



THE GRADUATE SCHOOL:  
REPORT TO THE  
UNIVERSITY SENATE

1 May 2023

## Introduction

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

The Graduate School is responsible for overseeing all post-baccalaureate degree or certificate programs at the University of Connecticut, except for the MD, DMD, JD, LLM, and PharmD and the Certificate in Social Determinants of Health and Health Disparities. With the Graduate Faculty Council and the Executive Committee of The Graduate School, The Graduate School ensures the academic integrity of graduate programs, oversees the development of new programs and the modification of existing programs, and develops new ideas and new approaches to graduate education. Through the Graduate Faculty Council, The Graduate School also develops policies that govern the academic relationship of graduate students with the University. The Graduate School provides financial support for graduate students through fellowships administered by individual graduate programs<sup>1</sup> and through the Jorgensen, Harriot, and Crandall Fellowship programs. In addition, The Graduate School supports dissertation fellowships for doctoral students and awards that support doctoral student travel. The Graduate School coordinates efforts to ensure that graduate programs attract and retain graduate and postdoctoral scholars from the widest possible array of backgrounds and experiences, and The Graduate School covers costs of education for recipients of prestigious national fellowships that are not covered by fellowship awards or training grants. We work with the Graduate Student Senate and the Graduate Students of Color Association to promote a vibrant community of graduate students and postdoctoral scholars at the University.

## Highlights of activities

The Graduate School organizes its work around three broad themes - **innovation**, **community**, and **service** - that were identified in its [strategic plan](#) in 2021. These themes will guide our work through 2026, and they are integrated with the three priorities for

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

action identified in our 2020 report on [BIPOC graduate student support](#). Our most significant activities within these areas are described briefly below.

### ***Innovation***

- The Graduate School collaborated with the Center for Excellence in Teaching and Learning to launch a new Master's of Science in Data Science, which involves collaboration among the College of Agriculture, Health, & Natural Resources, the College of Liberal Arts & Sciences, the Neag School of Education, the School of Business, and the School of Engineering. The first students enrolled for face-to-face instruction in Fall 2022. They will graduate in Summer 2023. The first students will enroll in an online version of the program in Spring 2024.
- With support from the Provost's Office, The Graduate School appointed two faculty affiliates in 2022/2023: Mary Anne Amalaradjou (Department of Animal Science) and Chen Chen (Department of Educational Leadership) who focused special attention on the needs of graduate students who come from communities that have been marginalized and disadvantaged.
- Mary Anne Amalaradjou led development of ***Graduate student mentoring - A mentor's guide***, which is included as an appendix. The ***Guide*** outlines the vital roles that graduate faculty play in the success of graduate students. It describes a variety of ways in which graduate faculty support the research, scholarly, creative, and pedagogical activities of their students and in which they can cultivate an inclusive and supportive environment. After substantial discussions with the Executive Committee of The Graduate School, the Graduate Faculty Council, the Graduate Student Senate, the Graduate Employees Union, the Provost's Office, and the Council of Deans, the final version of the ***Guide*** was endorsed by the Graduate Faculty Council on 26 April 2023.

### ***Community***

- Chen Chen is leading development of a ***Network for Enriched (Graduate) Mentoring (NEM)***. NEM is inspired by two models: the Mentoring Aspiring Graduate students and building an Inclusive Community ([MAGIC](#)) network at UConn and the Network for Enriched Academic Relationships ([NEAR](#)) at the University of Buffalo. [MAGIC was designed](#) "to connect underrepresented and first-generation students with mentors who can empower them with the tools to succeed in their graduate school applications and beyond," while NEAR helps graduate students "find mentors regarding issues that lie beyond coursework, comps and dissertations." NEM will provide a simple platform to connect graduate students seeking mentors with experienced graduate faculty interested in serving as mentors. Graduate students will be matched with mentors according to interest. Both graduate students seeking mentorship and faculty serving as mentors will

accept agreements outlining expectations. We anticipate that NEM will begin recruiting mentors this summer and that it will become generally available in Fall 2023.

- Associate Dean Mary Bernstein, Assistant Dean Karen Bresciano, and Jennifer Cavallari (Director of Faculty Development, UConn Health and Associate Professor, Department of Public Health) completed facilitator training through the Center for Improvement of Mentored Experiences in Research ([CIMER](#)). After a pilot workshop in one department to improve faculty mentoring of graduate students, The Graduate School will develop a plan to make mentorship training more widely available.
- Members of The Graduate School staff also provided direct support to graduate students both through individual consultations and through a variety of workshops and presentations, and they provided support to departments and programs through trainings and improved administrative processes (details in the Appendix). The number of individual consultations with graduate students has increased 10-fold in the last five years.

### **Service**

- The Graduate School sponsored an Onboarding Series for new administrative staff in departments to help them become familiar with administrative processes related to graduate education.
- In collaboration with other University offices, The Graduate School led development of a new [Postdoctoral Research Assistant Onboarding](#) website modeled on the [Graduate Assistant Onboarding](#) website whose development we led in FY 2022.
- The process for new appointments to the graduate faculty is no fully electronic, and the email welcoming new faculty includes a link to the new [Graduate Faculty Onboarding](#) website

### **Overview of graduate education**

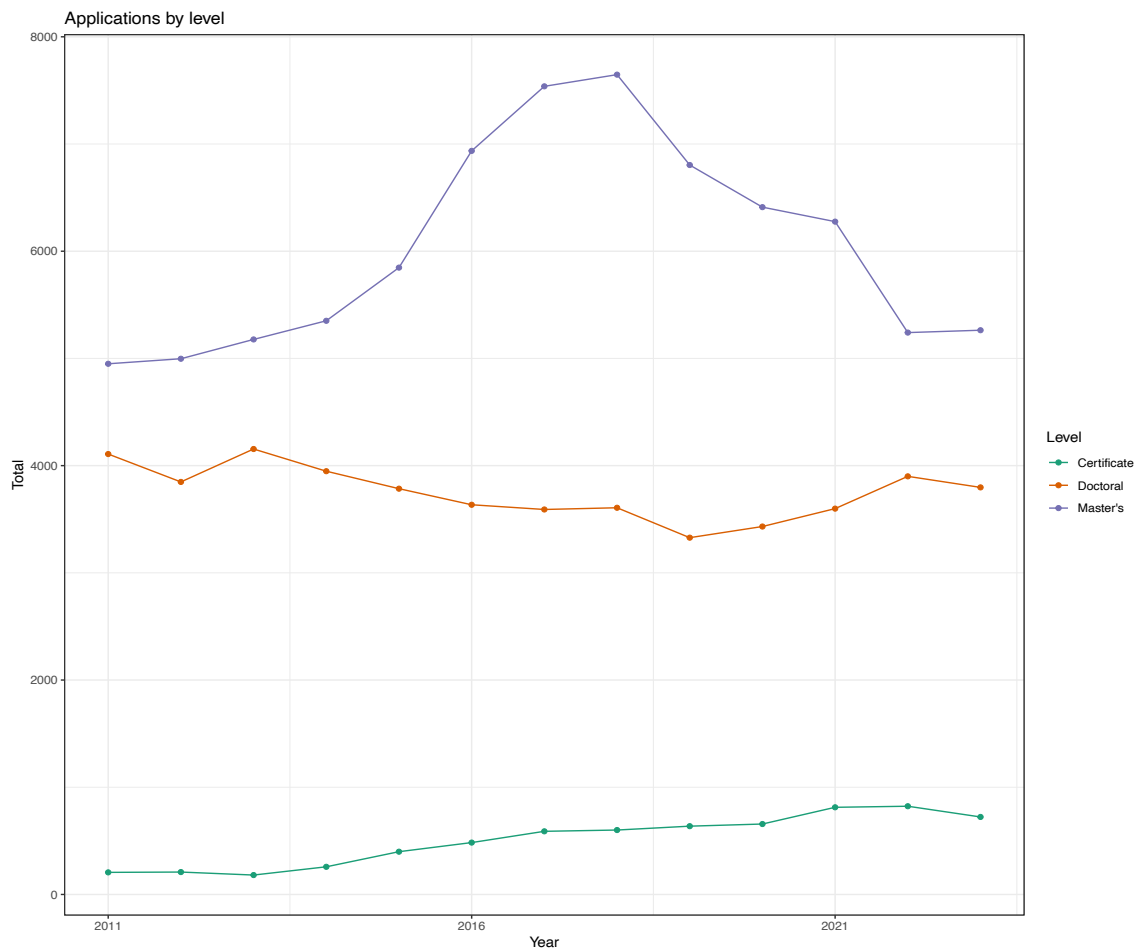
Nearly one-fourth of all students enrolled at the University of Connecticut are graduate students.<sup>2</sup> The following sections of the report provide a broad overview of trends in application, admission, enrollment, and degree conferral since 2010. Detailed numerical data by school/college is available in the appendices.

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<sup>2</sup> 6928 out of 32,669 in Fall 2020.

