads and deans to address these decisions at the school/college level.

Senator **Gordina** asked about the rankings of the class sizes and the increases in the caps for classes within her department. Senator **Blanchard** stated that the class size metric has changed and it is unclear how the formula is now structured.

Senator **Bedore** asked about plans to hold a vaccine clinic on campus, either at Storrs or the regional campuses, for the new vaccine. Associate Vice President Chris **Delello** stated that there are no plans for additional vaccine or booster clinics. The State is not providing the same level of support for vaccine distributions to State agencies that it had. Interim President **Maric** stated that the Commissioner of the CT Department of Public Health shared that boosters are available at every pharmacy in the State and

anyone can go to MyChart to register for a booster. Associate Vice President Chris **Delello** noted that flu shots will be available at the upcoming Wellness Expo.

Moderator **Dineen** called for any new business, for which there was none.

6. **Report of the Senate Executive Committee**   Attachment #1
     Presented by SEC Chair Del Siegle

7. **Consent Agenda Items:**
     Report of the Senate Curricula and Courses Committee   Attachment #2
     Report of Nominating Committee   Attachment #3

     By voice vote, the Consent Agenda passed unanimously.

8. **Enrollment Update**   Attachment #4
Presented by Nathan Fuerst, Vice President, Enrollment Planning and Management

     Vice President Nathan **Fuerst** presented the "Preliminary New Student Enrollment Update (Fall 2022)" in the form of a PowerPoint presentation.

     A question and answer period followed.

9. **New Business**

     No new business

10. **Adjournment**

Senator **Morrell** made a motion to adjourn.
Senator **MacDougald** seconded.
Motion passed unanimously.
The meeting was adjourned at 5:41 p.m.

Respectfully Submitted,
Christine S. North
Secretary of the University Senate, 2022-2023

SENATE EXECUTIVE COMMITTEE

Del Siegle, Chair

|	
Maureen Armstrong	Pam Bramble
Laura Burton	Gabrielle Corso
Jason Chang	Marisa Chrysochoou
Kate Fuller	Mason Holland
Joe MacDougald	Margaret Rubega
Peter Spinelli	Manuela Wagner
Graduate Student to be named	

US News Analysis (2023 Edition)

Fall 2022

Why Did UConn Fall to #26?

- **Competition is passing us by while we maintain recent levels.**

  - Tied with us last year, Rutgers improved 4 spots (from #23 to #19).

  - UConn was leapfrogged in ranking by Virginia Tech (from #30 to #23) and Minnesota (from #26 to #23)

- **Our challenge is to produce even higher graduation rates among all of our students**

  - Among 230 public doctoral universities, we have among the highest graduation rates (84% > 90th percentile).

  - Among 107 public R1s, our graduation rate is at the 80th percentile.

  - Among the top 30 public R1s, our graduation rate is at the 25th percentile.

2023 Rank	Institution	2022 Edition	Change
1	University of California, Berkeley	2	1
1	University of California, Los Angeles	1	0
3	University of Michigan--Ann Arbor	3	0
3	University of Virginia	4	1
5	University of Florida	5	0
5	University of North Carolina at Chapel Hill	5	0
7	University of California, Santa Barbara	5	-2
8	University of California, Irvine	9	1
8	University of California, San Diego	8	0
10	University of California, Davis	10	0
10	University of Texas at Austin	10	0
10	University of Wisconsin--Madison	14	4
13	University of Illinois Urbana-Champaign	15	2
13	William & Mary	10	-3
15	Georgia Institute of Technology	10	-5
16	The Ohio State University	17	1
16	University of Georgia	16	0
18	Purdue University--West Lafayette	17	-1
19	Florida State University	19	0
19	Rutgers University--New Brunswick	23	4
19	University of Maryland, College Park	20	1
19	University of Washington	20	1
23	University of Minnesota, Twin Cities	26	3
23	University of Pittsburgh	20	-3
23	Virginia Tech	30	7
26	Texas A&M University	26	0
26	**University of Connecticut**	**23**	**-3**
26	University of Massachusetts--Amherst	26	0
29	Indiana University--Bloomington	26	-3
29	North Carolina State University	32	3
31	Clemson University	30	-1
31	Michigan State University	33	2
31	The Pennsylvania State University	23	-8
31	Stony Brook University--SUNY	38	7

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UConn's US News Ranking History
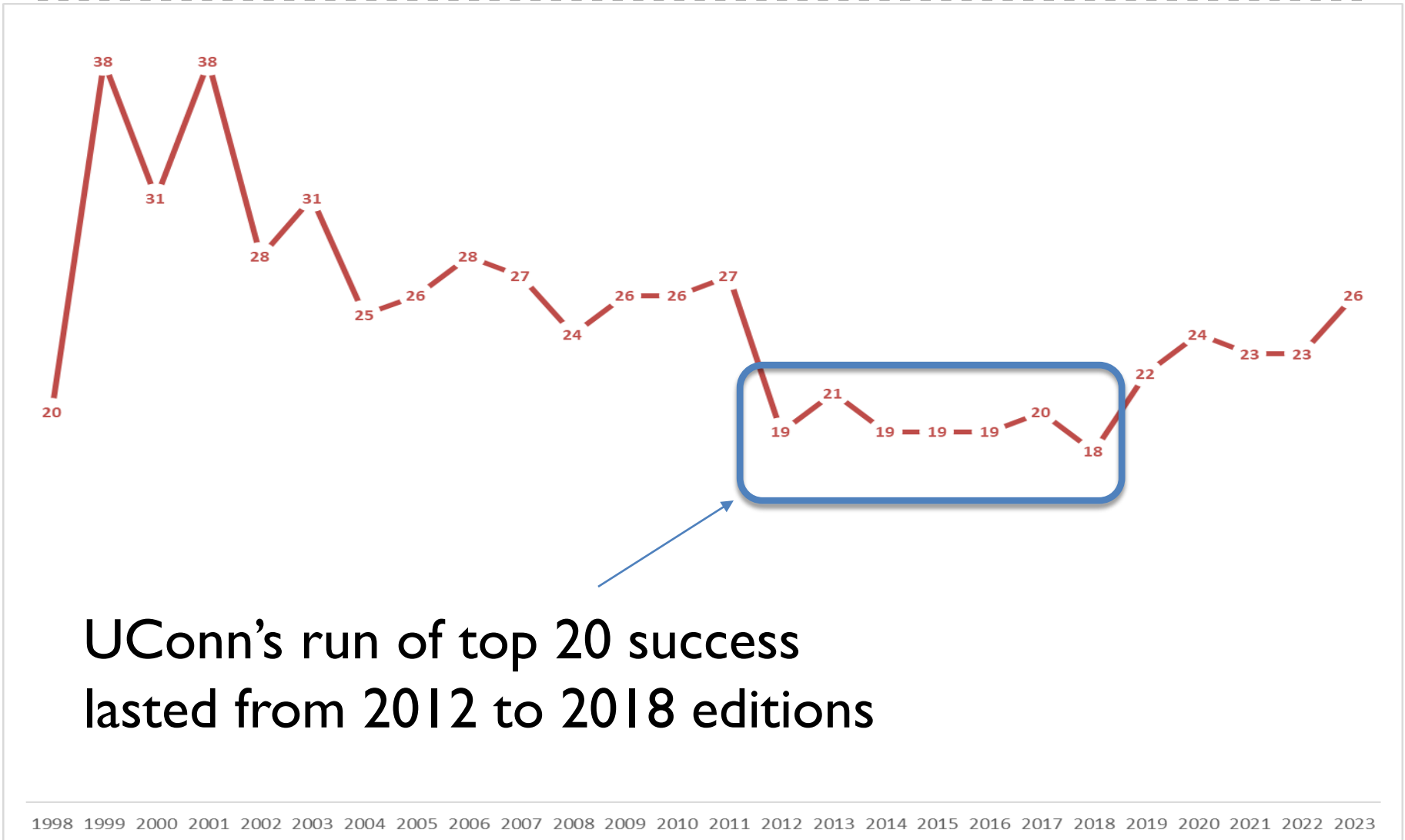
UConn's run of top 20 success
lasted from 2012 to 2018 editions

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What Explains Ranking Declines?

Ranking dynamics explained in part by strategic behavior and competition.

Current year decline driven by changes in 4 factors.

- UConn's rank fell significantly in 2 areas: graduation performance and social mobility.
  - Graduation performance: UConn fell 40 spots despite 1% increase in expectation.
  - Social mobility: UConn fell 40 spots despite increase in graduation rate for Pell recipients.

- UConn's rank fell moderately in 2 areas: faculty resources and alumni giving.
  - Faculty resources rank affected by changes in 2 metrics—class size and faculty compensation.
    - UConn's class size ranking went down by 39 slots despite the class size index improving slightly.
    - Faculty compensation ranking fell by 17 slots due to 2021 CBI being incurred in 2022.
  - Alumni giving fell by 9 slots though our giving rate held constant at 7%.

Rankings are very sensitive to small changes in underlying metrics, particularly when variances are small.

Previous 3-year decline driven by changes in 2 factors:

- UConn's graduation performance rank steadily fell from 50 to 67.
  - In other words, we are exceeding expectations by less than before.

- 3-year decline in new indebtedness rank overcome by recent improvement.

Ranking Elements	Current year change (2022 to 2023)	Previous 3-year change (2020 to 2022)
Public university rank	-3	+1
National university rank	-4	+1
Expert Opinion	-1	+7
Outcomes		
Graduation and retention	-3	+4
Social mobility	-40	+23
Graduation performance	-40	-17
Faculty Resources	-13	-2
Student Excellence	+7	-4
Financial Resources	0	-1
Alumni Giving	-9	-1
Indebtedness	+9	-9

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4

How Do We Improve our Ranking?

Some metrics are more malleable than others. Designate working group to develop strategy for improvement. We will be strategic, but we will not sacrifice our integrity to move the needle. Also, we can promote our success in other ranking regimes, particular those focused on ROI (Georgetown) and social mobility (Third Way).