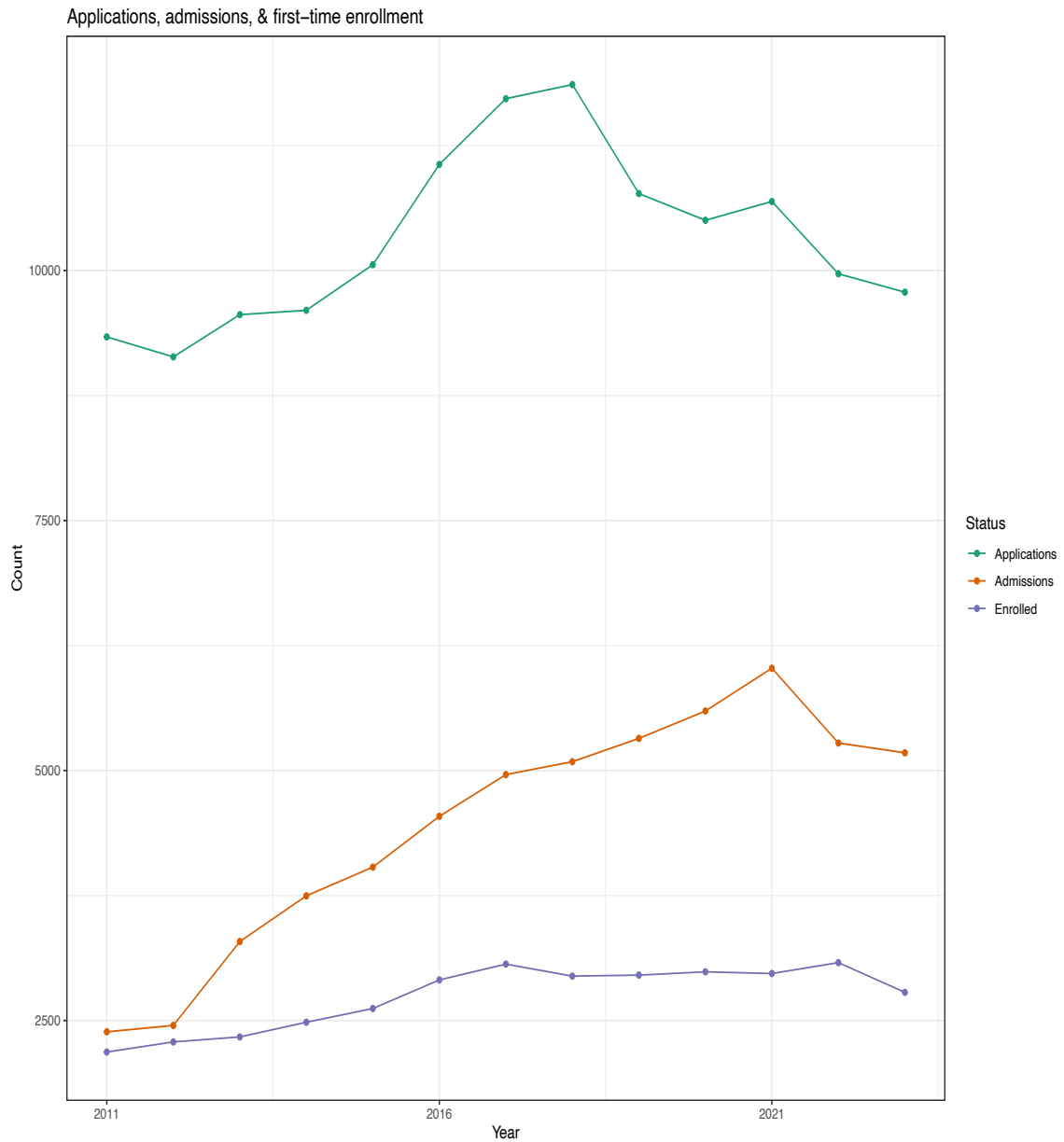
## Admissions

Applications to graduate programs at the University of Connecticut reached a peak of 11,859 in AY 2019 and declined to 9783 in AY 2023.<sup>3</sup> As illustrated below, the decline in applications is primarily a result of declines in applications to master's programs from 6804 in AY 2019 to 5263 in AY 2023. The number of doctoral applications has increased from its low of 3328 in AY 2019, but at 3797 in AY 2023 it remains well below the 4108 applications received in AY 2011. After receiving similar numbers of applications for certificate programs in AY 2021 and AY 2022, the number declined slightly in AY 2023.

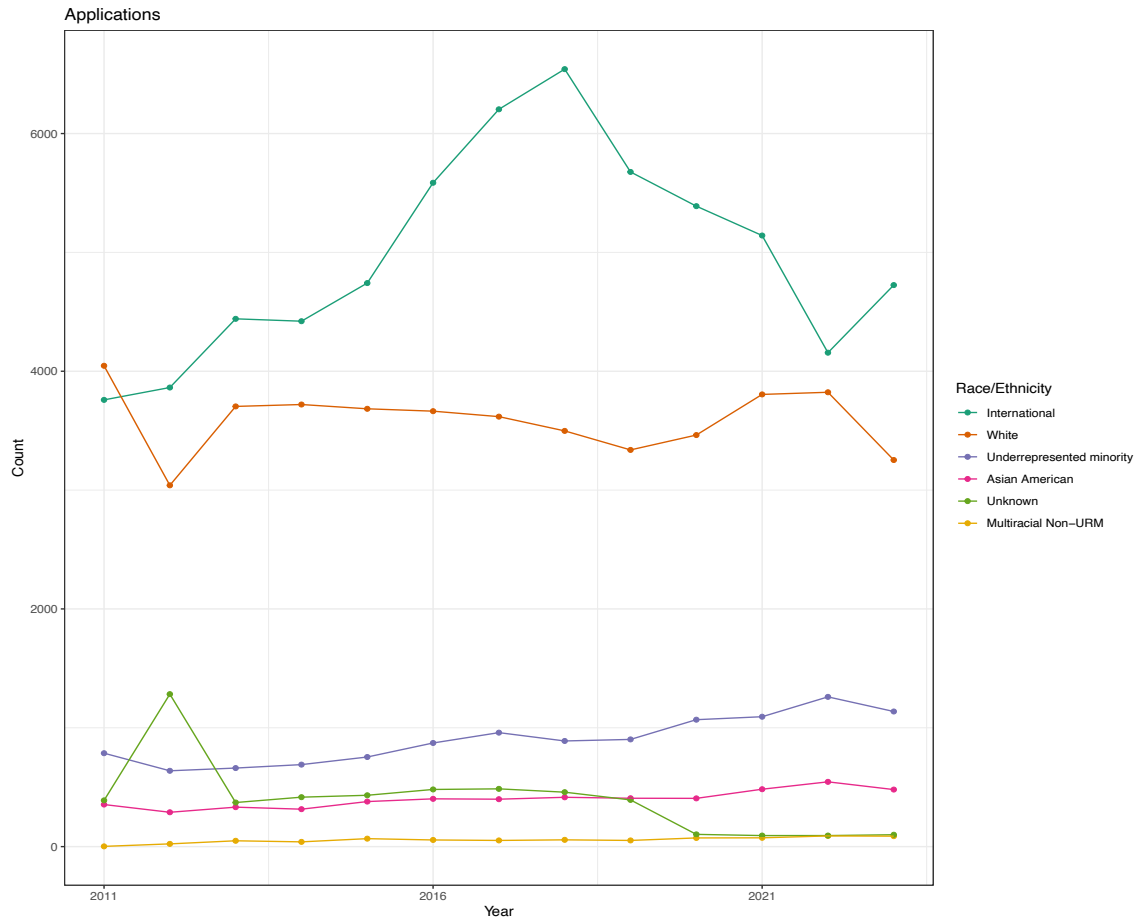


<sup>3</sup> The numbers reported are the number of applications for admission to a particular academic year (Summer, Fall, or Spring). For example, The AY 2018 number of 11,859 applications received corresponds to applications received for admission to Summer 2017, Fall 2017, or Spring 2018. Since most applications are received for admission to Fall, the AY 2018 number primarily reflects applications received in Fall 2016 and early Spring 2017.

Although applications to graduate programs peaked in AY 2019, offers of admissions increased until AY 2022 and AY 2023. Nonetheless, the number of new first-time enrollments has remained stable since 2015, reflecting a decline in the number of offers accepted from 65 percent in AY 2015 to 54 percent in AY 2023.

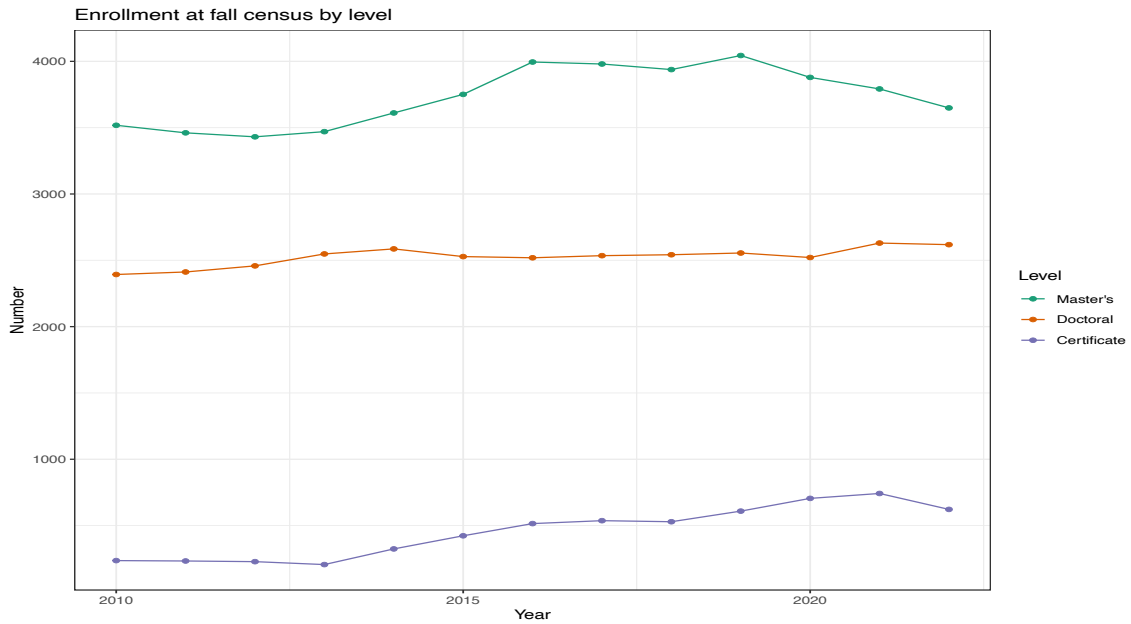


Applications from international students have declined dramatically since AY 2018, showing only a small rebound in AY 2023. In contrast, there has been a steady increase in the number of applicants identifying as a member of an underrepresented minority group as defined by the federal government from 786 in AY 2011 to 1137 in AY 2023 - a 45 percent increase over the last 10 years.