Strategic moves on malleable metrics might include the following:

- **Expert Opinion (20%)**
  - Develop marketing campaign to better inform presidents, provosts, and enrollment executives on the good work at UConn.

- **Faculty Resources**
  - Smaller class sizes (worth 8%) increase the costs of instruction.

- **Student Excellence (7%)**
  - We can be more selective, but we'd prefer to be more inclusive. Improving recruitment of high-performing, under-represented high school juniors & seniors can improve both.

- **Alumni Support (3%)**
  - Work with Foundation to identify strategies that improve alumni giving.

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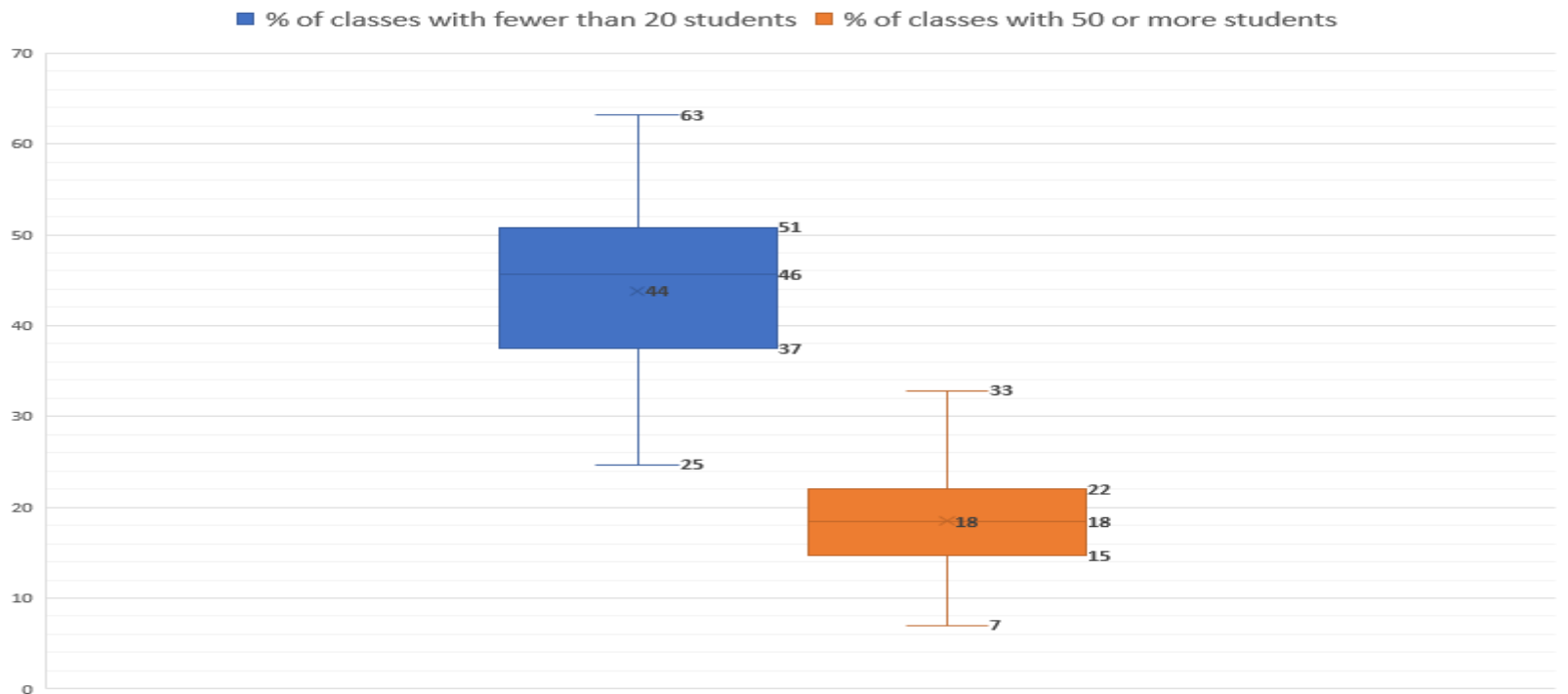OFFICE OF BUDGET, PLANNING AND INSTITUTIONAL RESEARCH

5

Expert Opinion

- We can do better here.

- Average peer assessment score is 3.9 among top 30 publics.

- High score on peer assessment does not guarantee high rank.

- Of the institutions that passed us, Virginia Tech's and Minnesota's peer score is 3.7; Rutgers' is 3.4.