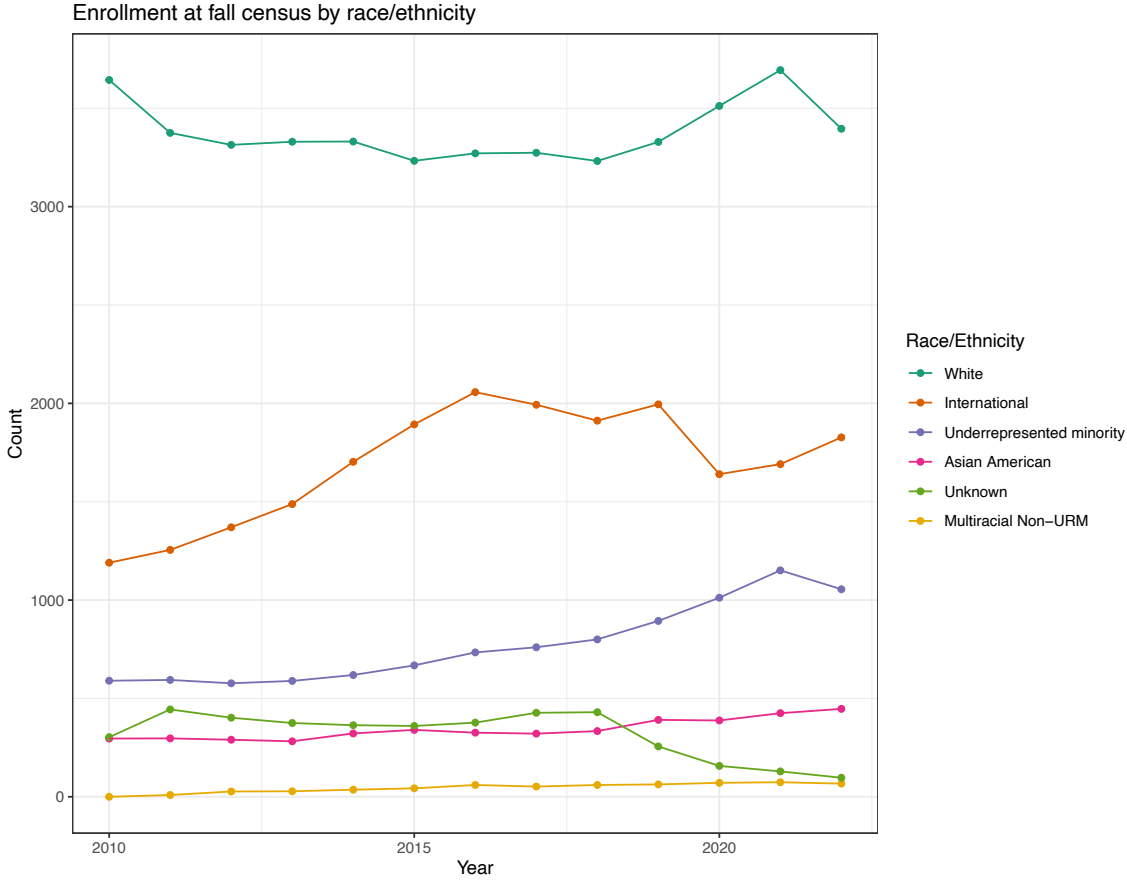
## Enrollment

Total enrollment of graduate students first exceeded 7000 in Fall 2016 and reached a peak of more than 7200 in Fall 2019. Since then total enrollment has declined to just under 6900. The decline in total enrollment is entirely attributable to a decline in master's enrollment. Doctoral and certificate enrollment has remained relatively stable since 2019.





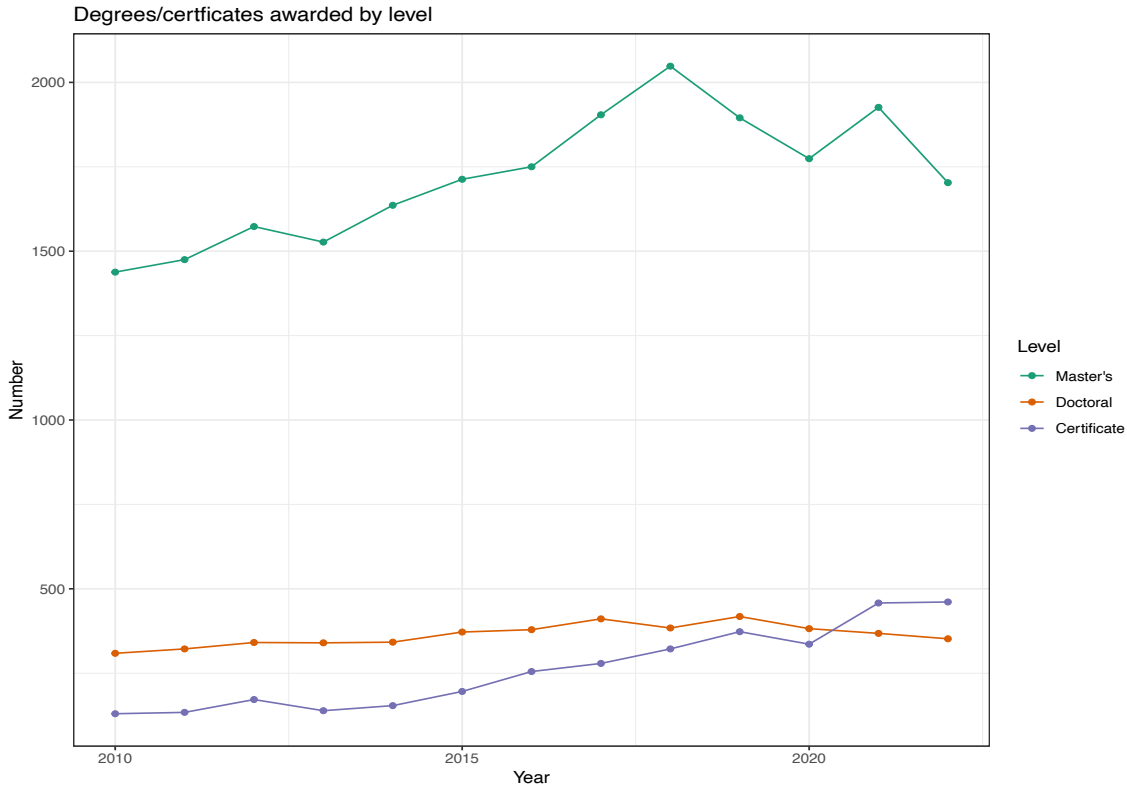
The number of graduate students who self-identify as a member of an underrepresented minority<sup>4</sup> as defined by the federal government has increased steadily over the last 5 years, and exceeded 1000 for the first time in Fall 2020. The number of Asian Americans also increased over the last 5 years. After a marked increase from Fall 2010 to Fall 2016, the number of international students remained relatively stable until Fall 2020, likely due to travel restrictions associated with COVID-19. While the number of international students has not returned to pre-pandemic levels, it did increase in both Fall 2021 and Fall 2022.



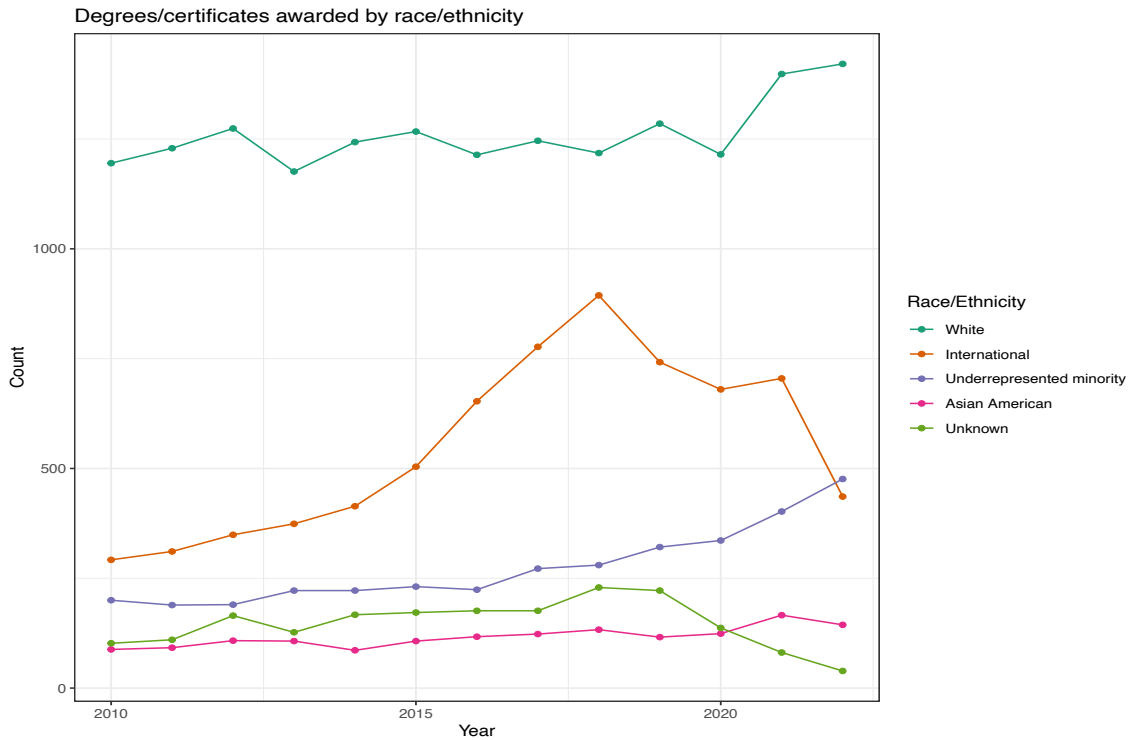
<sup>4</sup> Black, Native American, Hawaiian/Pacific Islander, Multiracial

## Degrees

The number of doctoral degrees awarded remained between 380 and 420 per year from AY 2016 through AY 2020 after increasing from 309 in AY 2010. Since then the number of doctoral degrees awarded has declined to a level similar to AY 2014 and AY 2015. While the number of master's degrees awarded has declined by more than 15 percent since its peak in AY 2018, the number of certificates has increased steadily by nearly 20 percent per year over the last decade, and in AY 2021 the number of certificates awarded exceeded the number of doctoral degrees awarded.



The number of international students receiving degrees has decreased markedly since its peak in 2018. In contrast, the number of degree recipients self-identifying as an underrepresented minority has increased by more than 70 percent and the number of degree recipients self-identifying as Asian American has increased by a little less than 10 percent.