School	Peer Assessment Score	Top Public School Rank
University of California, Berkeley	4.7	1
University of California, Los Angeles	4.4	1
University of Michigan--Ann Arbor	4.4	3
University of Virginia	4.3	3
Georgia Institute of Technology	4.3	15
University of North Carolina at Chapel Hill	4.2	5
University of Texas at Austin	4.1	10
University of Wisconsin--Madison	4.1	10
University of Illinois Urbana-Champaign	4.0	13
University of Washington	4.0	19
University of California, San Diego	3.9	8
University of California, Davis	3.9	10
William & Mary	3.9	13
The Ohio State University	3.9	16
Purdue University--West Lafayette	3.9	18
University of Florida	3.8	5
University of California, Irvine	3.8	8
University of Maryland, College Park	3.8	19
University of Georgia	3.7	16
University of Minnesota, Twin Cities	3.7	23
Virginia Tech	3.7	23
Texas A&M University	3.7	26
Indiana University--Bloomington	3.7	29
University of California, Santa Barbara	3.6	7
University of Pittsburgh	3.6	23
University of Massachusetts--Amherst	3.5	26
Rutgers University--New Brunswick	3.4	19
University of Connecticut	**3.4**	**26**
Florida State University	3.3	19
North Carolina State University	3.3	29

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Faculty Resources: Class Size

- **UConn's class size metrics are good.**
  - Percent of classes with fewer than 20 students = 54%
    - > 75th percentile
  - Percent of classes with more than 50 students = 15%
    - = 25th percentile
    - Rutgers = 13%

■ % of classes with fewer than 20 students   ■ % of classes with 50 or more students

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Faculty Resources: Faculty Compensation

- **While UConn's faculty compensation is comparable to our competitors, the <u>change</u> in faculty compensation did not keep up with competitors in 2021.**
  - UConn's retroactive wage increases for 2021 took place only recently
  - Average faculty compensation change in US News data
    - **UConn = -2.3%**
    - Rutgers = 2.1%
    - Minnesota = 2.3%
   - Virginia Tech = 4.7%

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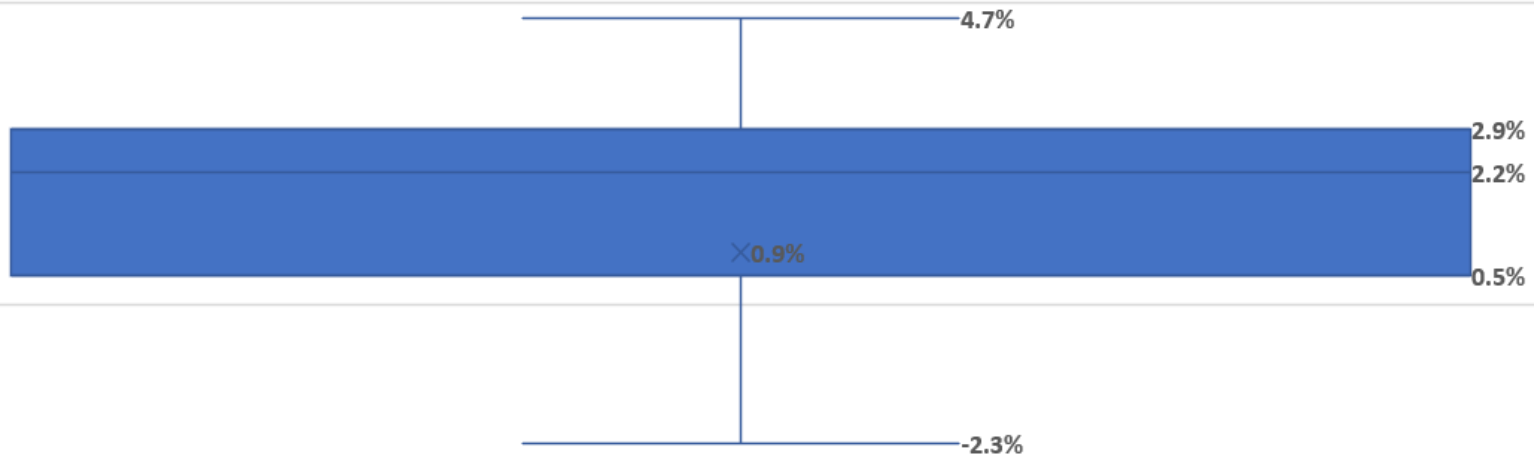
Graduation Rates & Performance

UConn's graduation rate performance (actual minus predicted) is getting smaller because actual rates remain constant while prediction improves.

- **Average graduation rate = 84%**
  - Predicted graduation rate = 80%
  - In 2020 rankings:
    - Average graduation rate = 83%
    - Predicted graduation rate = 76%

- **Average graduation rate for Pell recipients = 79%**
  - US News will not release the predicted scores, only ranks.
- **UConn fell 50 spots in rank on this performance metric despite improvement.**
  - Graduation rate for Pell recipients was 76% last year.

UConn's graduation rates are at 25th percentile among top 30 publics.

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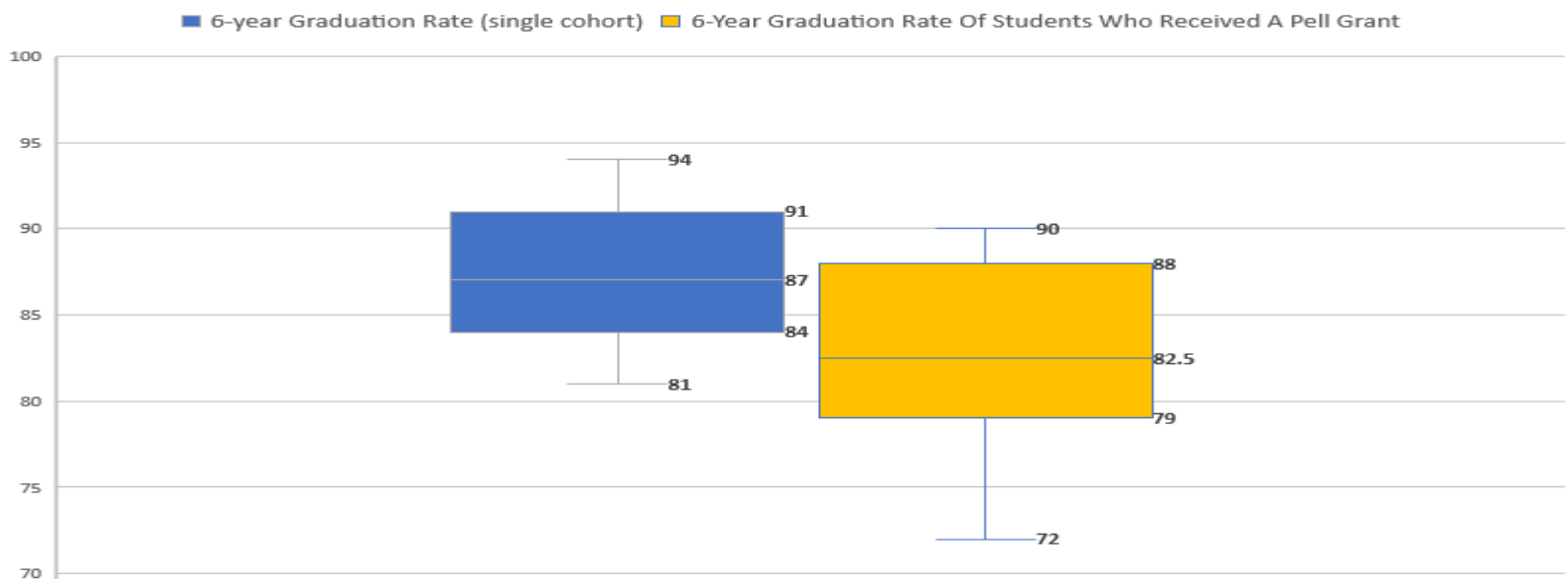
Next Steps

- Strategic Response Working Group chaired by the Interim President has already started to meet biweekly

- Targeted working groups focused on improving each of the malleable metrics will be formed in the next few weeks

- Data sets and analyses will be produced and shared with Senate Executive Committee and University Senate

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

A. DRAM 2120 Entrepreneurship in the Arts (#8644)
Proposed Catalog Copy
DRAM 2120. Entrepreneurship in the Arts
3.00 credits.
Prerequisites: Open to Sophomores, Juniors and Seniors.
Grading Basis: Graded
Unique entrepreneurial skills needed to navigate careers in the performing arts. Students will learn how to take on a leadership role, schedule, budget, fundraise, and market themselves and their projects.

B. HIST/AFRA/LLAS 2507 New England and the Caribbean Plantation Complex, 1650-1900 (#12625) [CA1, CA4-Int]
Proposed Catalog Copy
HIST 2507. New England and the Caribbean Plantation Complex, 1650-1900
Also offered as: MAST 2507, LLAS 2507
3.00 Credits
Prerequisites: None
Grading Basis: Graded
New England's role in the creation and expansion of the Caribbean plantation complex. CA 1. CA 4.

MAST 2507. New England and the Caribbean Plantation Complex, 1650-1900
Also offered as HIST 2507, LLAS 2507
3.00 Credits
Prerequisites: None
Grading Basis: Graded
New England's role in the creation and expansion of the Caribbean plantation complex. CA 1. CA 4.

LLAS 2507. New England and the Caribbean Plantation Complex, 1650-1900
Also offered as MAST 2507, HIST 2507
3.00 Credits
Prerequisites: None
Grading Basis: Graded
New England's role in the creation and expansion of the Caribbean plantation complex. CA 1. CA 4.

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

A. DMD 2020 Design Thinking (#8104) [CA1] [Revise prereqs and description]
Current Catalog Copy
DMD 2020. Design Thinking
3.00 credits.
Prerequisites: DMD 1000 and 1030; open to Digital Media and Design majors and Digital Arts minors, others by instructor consent.
Grading Basis: Graded
Design thinking as a process that employs immersion, empathy, ideation, definition, prototyping and testing leading to innovative discovery. The ways in which diversity of culture, experience and thought lead to innovation while examining the value of a human-based design process on the growth and direction of culture and society at large and how designers can participate in driving that process.

Revised Catalog Copy
DMD 2020. Design Thinking
3.00 credits.
Prerequisites: None.
Grading Basis: Graded
Core values that shape creative production. Mindset that promotes diversity, inquiry, and a human-centered approach to designing and implementing real-world technological solutions. CA 1.