# **Appendices**

## Admissions

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

CAHNR		ACADEMIC YEAR (SUMMER - FALL - SPRING)												
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GRADUATE CERTIFICATE	# Applied	6	6	3	11	15	20	35	32	35	44	44	64	86
	# Admitted	5	4	3	11	15	17	35	24	27	38	38	61	76
	# Enrolled	2	5	2	6	13	15	23	24	27	30	32	52	63
	Selectivity	83%	67%	100%	100%	100%	85%	100%	75%	77%	86%	86%	95%	88%
	Yield	40%	125%	67%	55%	87%	88%	66%	100%	100%	79%	84%	85%	83%
MASTER'S	# Applied	135	143	143	116	251	199	182	142	131	180	231	214	253
	# Admitted	57	79	74	81	117	74	93	68	81	131	160	161	179
	# Enrolled	35	46	46	59	89	51	71	47	61	93	118	118	120
	Selectivity	42%	55%	52%	70%	47%	37%	51%	48%	62%	73%	69%	75%	71%
	Yield	61%	58%	62%	73%	76%	69%	76%	69%	75%	71%	74%	73%	67%
DOCTORAL	# Applied	95	104	104	86	147	271	267	217	221	221	251	186	233
	# Admitted	46	45	58	46	58	104	111	116	130	117	121	117	133
	# Enrolled	29	21	29	19	62	59	66	63	69	66	68	66	78
	Selectivity	48%	43%	56%	53%	39%	38%	42%	53%	59%	53%	48%	63%	57%
	Yield	63%	47%	50%	41%	107%	57%	59%	54%	53%	56%	56%	56%	59%

BUSINESS		ACADEMIC YEAR (SUMMER - FALL - SPRING)												
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GRADUATE CERTIFICATE	# Applied					41	80	114	137	121	185	195	206	148
	# Admitted					37	57	98	129	112	163	179	193	141
	# Enrolled					32	37	82	93	85	104	118	140	96

	Selectivity					90%	71%	86%	94%	93%	88%	92%	94%	95%
	Yield					86%	65%	84%	72%	76%	64%	66%	73%	68%
<b>MASTER'S</b>	# Applied	1,003	877	865	1,149	1,567	2,568	3,302	3,689	3,157	2,801	2,723	1917	2198
	# Admitted	143	216	432	696	952	1,452	1,627	1,774	1,908	1,973	2,021	1375	1520
	# Enrolled	431	475	403	539	666	1,003	1,041	894	914	897	681	728	625
	Selectivity	14%	25%	50%	61%	61%	57%	49%	48%	60%	70%	74%	72%	69%
	Yield	301%	220%	93%	77%	70%	69%	64%	50%	48%	45%	34%	53%	41%
<b>DOCTORAL</b>	# Applied	244	137	192	208	239	220	254	279	261	253	262	249	198
	# Admitted	9	5	14	13	8	20	23	26	18	24	25	22	27
	# Enrolled	13	7	12	9	7	11	13	13	10	11	9	12	10
	Selectivity	4%	4%	7%	6%	3%	9%	9%	9%	7%	9%	10%	9%	14%
	Yield	144%	140%	86%	69%	88%	55%	57%	50%	56%	46%	36%	55%	

EDUCATION		ACADEMIC YEAR (SUMMER - FALL - SPRING)												
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>GRADUATE CERTIFICATE/SIXTH-YEAR DIPLOMA</b>	# Applied	117	106	85	135	141	168	197	205	163	159	229	190	158
	# Admitted	98	79	76	113	115	133	174	185	143	137	236	158	142
	# Enrolled	68	82	79	87	83	105	111	111	105	118	188	126	109
	Selectivity	84%	75%	89%	84%	82%	79%	88%	90%	88%	86%	103%	83%	90%
	Yield	69%	104%	104%	77%	72%	79%	64%	60%	73%	86%	80%	80%	77%
<b>MASTER'S</b>	# Applied	910	867	921	812	807	768	755	748	641	588	554	564	466
	# Admitted	210	207	276	367	356	362	361	386	348	331	354	365	391
	# Enrolled	283	289	337	294	299	297	302	319	283	250	262	282	257
	Selectivity	23%	24%	30%	45%	44%	47%	48%	52%	54%	56%	64%	65%	84%
	Yield	135%	140%	122%	80%	84%	82%	84%	83%	81%	76%	74%	77%	66%
<b>DOCTORAL</b>	# Applied	307	258	291	276	215	177	175	142	102	158	128	195	95
	# Admitted	97	100	96	114	84	73	81	66	41	85	55	98	41

	# Enrolled	64	69	106	81	34	48	42	50	16	41	31	66	25
	Selectivity	32%	39%	33%	41%	39%	41%	46%	46%	40%	54%	43%	50%	43%
	Yield	66%	69%	110%	71%	40%	66%	52%	76%	39%	48%	56%	67%	61%

ENGINEERING		ACADEMIC YEAR (SUMMER - FALL - SPRING)												
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GRADUATE CERTIFICATE	# Applied					49	10	20	9	52	30	39	32	28
	# Admitted					32	23	16	12	46	23	38	28	26
	# Enrolled					26	23	16	11	45	19	32	22	23
	Selectivity					65%	230%	80%	133%	88%	77%	97%	88%	93%
	Yield					81%	100%	100%	92%	98%	83%	84%	79%	88%

MASTER'S	# Applied	646	730	805	868	896	950	880	931	818	703	663	625	601
	# Admitted	217	212	265	321	300	262	203	220	216	201	304	316	261
	# Enrolled	128	137	158	194	185	150	121	156	150	142	173	152	135
	Selectivity	34%	29%	33%	37%	33%	28%	23%	24%	26%	29%	46%	51%	43%
	Yield	59%	65%	60%	60%	62%	57%	60%	71%	69%	71%	57%	48%	52%

DOCTORAL	# Applied	778	760	798	679	673	656	520	543	520	500	528	586	686
	# Admitted	243	188	254	244	231	205	186	173	191	229	232	239	251
	# Enrolled	125	105	121	133	132	108	98	109	120	132	103	127	142
	Selectivity	31%	25%	32%	36%	34%	31%	36%	32%	37%	46%	44%	41%	37%
	Yield	51%	56%	48%	55%	57%	53%	53%	63%	63%	58%	44%	53%	57%

FINE ARTS		ACADEMIC YEAR (SUMMER - FALL - SPRING)												
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GRADUATE CERTIFICATE	# Applied	12	13	13	9	10	40	49	40	38	32	43	42	38
	# Admitted	5	10	9	6	9	35	48	36	34	29	41	38	36
	# Enrolled	4	11	6	4	7	22	37	26	26	23	31	22	28





CLAS		ACADEMIC YEAR (SUMMER - FALL - SPRING)												
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GRADUATE CERTIFICATE	# Applied	65	80	77	93	98	132	113	107	164	133	180	174	178
	# Admitted	19	19	70	70	87	118	104	103	153	119	177	161	163
	# Enrolled	43	64	49	55	62	83	58	64	97	86	118	120	126
	Selectivity	29%	24%	91%	75%	89%	89%	92%	96%	93%	89%	98%	93%	92%
	Yield	226%	337%	70%	79%	71%	70%	56%	62%	63%	72%	67%	75%	77%
MASTER'S	# Applied	1,399	1,513	1,658	1,573	1,519	1,602	1,607	1,395	1,300	1,273	1,258	1082	940
	# Admitted	429	448	569	516	572	570	606	574	661	704	749	574	481
	# Enrolled	270	277	256	272	253	280	266	262	265	271	274	277	222
	Selectivity	31%	30%	34%	33%	38%	36%	38%	41%	51%	55%	60%	53%	51%
	Yield	63%	62%	45%	53%	44%	49%	44%	46%	40%	38%	37%	48%	46%
DOCTORAL	# Applied	2,241	2,167	2,293	2,320	2,179	1,925	2,011	2,050	1,871	1,943	2,046	2152	2089
	# Admitted	421	407	520	537	507	497	556	611	581	605	524	581	553
	# Enrolled	276	247	260	289	236	218	249	258	237	228	213	233	211
	Selectivity	19%	19%	23%	23%	23%	26%	28%	30%	31%	31%	26%	27%	26%
	Yield	66%	61%	50%	54%	47%	44%	45%	42%	41%	38%	41%	40%	38%

NURSING		ACADEMIC YEAR (SUMMER - FALL - SPRING)												
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GRADUATE/ POST-MASTER'S CERTIFICATE	# Applied	1	4	3	7	2	17	26	48	40	47	56	81	60
	# Admitted	1	0	2	2	2	14	27	38	35	35	57	67	60
	# Enrolled	1	2	1	1	2	13	24	26	25	27	41	53	43
	Selectivity	100%	0%	67%	29%	100%	82%	104%	79%	88%	74%	102%	83%	100%
	Yield	100%	0%	50%	50%	100%	93%	89%	68%	71%	77%	72%	79%	72%
MASTER'S	# Applied	44	60	70	85	79	93	107	95	91	128	116	143	111
	# Admitted	4	15	57	47	61	55	72	41	61	68	61	88	75
	# Enrolled	20	33	48	37	47	47	58	37	53	62	49	88	76

	Selectivity	9%	25%	81%	55%	77%	59%	67%	43%	67%	53%	53%	62%	68%
	Yield	500%	220%	84%	79%	77%	85%	81%	90%	87%	91%	80%	100%	101%
<b>DOCTORAL</b>	# Applied	30	19	22	28	26	36	38	45	45	50	55	69	64
	# Admitted	5	5	19	25	25	24	30	38	40	33	42	49	45
	# Enrolled	16	10	20	21	25	20	24	33	30	34	34	34	38
	Selectivity	17%	26%	86%	89%	96%	67%	79%	84%	89%	66%	76%	71%	70%
	Yield	320%	200%	105%	84%	100%	83%	80%	87%	75%	103%	81%	69%	84%