B. NUSC/EDLR 1161 Husky Reads: Introducing Food and Nutrition to Children through Reading (#13625) [Revise credits and description]
Current Catalog Copy
NUSC 1161. Husky Reads: Introducing Food and Nutrition to Children through Reading
Also offered as: EDLR 1161
1.00 credits | May be repeated for credit.
Prerequisites: None.
Grading Basis: Graded
Supervised field work and experiential learning in nutritional literacy for preschoolers and young children, geared to individual, dual, and team activities. Readings and reflections. This course may be repeated with change of activity and/or skill level; not to exceed three credits towards the major for students in Nutritional Sciences.

EDLR 1161. Husky Reads: Introducing Food and Nutrition to Children through Reading
Also offered as: NUSC 1161
1.00 credits | May be repeated for credit.
Prerequisites: None.
Grading Basis: Graded
Supervised field work and experiential learning in nutritional literacy for preschoolers and young children, geared to individual, dual, and team activities. Readings and reflections. This course may be repeated with change of activity and/or skill level; not to exceed three credits towards the major for students in Nutritional Sciences.

Revised Catalog Copy
NUSC 1161. Husky Reads: Introducing Food and Nutrition to Children through Reading

Also offered as: EDLR 1161
2.00 credits
Prerequisites: None.
Grading Basis: Graded
Supervised field work and experiential learning in nutritional literacy for preschoolers and young children, geared to individual, dual, and team activities. Readings and reflections.

EDLR 1161. Husky Reads: Introducing Food and Nutrition to Children through Reading
Also offered as: NUSC 1161
2.00 credits
Prerequisites: None.
Grading Basis: Graded
Supervised field work and experiential learning in nutritional literacy for preschoolers and young children, geared to individual, dual, and team activities. Readings and reflections.

III.   Actions on S/U Graded Courses:

A. ENGR 3109 Navy STEM Professional Development Seminar (#13765) [Change to S/U Grading]
Current Catalog Copy
ENGR 3109. Navy STEM Professional Development Seminar
1.00 credits | May be repeated for a total of 3 credits.
Prerequisites: None.
Grading Basis: Graded
Seminar series focusing on science, engineering and technology concepts in the design, construction, operation and maintenance of surface ships and submarines. Provides industry-specific knowledge for engineering students interested in pursuing Navy-related careers in the public or private sectors.

Revised Catalog Copy
ENGR 3109. Navy STEM Professional Development Seminar
1.00 credits | May be repeated for a total of 3 credits.
Prerequisites: None.
Grading Basis: Satisfactory/Unsatisfactory
Seminar series focusing on science, engineering and technology concepts in the design, construction, operation and maintenance of surface ships and submarines. Provides industry-specific knowledge for engineering students interested in pursuing Navy-related careers in the public or private sectors.

Respectfully Submitted by the 22-23 Senate Curricula and Courses Committee: Suzanne Wilson (Chair), John Chandy, Louis Hanzlik, Matt McKenzie, Tina Reardon, Pam Bedore (Ex-Officio), Peter Diplock (ex-officio), Marc Hatfield, David Ouimette, Sharyn Rusch, Eric Schultz, Steve Stifano (C&C Chair), *Terra Zuidema (Registrar alternate)*, and Karen McDermott (Program Assistant)

From the 5/2/22 and 8/29/22 meetings

Nominating Committee Report
to the University Senate
September 12, 2022

1. We nominate Diandra Prescod to chair the Senate Justice, Equity, Diversity & Inclusion (JEDI) Committee, term ending June 30, 2022.

2. We nominate Carolyn Lin to chair the Senate Scholastic Standards Committee, term ending June 30, 2022.

3. We move the following faculty and staff deletions from the named standing committees:
    Christina Irizarry and Fiona Vernal from Enrollment
    Erika Skoe and David Weber from Faculty Standards
    Willena Price from JEDI
    Colleen Spurling from Student Welfare

4. We move the following faculty and staff additions to the named standing committee:
    Mary Donegan, David Embrick, Anne Gebelein, Anna Lindemann, Sara Stifano, Sherry Zane
         to General Education Oversight Committee
    Fiona Vernal to Student Welfare
    Eli Freund to Enrollment
    Sharyn Rusch to Scholastic Standards (as ex-officio representative from Curricula and Courses)

5. For the information of the Senate, the Undergraduate Student Government has appointed Mason Holland and Peter Spinelli as its representatives on the Senate Executive Committee for the current academic year. Mr. Holland and Mr. Spinelli will also serve as USG representatives in the University Senate for the same term.

6. For the information of the Senate, the Graduate Student Senate has appointed Gabrielle Corso as a representative on the Senate Executive Committee for the current academic year. Ms. Corso will also serve as a GSS representative in the University Senate for the same term.

Respectfully submitted,

Laura Burton, Chair   Dan Burkey
Robin Coulter   Jennifer Dineen
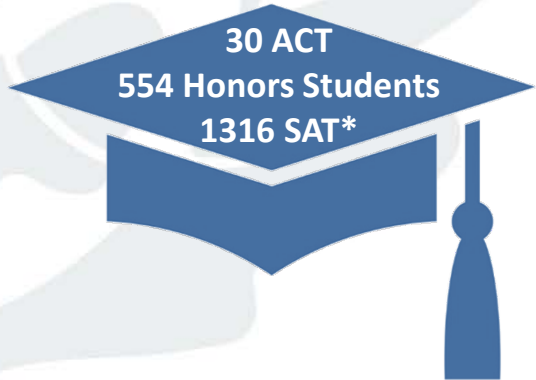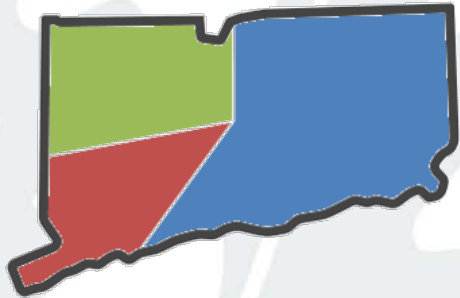Betsy McCoach   Angela Rola

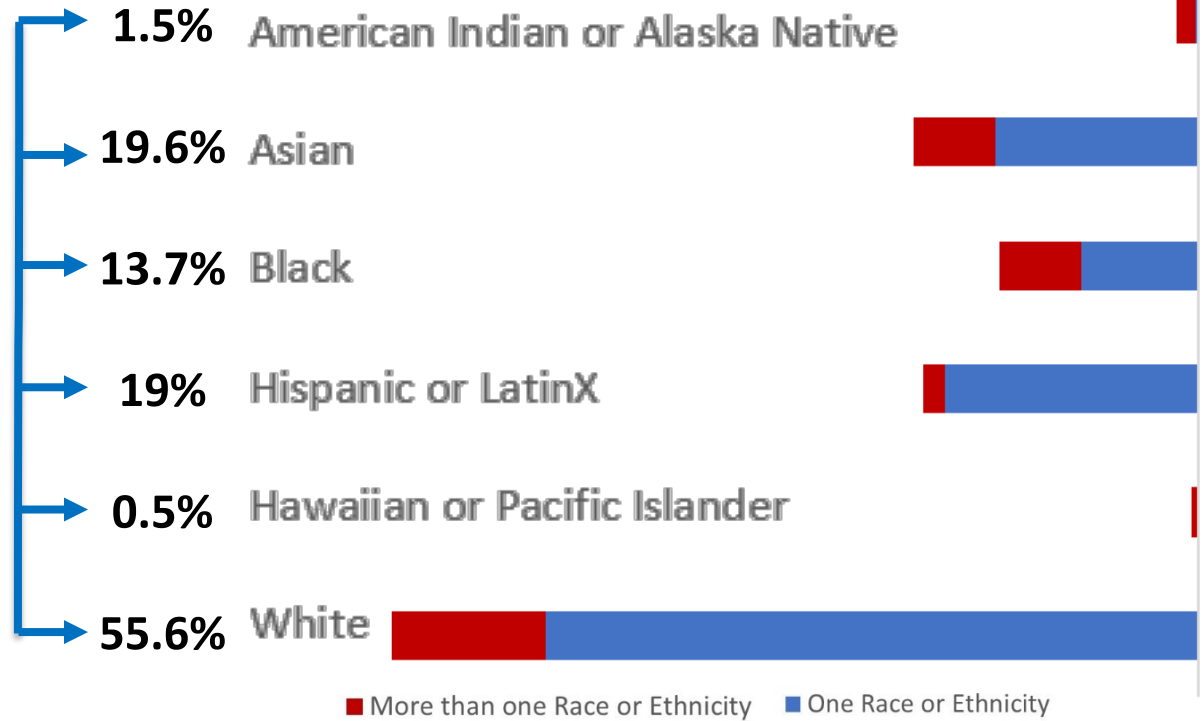# UCONN

Preliminary
New Student Enrollment Update

Fall 2022

Fall 2022 Highlights
Storrs First Year: 4,089

59.4% CT Residents

30 ACT
554 Honors Students
1316 SAT*

49.6% of First Year Students are Ethnic & Racial Minorities

9.5%
International Students

25%
Federal Pell Recipients

28.5%
First Generation

- **1.5%** American Indian or Alaska Native
- **19.6%** Asian
- **13.7%** Black
- **19%** Hispanic or LatinX
- **0.5%** Hawaiian or Pacific Islander
- **55.6%** White

■ More than one Race or Ethnicity   ■ One Race or Ethnicity

Individual percentages add to greater than 49.6%, because a growing number of students identify with multiple races or ethnicities.
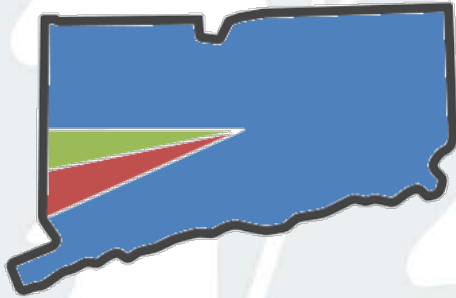
Preliminary Data

* As a result of Test Optional, less than half of the entering students submitted test scores

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2

Fall 2022 Highlights
Regional First Year: 1,746

92% CT Residents

30 Stamford Honors Students 1111 SAT*

57% **of First Year Students are Ethnic & Racial Minorities**

1.9%	American Indian or Alaska Native
15.1%	Asian
22.2%	Black
25%	Hispanic or LatinX
0.6%	Hawaiian or Pacific Islander
45.9%	White

■ More than one Race or Ethnicity ■ One Race or Ethnicity

48%
Federal Pell Recipients

49.7%
First Generation

Individual percentages add to greater than 57%, because a growing number of students identify with multiple races or ethnicities.