PHARMACY		ACADEMIC YEAR (SUMMER - FALL - SPRING)												
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>MASTER'S</b>	# Applied	56	65	27	23	14	15	21	18	20	24	17	27	27
	# Admitted	0	1	0	1	0	0	1	0	1	0	1	0	1
	# Enrolled	0	1	1	2		2	1		1	0	0	0	1
	Selectivity	0%	2%	0%	4%	0%	0%	5%	0%	5%	0%	6%	0%	4%
	Yield	0%	100%	0%	200%	0%	0%	100%	0%	100%	0%	0%	0%	100%
<b>DOCTORAL</b>	# Applied	127	107	147	127	100	99	104	109	74	92	84	103	91
	# Admitted	7	17	8	13	8	11	11	7	7	16	17	26	18
	# Enrolled	8	15	14	11	7	6	9	5	6	12	9	12	15
	Selectivity	6%	16%	5%	10%	8%	11%	11%	6%	9%	17%	20%	25%	20%
	Yield	114%	88%	175%	85%	88%	55%	82%	71%	86%	75%	53%	46%	83%

SOCIAL WORK		ACADEMIC YEAR (SUMMER - FALL - SPRING)												
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		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>MASTER'S</b>	# Applied	505	490	471	501	455	411	371	321	348	375	377	328	296
	# Admitted	305	297	311	321	245	255	285	245	271	309	332	295	266
	# Enrolled	209	220	226	228	166	157	176	156	165	176	221	167	162
	Selectivity	60%	61%	66%	64%	54%	62%	77%	76%	78%	82%	88%	90%	90%
	Yield	69%	74%	73%	71%	68%	62%	62%	64%	61%	57%	67%	57%	61%
<b>DOCTORAL</b>	# Applied	12	20	15	11	8	12	11	12	21	11	13	30	15
	# Admitted	5	6	6	5	4	6	4	4	9	6	6	5	4
	# Enrolled	5	6	5	4	3	4	3	3	5	4	3	4	4
	Selectivity	42%	30%	40%	45%	50%	50%	36%	33%	43%	55%	46%	17%	27%
	Yield	100%	100%	83%	80%	75%	67%	75%	75%	56%	67%	50%	80%	100%

UHC		ACADEMIC YEAR (SUMMER - FALL - SPRING)												
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>GRADUATE CERTIFICATE</b>	# Applied	5	0	0	3	43	17	35	23	24	27	27	34	27
	# Admitted	0	0	0	3	25	17	19	18	16	24	19	25	21
	# Enrolled	5			3	17	17	17	11	16	21	17	16	17
	Selectivity	0%	0%	0%	100%	58%	100%	54%	78%	67%	89%	70%	74%	78%
	Yield	0%	0%	0%	100%	68%	100%	89%	61%	100%	88%	89%	64%	81%
<b>MASTER'S</b>	# Applied	130	114	114	117	101	90	111	106	87	108	100	117	122
	# Admitted	19	25	71	77	72	66	83	77	66	79	71	102	95
	# Enrolled	46	48	63	51	59	46	59	59	48	57	47	72	58
	Selectivity	15%	22%	62%	66%	71%	73%	75%	73%	76%	73%	71%	87%	78%

	Yield	242%	192%	89%	66%	82%	70%	71%	77%	73%	72%	66%	71%	61%
<b>DOCTORAL</b>	# Applied	247	244	271	192	173	219	186	185	188	186	190	296	271
	# Admitted	6	1	26	28	23	21	26	31	32	31	44	30	36
	# Enrolled	28	24	36	28	27	23	25	28	32	31	37	33	33
	Selectivity	2%	0%	10%	15%	13%	10%	14%	17%	17%	17%	23%	10%	13%
	Yield	467%	2400%	138%	100%	117%	110%	96%	90%	100%	100%	84%	110%	92%

<b>OTHER</b>		<b>ACADEMIC YEAR (SUMMER - FALL - SPRING)</b>												
		<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>GRADUATE CERTIFICATE</b>	# Applied					57	108	78	70	73	72	69	69	43
	# Admitted					14	22	17	26	27	19	22	26	20
	# Enrolled					7	14	13	15	15	17	13	15	13
	Selectivity					25%	20%	22%	37%	37%	26%	32%	38%	47%
	Yield					50%	64%	76%	58%	56%	89%	59%	58%	65%
<b>MASTER'S</b>	# Applied												2	15
	# Admitted												0	14
	# Enrolled												0	6
	Selectivity												0%	93%
	Yield												0%	43%

# Enrollment

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

CAHNR		10th DAY ENROLLMENT CENSUS												
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
GRADUATE CERTIFICATE	Black	0	0	0	0	0	2	2	1	1	3	2	1	1
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	1	1	1	0	1
	Latino	0	0	1	1	1	1	1	0	0	0	2	4	2
	Native American	0	0	0	0	0	1	1	0	0	0	0	1	0
	Multiracial URM	0	0	0	0	0	0	0	0	0	0	1	3	0
	<b>Subtotal URM</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>9</b>	<b>4</b>
	Multiracial Non-URM	0	0	0	0	0	0	0	1	1	0	0	0	0
	Asian American	0	0	0	0	2	1	0	0	1	1	2	4	1
	White	1	3	0	0	6	15	24	28	25	27	28	39	38
	Unknown	2	1	1	0	1	0	0	3	3	1	0	1	0
	International	2	2	1	0	0	0	1	0	1	1	0	2	4
	<b>Subtotal Non-URM</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>16</b>	<b>25</b>	<b>32</b>	<b>31</b>	<b>30</b>	<b>30</b>	<b>46</b>	<b>43</b>
<b>Total</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>10</b>	<b>20</b>	<b>29</b>	<b>33</b>	<b>33</b>	<b>34</b>	<b>36</b>	<b>55</b>	<b>47</b>	
MASTER'S	Black	0	0	4	5	8	4	2	3	1	2	5	12	12
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	1	1
	Latino	2	3	3	3	3	4	5	4	5	9	17	23	18
	Native American	0	0	0	0	0	0	0	0	1	0	2	1	0
	Multiracial URM	0	0	1	2	0	0	1	0	0	2	1	2	3
	<b>Subtotal URM</b>	<b>2</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>13</b>	<b>25</b>	<b>39</b>	<b>34</b>
	Multiracial Non-URM	0	0	0	0	1	3	3	2	0	1	3	2	0
	Asian American	4	5	6	6	6	4	3	4	3	5	5	9	11
	White	65	63	52	51	79	69	65	70	70	92	123	147	163
	Unknown	4	4	5	4	6	6	3	3	4	7	4	2	2
	International	16	16	22	33	54	42	36	25	18	19	19	27	37

	<b>Subtotal Non-URM</b>	<b>89</b>	<b>88</b>	<b>85</b>	<b>94</b>	<b>146</b>	<b>124</b>	<b>110</b>	<b>104</b>	<b>95</b>	<b>124</b>	<b>154</b>	<b>187</b>	<b>213</b>
	<b>Total</b>	<b>91</b>	<b>91</b>	<b>93</b>	<b>104</b>	<b>157</b>	<b>132</b>	<b>118</b>	<b>111</b>	<b>102</b>	<b>137</b>	<b>179</b>	<b>226</b>	<b>247</b>
<b>DOCTORAL</b>	Black	3	2	2	3	1	1	4	4	7	6	7	5	5
	Hawaiian/Pacific Islander	0	0	1	1	1	0	0	0	0	0	0	0	0
	Latino	3	4	4	3	6	5	6	9	6	4	7	9	12
	Native American	1	1	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	1	1	2	2	2	0	0	0	1	1	2
	<b>Subtotal URM</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>8</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>19</b>
	Multiracial Non-URM	0	0	0	0	2	2	7	7	10	5	5	2	5
	Asian American	5	6	6	6	9	12	9	7	5	7	9	16	17
	White	33	32	30	25	110	115	115	117	126	131	124	119	117
	Unknown	1	3	3	3	11	11	10	12	13	9	2	2	1
	International	55	56	64	59	63	61	60	61	59	67	63	72	86
	<b>Subtotal Non-URM</b>	<b>94</b>	<b>97</b>	<b>103</b>	<b>93</b>	<b>195</b>	<b>201</b>	<b>201</b>	<b>204</b>	<b>213</b>	<b>219</b>	<b>203</b>	<b>211</b>	<b>226</b>
	<b>Total</b>	<b>101</b>	<b>104</b>	<b>111</b>	<b>101</b>	<b>205</b>	<b>209</b>	<b>213</b>	<b>217</b>	<b>226</b>	<b>229</b>	<b>218</b>	<b>226</b>	<b>245</b>

<b>BUSINESS</b>		<b>10th DAY ENROLLMENT CENSUS</b>												
		<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
<b>GRADUATE CERTIFICATE</b>	Black	0	0	0	0	2	3	9	1	0	9	15	15	7
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	0	0	0	0	0	2	2	2	0	1	13	15	11
	Native American	0	0	0	0	0	1	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	2	1	0	2	2	3	3
	<b>Subtotal URM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>13</b>	<b>4</b>	<b>0</b>	<b>12</b>	<b>30</b>	<b>33</b>	<b>21</b>
	Multiracial Non-URM	0	0	0	0	1	1	0	0	0	2	1	1	1
	Asian American	0	0	0	0	1	3	3	1	0	11	4	10	11
	White	0	0	0	0	22	32	44	22	11	43	69	82	48
	Unknown	0	0	0	0	2	2	16	62	75	30	9	7	3

	International	0	0	0	0	0	1	5	7	1	5	7	5	3
	<b>Subtotal Non-URM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>39</b>	<b>68</b>	<b>92</b>	<b>87</b>	<b>91</b>	<b>90</b>	<b>105</b>	<b>66</b>
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>45</b>	<b>81</b>	<b>96</b>	<b>87</b>	<b>103</b>	<b>120</b>	<b>138</b>	<b>87</b>