Preliminary Data

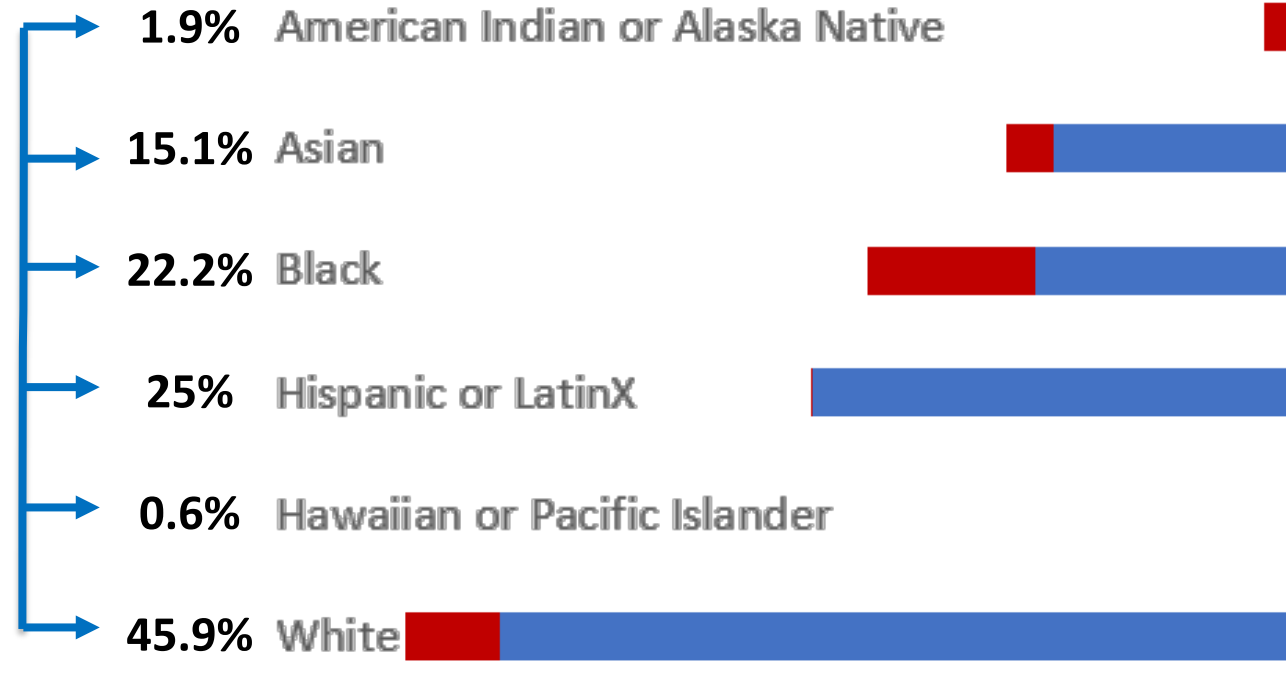* As a result of Test Optional, less than half of the entering students submitted test scores

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Fall 2022 Highlights
Transfer Students: 937

- 706 Transfers at Storrs

- 231 Transfers at the regional campuses

- Transfers from 277 colleges & universities
  (Including all 12 Connecticut Community Colleges)

- 86.6% are Connecticut residents; 13.4% nonresidents

- 30% are Federal Pell Grant Recipients

New Student Financial Aid Highlights

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
New First Years receiving Federal Pell Grant	29%	33%	33%	31%
New First Years receiving some form of financial aid (loans, grants, scholarships, etc.)	84%	87%	85%	87%
New Transfers receiving Federal Pell Grant	30%	34%	33%	30%
New Transfers receiving some form of financial aid (loans, grants, scholarships, etc.)	74%	75%	70%	75%

Preliminary Data

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Fall 2022 Enrollment Summary

	Fall 2021 Actual	Fall 2022 Target	Fall 2022 Actual
Storrs First Year	3,663	3,900	4089
Storrs Transfers	638	650	706
Regional First Year	1,586	1,625	1647
Storrs Spring Admission	214	145	99
Regional Transfers	206	200	231
Total New Students	**6,307**	**6,704**	**6,772**

	Fall 2020	Fall 2021	Fall 2022
Total Undergraduates*	**23,952**	**23,518**	**23,715**

Preliminary Data
* Degree Seeking Only

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Questions?

Nathan Fuerst, Vice President

Division of Enrollment Planning & Management

nathan.fuerst@uconn.edu

486-1463

Fall 2023 Class
https://admissions.uconn.edu/

STORRS FALL CAMPUS VISIT DAYS

SUNDAY, OCTOBER 2, 2022
SATURDAY, OCTOBER 15, 2022

10:00 a.m. - 3:00 p.m.

https://admissions.uconn.edu/open-house/

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