<b>MASTER'S</b>	Black	57	49	42	43	50	68	85	94	99	104	103	94	88
	Hawaiian/Pacific Islander	0	1	1	1	1	0	0	1	2	1	0	0	1
	Latino	57	56	48	55	56	85	96	110	117	130	144	158	140
	Native American	3	2	1	2	2	1	1	1	3	1	1	1	1
	Multiracial URM	0	3	4	7	8	10	16	16	20	18	21	27	25
	<b>Subtotal URM</b>	<b>117</b>	<b>111</b>	<b>96</b>	<b>108</b>	<b>117</b>	<b>164</b>	<b>198</b>	<b>222</b>	<b>241</b>	<b>254</b>	<b>269</b>	<b>280</b>	<b>255</b>
	Multiracial Non-URM	0	2	5	4	6	9	14	12	16	14	13	11	12
	Asian American	100	108	94	81	104	106	131	130	135	177	148	127	130
	White	946	810	765	696	676	733	757	784	820	839	818	721	641
	Unknown	60	70	60	49	35	47	60	75	76	45	34	23	16
	International	95	124	171	247	419	616	822	783	694	751	513	440	528
	<b>Subtotal Non-URM</b>	<b>1,201</b>	<b>1,114</b>	<b>1,095</b>	<b>1,077</b>	<b>1,240</b>	<b>1,511</b>	<b>1,784</b>	<b>1,784</b>	<b>1,741</b>	<b>1,826</b>	<b>1,526</b>	<b>1,322</b>	<b>1,327</b>
<b>Total</b>	<b>1,318</b>	<b>1,225</b>	<b>1,191</b>	<b>1,185</b>	<b>1,357</b>	<b>1,675</b>	<b>1,982</b>	<b>2,006</b>	<b>1,982</b>	<b>2,080</b>	<b>1,795</b>	<b>1,602</b>	<b>1,582</b>	

<b>DOCTORAL</b>	Black	0	1	1	1	1	2	1	0	0	0	0	0	0
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	1	1	1
	Latino	0	0	0	0	1	1	2	3	3	4	4	4	2
	Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Subtotal URM</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>3</b>
	Multiracial Non-URM	0	0	0	0	0	1	1	0	0	0	0	0	0
	Asian American	2	2	3	4	3	3	1	3	2	2	2	3	3
	White	17	17	17	15	12	7	6	8	9	12	14	14	9
	Unknown	2	2	2	2	4	4	3	2	0	0	0	0	0
	International	39	33	30	30	27	28	33	33	33	36	31	34	36
	<b>Subtotal Non-URM</b>	<b>60</b>	<b>54</b>	<b>52</b>	<b>51</b>	<b>46</b>	<b>43</b>	<b>44</b>	<b>46</b>	<b>44</b>	<b>50</b>	<b>47</b>	<b>51</b>	<b>48</b>
<b>Total</b>	<b>60</b>	<b>55</b>	<b>53</b>	<b>52</b>	<b>48</b>	<b>46</b>	<b>47</b>	<b>49</b>	<b>47</b>	<b>54</b>	<b>52</b>	<b>56</b>	<b>51</b>	

EDUCATION		10th DAY ENROLLMENT CENSUS												
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
GRADUATE CERTIFICATE/SIXTH- YEAR DIPLOMA	Black	4	6	9	3	4	11	11	6	10	19	24	19	15
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	10	4	10	7	6	3	5	8	9	15	11	16	17
	Native American	0	1	1	0	0	0	0	0	0	1	0	0	0
	Multiracial URM	0	1	1	1	1	1	2	1	1	2	3	3	2
	<b>Subtotal URM</b>	<b>14</b>	<b>12</b>	<b>21</b>	<b>11</b>	<b>11</b>	<b>15</b>	<b>18</b>	<b>15</b>	<b>20</b>	<b>37</b>	<b>38</b>	<b>38</b>	<b>34</b>
	Multiracial Non-URM	0	1	5	3	1	0	0	3	3	1	1	0	1
	Asian American	4	2	1	2	5	4	2	1	1	2	6	5	7
	White	116	99	92	102	116	119	136	122	109	139	169	156	129
	Unknown	5	7	7	5	12	14	17	19	17	23	7	4	3
	International	3	2	3	3	1	2	1	8	3	9	15	13	9
	<b>Subtotal Non-URM</b>	<b>128</b>	<b>111</b>	<b>108</b>	<b>115</b>	<b>135</b>	<b>139</b>	<b>156</b>	<b>153</b>	<b>133</b>	<b>174</b>	<b>198</b>	<b>178</b>	<b>149</b>
	<b>Total</b>	<b>142</b>	<b>123</b>	<b>129</b>	<b>126</b>	<b>146</b>	<b>154</b>	<b>174</b>	<b>168</b>	<b>153</b>	<b>211</b>	<b>236</b>	<b>216</b>	<b>183</b>
MASTER'S	Black	27	22	15	18	16	18	28	28	18	27	24	18	19
	Hawaiian/Pacific Islander	0	0	0	0	0	1	1	1	0	1	0	0	0
	Latino	24	22	25	25	27	31	26	26	32	41	37	47	39
	Native American	1	0	1	1	1	0	1	2	3	1	0	0	2
	Multiracial URM	0	3	2	0	2	1	2	7	4	5	10	10	4
	<b>Subtotal URM</b>	<b>52</b>	<b>47</b>	<b>43</b>	<b>44</b>	<b>46</b>	<b>51</b>	<b>58</b>	<b>64</b>	<b>57</b>	<b>75</b>	<b>71</b>	<b>75</b>	<b>64</b>
	Multiracial Non-URM	0	1	5	6	3	3	4	4	8	6	5	5	6
	Asian American	13	5	10	11	15	18	13	16	12	12	11	14	15
	White	333	297	320	303	270	263	274	262	234	228	228	239	208
	Unknown	25	83	42	29	33	39	29	48	39	5	4	5	3
	International	10	10	14	15	18	10	7	14	16	13	10	11	11
	<b>Subtotal Non-URM</b>	<b>381</b>	<b>396</b>	<b>391</b>	<b>364</b>	<b>339</b>	<b>333</b>	<b>327</b>	<b>344</b>	<b>309</b>	<b>264</b>	<b>258</b>	<b>274</b>	<b>243</b>
	<b>Total</b>	<b>433</b>	<b>443</b>	<b>434</b>	<b>408</b>	<b>385</b>	<b>384</b>	<b>385</b>	<b>408</b>	<b>366</b>	<b>339</b>	<b>329</b>	<b>349</b>	<b>307</b>



<b>DOCTORAL</b>	Black	4	3	4	13	15	22	26	26	24	25	24	27	25
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	12	12	10	10	7	12	14	19	16	24	23	24	24
	Native American	1	2	1	1	1	1	1	0	0	0	0	0	0
	Multiracial URM	0	1	2	3	2	3	4	4	3	3	2	4	3
	<b>Subtotal URM</b>	<b>17</b>	<b>18</b>	<b>17</b>	<b>27</b>	<b>25</b>	<b>38</b>	<b>45</b>	<b>49</b>	<b>43</b>	<b>52</b>	<b>49</b>	<b>55</b>	<b>52</b>
	Multiracial Non-URM	0	0	1	2	1	1	2	1	1	1	1	2	2
	Asian American	11	11	12	11	7	7	6	5	6	3	4	2	4
	White	182	181	185	187	112	105	99	105	98	109	106	130	107
	Unknown	19	19	20	23	10	11	17	20	23	16	14	10	8
	International	20	21	20	22	14	12	16	16	16	15	11	11	12
	<b>Subtotal Non-URM</b>	<b>232</b>	<b>232</b>	<b>238</b>	<b>245</b>	<b>144</b>	<b>136</b>	<b>140</b>	<b>147</b>	<b>144</b>	<b>144</b>	<b>136</b>	<b>155</b>	<b>133</b>
	<b>Total</b>	<b>249</b>	<b>250</b>	<b>255</b>	<b>272</b>	<b>169</b>	<b>174</b>	<b>185</b>	<b>196</b>	<b>187</b>	<b>196</b>	<b>185</b>	<b>210</b>	<b>185</b>

<b>ENGINEERING</b>		<b>10th DAY ENROLLMENT CENSUS</b>												
		<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
<b>GRADUATE CERTIFICATE</b>	Black	0	0	0	0	0	0	0	2	2	3	4	1	1
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	0	0	0	0	1	0	0	0	3	2	5	5	3
	Native American	0	0	0	0	0	0	0	0	0	0	1	0	0
	Multiracial URM	0	0	0	0	0	0	0	0	0	0	1	1	1
	<b>Subtotal URM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>11</b>	<b>7</b>	<b>5</b>
	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	1	2	2	2
	Asian American	0	0	0	0	2	5	1	1	0	6	10	9	4
	White	0	0	0	0	9	9	8	4	10	28	32	19	19
	Unknown	0	0	0	0	2	1	4	0	4	3	1	1	1
	International	0	0	0	0	0	23	2	3	4	0	3	1	1
	<b>Subtotal Non-URM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>38</b>	<b>15</b>	<b>8</b>	<b>18</b>	<b>38</b>	<b>48</b>	<b>32</b>	<b>27</b>

	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>38</b>	<b>15</b>	<b>10</b>	<b>23</b>	<b>43</b>	<b>59</b>	<b>39</b>	<b>32</b>
<b>MASTER'S</b>	Black	9	6	7	11	11	15	13	7	11	12	11	18	15
	Hawaiian/Pacific Islander	0	0	0	0	0	1	1	1	1	1	1	1	1
	Latino	10	11	13	18	15	12	16	23	25	21	29	35	21
	Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	2	2	3	4	4	4	5	6	6
	<b>Subtotal URM</b>	<b>19</b>	<b>17</b>	<b>20</b>	<b>29</b>	<b>28</b>	<b>30</b>	<b>33</b>	<b>35</b>	<b>41</b>	<b>38</b>	<b>46</b>	<b>60</b>	<b>43</b>
	Multiracial Non-URM	0	0	0	3	6	7	2	0	1	3	5	8	2
	Asian American	27	30	25	27	29	28	16	18	23	24	38	32	44
	White	154	139	141	184	192	180	169	173	190	199	234	227	197
	Unknown	12	22	21	19	27	26	22	22	23	19	10	6	4
	International	69	67	88	102	93	84	78	67	44	28	27	32	40
	<b>Subtotal Non-URM</b>	<b>262</b>	<b>258</b>	<b>275</b>	<b>335</b>	<b>347</b>	<b>325</b>	<b>287</b>	<b>280</b>	<b>281</b>	<b>273</b>	<b>314</b>	<b>305</b>	<b>287</b>
<b>Total</b>	<b>281</b>	<b>275</b>	<b>295</b>	<b>364</b>	<b>375</b>	<b>355</b>	<b>320</b>	<b>315</b>	<b>322</b>	<b>311</b>	<b>360</b>	<b>365</b>	<b>330</b>	
<b>DOCTORAL</b>	Black	7	6	5	7	12	12	10	12	16	17	14	16	13
	Hawaiian/Pacific Islander	0	0	0	0	1	1	1	1	1	1	1	0	0
	Latino	9	9	10	13	9	9	8	7	7	10	13	15	12
	Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	1	1	1	1	0	0	1	1	1	1	1
	<b>Subtotal URM</b>	<b>16</b>	<b>15</b>	<b>16</b>	<b>21</b>	<b>23</b>	<b>23</b>	<b>19</b>	<b>20</b>	<b>25</b>	<b>29</b>	<b>29</b>	<b>32</b>	<b>26</b>
	Multiracial Non-URM	0	0	0	1	2	1	3	3	3	5	5	6	7
	Asian American	16	14	16	13	20	20	21	22	26	23	23	25	28
	White	101	115	113	114	113	110	108	111	106	121	131	125	121
	Unknown	11	16	19	20	13	15	16	13	15	11	10	11	11
	International	258	265	277	313	331	341	328	319	324	339	326	352	370
	<b>Subtotal Non-URM</b>	<b>386</b>	<b>410</b>	<b>425</b>	<b>461</b>	<b>479</b>	<b>487</b>	<b>476</b>	<b>468</b>	<b>474</b>	<b>499</b>	<b>495</b>	<b>519</b>	<b>537</b>
<b>Total</b>	<b>402</b>	<b>425</b>	<b>441</b>	<b>482</b>	<b>502</b>	<b>510</b>	<b>495</b>	<b>488</b>	<b>499</b>	<b>528</b>	<b>524</b>	<b>551</b>	<b>563</b>	

FINE ARTS		10th DAY ENROLLMENT CENSUS												
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
GRADUATE CERTIFICATE	Black	0	1	1	0	0	0	1	0	1	1	2	2	0
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	1	0	0	0	0	2	4	2	2	0	3	3	4
	Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	1	0	1	0	0	1	0
	<b>Subtotal URM</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>4</b>
	Multiracial Non-URM	0	0	0	0	1	1	1	0	0	0	1	1	1
	Asian American	0	0	0	0	0	0	0	0	0	1	0	0	2
	White	1	8	2	3	4	11	26	32	22	22	24	19	28
	Unknown	0	0	0	0	0	1	2	3	4	1	1	0	0
	International	3	2	2	1	1	2	1	2		2	2	2	2
	<b>Subtotal Non-URM</b>	<b>4</b>	<b>10</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>15</b>	<b>30</b>	<b>37</b>	<b>26</b>	<b>26</b>	<b>28</b>	<b>22</b>	<b>33</b>
<b>Total</b>	<b>5</b>	<b>11</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>17</b>	<b>36</b>	<b>39</b>	<b>30</b>	<b>27</b>	<b>33</b>	<b>28</b>	<b>37</b>	
MASTER'S	Black	3	4	3	5	5	4	4	5	5	6	6	4	4
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	4	3	1	3	5	5	3	1	2	7	9	7	6
	Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	1	3	4	2	1	1	1	0	0	0
	<b>Subtotal URM</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>13</b>	<b>13</b>	<b>9</b>	<b>7</b>	<b>8</b>	<b>14</b>	<b>15</b>	<b>11</b>	<b>10</b>
	Multiracial Non-URM	0	0	0	0	1	3	3	2	1	1	0	0	1
	Asian American	1	0	1	2	2	2	1	1	3	3	2	2	2
	White	66	65	64	57	51	50	50	48	49	49	52	49	38
	Unknown	3	5	5	1	1	3	8	8	9	5	3	0	0
	International	3	7	9	10	12	7	8	11	12	13	14	19	21
	<b>Subtotal Non-URM</b>	<b>73</b>	<b>77</b>	<b>79</b>	<b>70</b>	<b>67</b>	<b>65</b>	<b>70</b>	<b>70</b>	<b>74</b>	<b>71</b>	<b>71</b>	<b>70</b>	<b>62</b>
<b>Total</b>	<b>80</b>	<b>84</b>	<b>83</b>	<b>79</b>	<b>80</b>	<b>78</b>	<b>79</b>	<b>77</b>	<b>82</b>	<b>85</b>	<b>86</b>	<b>81</b>	<b>72</b>	
DOCTORAL	Black	0	0	0	0	1	1	2	2	3	2	2	2	2



	Native American													0
	Multiracial URM													0
	<b>Subtotal URM</b>													<b>0</b>
	Multiracial Non-URM													0
	Asian American													0
	White													0
	Unknown													0
	International													1
	<b>Subtotal Non-URM</b>													<b>1</b>
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

CLAS		10th DAY ENROLLMENT CENSUS												
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
GRADUATE CERTIFICATE	Black													
	Hawaiian/Pacific Islander	3	8	7	2	2	3	4	5	5	10	7	16	10
	Latino	0	0	0	0	0	0	0	0	0	0	0	0	0
	Native American	1	0	2	2	2	3	2	3	3	7	10	9	15
	Multiracial URM	0	0	0	1	0	0	0	0	1	0	0	0	2
	<b>Subtotal URM</b>	<b>4</b>	<b>8</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>20</b>	<b>18</b>	<b>27</b>	<b>29</b>
	Multiracial Non-URM	0	0	0	0	0	0	1	1	1	0	1	1	1
	Asian American	3	3	6	4	7	4	5	8	3	3	5	8	8
	White	55	53	50	39	48	54	53	43	46	75	83	98	79
	Unknown	4	6	4	6	14	15	20	14	17	13	8	7	2
	International	7	11	7	8	7	10	7	12	11	9	20	24	21
	<b>Subtotal Non-URM</b>	<b>69</b>	<b>73</b>	<b>67</b>	<b>57</b>	<b>76</b>	<b>83</b>	<b>86</b>	<b>78</b>	<b>78</b>	<b>100</b>	<b>117</b>	<b>138</b>	<b>111</b>
	<b>Total</b>	<b>73</b>	<b>81</b>	<b>78</b>	<b>65</b>	<b>81</b>	<b>90</b>	<b>93</b>	<b>88</b>	<b>90</b>	<b>120</b>	<b>135</b>	<b>165</b>	<b>140</b>

MASTER'S	Black	16	17	13	13	17	16	14	14	18	26	33	32	27
	Hawaiian/Pacific Islander	0	0	0	1	1	1	1	1	0	0	0	0	0
	Latino	30	17	19	18	16	19	30	26	24	38	56	69	57
	Native American	2	6	5	2	1	0	0	0	1	0	0	0	0
	Multiracial URM	0	4	3	4	6	6	6	9	7	4	4	5	4



	Multiracial URM	0	0	0	0	0	0	1	0	0	0	0	0	1
	<b>Subtotal URM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>6</b>
	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	0	0	2	0
	Asian American	0	0	0	0	0	1	4	4	2	2	2	3	2
	White	4	3	3	2	3	9	10	18	17	12	26	34	35
	Unknown	0	0	0	0	0	2	2	4	1	0	0	1	2
	International	0	0	0	0	0	1	2	2	4	7	2	3	1
	<b>Subtotal Non-URM</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>13</b>	<b>18</b>	<b>28</b>	<b>24</b>	<b>21</b>	<b>30</b>	<b>43</b>	<b>40</b>
	<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>13</b>	<b>22</b>	<b>32</b>	<b>26</b>	<b>27</b>	<b>39</b>	<b>55</b>	<b>46</b>

<b>MASTER'S</b>	Black	6	6	6	8	10	8	10	12	12	10	11	11	11
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	8	5	1	3	3	5	4	3	6	6	7	13	17
	Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	1	1	0	0	1	1	2	1	0
	<b>Subtotal URM</b>	<b>14</b>	<b>11</b>	<b>7</b>	<b>11</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>15</b>	<b>19</b>	<b>17</b>	<b>20</b>	<b>25</b>	<b>28</b>
	Multiracial Non-URM	0	0	0	0	0	0	1	1	1	0	1	2	2
	Asian American	11	10	6	6	6	8	8	7	6	7	9	8	9
	White	100	82	76	79	90	77	91	79	90	104	102	112	127
	Unknown	2	3	9	11	13	7	5	5	6	4	1	2	1
	International	1	0	0	1	2	1	0	0	1	2	5	2	1
	<b>Subtotal Non-URM</b>	<b>114</b>	<b>95</b>	<b>91</b>	<b>97</b>	<b>111</b>	<b>93</b>	<b>105</b>	<b>92</b>	<b>104</b>	<b>117</b>	<b>118</b>	<b>126</b>	<b>140</b>
	<b>Total</b>	<b>128</b>	<b>106</b>	<b>98</b>	<b>108</b>	<b>125</b>	<b>107</b>	<b>119</b>	<b>107</b>	<b>123</b>	<b>134</b>	<b>138</b>	<b>151</b>	<b>168</b>

<b>DOCTORAL</b>	Black	4	2	4	8	6	7	11	11	9	10	9	9	14
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	2	2	0	2	2	4	4	4	5	5	10	10	10
	Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	1	1	1	1	1	2	2
	<b>Subtotal URM</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>8</b>	<b>11</b>	<b>16</b>	<b>16</b>	<b>15</b>	<b>16</b>	<b>20</b>	<b>21</b>	<b>26</b>
	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	1	1	1	0

	Asian American													
	White	0	0	0	0	2	2	2	3	5	6	5	7	7
	Unknown	44	45	49	61	61	55	57	67	73	72	73	79	77
	International	4	5	4	5	5	8	8	8	6	3	5	4	4
	International	1	1	1	1	2	2	3	5	6	10	9	7	7
	<b>Subtotal Non-URM</b>	<b>49</b>	<b>51</b>	<b>54</b>	<b>67</b>	<b>70</b>	<b>67</b>	<b>70</b>	<b>83</b>	<b>90</b>	<b>92</b>	<b>93</b>	<b>98</b>	<b>95</b>
	<b>Total</b>	<b>55</b>	<b>55</b>	<b>58</b>	<b>77</b>	<b>78</b>	<b>78</b>	<b>86</b>	<b>99</b>	<b>105</b>	<b>108</b>	<b>113</b>	<b>119</b>	<b>121</b>

PHARMACY		10th DAY ENROLLMENT CENSUS												
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2021
MASTER'S	Black	0	0	0	0	0	0	0	0	0	0	0	0	0
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	0	0	0	0	0	0	1	0	0	0	0	0	0
	Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Subtotal URM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	0	0	0	0
	Asian American	0	0	0	0	0	0	0	0	0	0	0	0	0
	White	0	1	1	0	0	1	1	0	0	0	0	0	0
	Unknown	0	0	0	0	0	0	0	0	1	1	0	0	0
	International	0	0	0	1	1	1	1	1	0	0	0	0	0
	<b>Subtotal Non-URM</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

DOCTORAL	Black	1	1	3	2	2	1	1	1	1	1	0	0	0
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	1	1	0	1	2	2	1	1	1	1	1	1	0
	Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Subtotal URM</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>



	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	0	0	1	1
	Asian American	4	4	2	4	3	3	3	2	3	2	2	2	1
	White	14	12	12	16	12	13	14	10	6	6	7	8	10
	Unknown	1	5	5	5	4	4	4	2	2	1	2	1	1
	International	25	29	29	28	29	26	26	26	23	27	27	28	34
	<b>Subtotal Non-URM</b>	<b>44</b>	<b>50</b>	<b>48</b>	<b>53</b>	<b>48</b>	<b>46</b>	<b>47</b>	<b>40</b>	<b>34</b>	<b>36</b>	<b>38</b>	<b>40</b>	<b>47</b>
	<b>Total</b>	<b>46</b>	<b>52</b>	<b>51</b>	<b>56</b>	<b>52</b>	<b>49</b>	<b>49</b>	<b>42</b>	<b>36</b>	<b>38</b>	<b>39</b>	<b>41</b>	<b>47</b>

SOCIAL WORK		10th DAY ENROLLMENT CENSUS												
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
MASTER'S	Black	94	104	102	81	68	56	55	53	53	43	53	52	39
	Hawaiian/Pacific Islander	0	0	0	1	1	1	0	1	1	0	0	0	0
	Latino	35	43	46	45	44	45	47	42	42	38	47	59	57
	Native American	1	3	1	2	3	1	0	0	2	2	0	0	1
	Multiracial URM	0	8	11	9	11	12	7	5	10	15	8	8	9
	<b>Subtotal URM</b>	<b>130</b>	<b>158</b>	<b>160</b>	<b>138</b>	<b>127</b>	<b>115</b>	<b>109</b>	<b>101</b>	<b>108</b>	<b>98</b>	<b>108</b>	<b>119</b>	<b>106</b>

	Multiracial Non-URM	0	2	7	6	2	1	3	2	4	3	7	4	0
	Asian American	6	7	7	7	6	5	6	5	6	8	9	11	7
	White	231	246	260	289	241	194	190	197	194	186	228	231	211
	Unknown	10	5	5	14	14	17	14	12	10	4	4	3	1
	International	3	2	1	2	0	1	4	4	1	2	2	1	2
	<b>Subtotal Non-URM</b>	<b>250</b>	<b>262</b>	<b>280</b>	<b>318</b>	<b>263</b>	<b>218</b>	<b>217</b>	<b>220</b>	<b>215</b>	<b>203</b>	<b>250</b>	<b>250</b>	<b>221</b>
	<b>Total</b>	<b>380</b>	<b>420</b>	<b>440</b>	<b>456</b>	<b>390</b>	<b>333</b>	<b>326</b>	<b>321</b>	<b>323</b>	<b>301</b>	<b>358</b>	<b>369</b>	<b>327</b>

<b>DOCTORAL</b>	Black	4	4	3	3	2	2	2	2	4	4	3	3	4
	Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
	Latino	3	3	3	4	3	1	0	1	1	0	0	0	0
	Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Subtotal URM</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Multiracial Non-URM	0	0	0	0	1	1	1	1	1	1	1	0	0
	Asian American	0	1	1	1	2	2	1	1	1	1	0	1	0
	White	15	14	14	18	17	18	15	15	13	15	16	17	16
	Unknown	0	0	0	0	0	0	1	1	1	1	0	0	1
	International	3	2	2	1	1	1	0	0	0	0	0	0	1
	<b>Subtotal Non-URM</b>	<b>18</b>	<b>17</b>	<b>17</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>18</b>	<b>18</b>	<b>16</b>	<b>18</b>	<b>17</b>	<b>18</b>	<b>18</b>
	<b>Total</b>	<b>25</b>	<b>24</b>	<b>23</b>	<b>27</b>	<b>26</b>	<b>25</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>22</b>	<b>20</b>	<b>22</b>	<b>23</b>



	Unknown													
	International	13	14	12	14	16	13	12	9	8	5	3	2	3
	<b>Subtotal Non-URM</b>	25	29	24	19	26	26	21	19	18	17	15	17	12
	<b>Total</b>	<b>140</b>	<b>143</b>	<b>138</b>	<b>125</b>	<b>149</b>	<b>135</b>	<b>127</b>	<b>122</b>	<b>127</b>	<b>113</b>	<b>102</b>	<b>117</b>	<b>114</b>
	<b>Total</b>	<b>159</b>	<b>158</b>	<b>152</b>	<b>143</b>	<b>170</b>	<b>160</b>	<b>148</b>	<b>146</b>	<b>150</b>	<b>144</b>	<b>136</b>	<b>150</b>	<b>152</b>

<b>DOCTORAL</b>	Black	10	8	6	5	3	1	2	4	2	2	2	3	4	
	Hawaiian/Pacific Islander	0	0	0	1	0	0	0	0	0	0	0	0	0	
	Latino	3	4	3	3	3	2	2	2	2	3	5	6	9	11
	Native American	1	1	0	0	0	0	0	0	0	0	0	0	0	0
	Multiracial URM	0	1	1	1	1	1	0	0	0	0	1	2	2	2
	<b>Subtotal URM</b>	<b>14</b>	<b>14</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>10</b>	<b>14</b>	<b>17</b>	
	Multiracial Non-URM	0	0	0	0	0	0	0	0	0	0	2	2	2	2
	Asian American	11	11	7	7	11	18	18	15	18	21	19	20	22	22
	White	66	61	71	75	81	82	86	87	90	86	97	95	88	88
	Unknown	12	11	7	8	5	2	2	5	5	5	5	4	4	4
	International	61	64	68	66	59	45	41	29	30	34	34	41	51	51
	<b>Subtotal Non-URM</b>	<b>150</b>	<b>147</b>	<b>153</b>	<b>156</b>	<b>156</b>	<b>147</b>	<b>147</b>	<b>136</b>	<b>143</b>	<b>146</b>	<b>157</b>	<b>162</b>	<b>167</b>	
	<b>Total</b>	<b>164</b>	<b>161</b>	<b>163</b>	<b>166</b>	<b>163</b>	<b>151</b>	<b>151</b>	<b>142</b>	<b>148</b>	<b>154</b>	<b>167</b>	<b>176</b>	<b>184</b>	

<b>OTHER</b>		<b>10th DAY ENROLLMENT CENSUS</b>													
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	
<b>GRADUATE CERTIFICATE</b>	Black					3	4	3	5	0	0	0	2	3	
	Hawaiian/Pacific Islander					0	0	0	0	0	0	0	0	0	
	Latino					0	1	0	1	1	2	2	0	3	
	Native American					0	0	0	0	0	0	0	0	0	
	Multiracial URM					0	0	0	0	0	0	1	2	0	0
	<b>Subtotal URM</b>					<b>3</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>6</b>	
	Multiracial Non-URM					0	0	0	0	0	0	1	0	0	
	Asian American					0	1	0	0	3	3	2	2	2	2
	White					3	9	15	14	14	12	7	13	10	10
	Unknown					1	1	1	0	0	0	0	0	0	0







Master's	304	289	327	316	335	335	317	324	338	303	318	296	308	<b>4,110</b>
Doctoral	159	147	170	161	149	169	187	187	184	183	189	161	157	<b>2,203</b>
<b>Total</b>	<b>510</b>	<b>475</b>	<b>553</b>	<b>531</b>	<b>551</b>	<b>562</b>	<b>577</b>	<b>577</b>	<b>605</b>	<b>595</b>	<b>593</b>	<b>559</b>	<b>585</b>	<b>7,273</b>

Nursing														
Degree level	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	Total
Post-Bachelor's Certificate	0	0	2	1	1	2	1	13	13	22	18	18	33	<b>124</b>
Sixth-Year Diploma/Post-Master's Certificate	0	2	0	0	0	0	0	0	2	0	3	4	5	<b>16</b>
Master's	30	48	46	24	36	49	49	41	54	58	44	57	65	<b>601</b>
Doctoral	10	8	7	6	5	13	6	12	5	27	14	18	24	<b>155</b>
<b>Total</b>	<b>40</b>	<b>58</b>	<b>55</b>	<b>31</b>	<b>42</b>	<b>64</b>	<b>56</b>	<b>66</b>	<b>74</b>	<b>107</b>	<b>79</b>	<b>97</b>	<b>127</b>	<b>896</b>

Pharmacy														
Degree level	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	Total
Post-Bachelor's Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Sixth-Year Diploma/Post-Master's Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Master's	1	4	0	0	1	2	1	2	2	3	2	0	1	<b>19</b>
Doctoral	10	7	6	8	5	10	8	7	11	8	8	6	8	<b>102</b>
<b>Total</b>	<b>11</b>	<b>11</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>12</b>	<b>9</b>	<b>9</b>	<b>13</b>	<b>11</b>	<b>10</b>	<b>6</b>	<b>9</b>	<b>121</b>

Social Work														
Degree level	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	Total
Post-Bachelor's Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Sixth-Year Diploma/Post-Master's Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Master's	181	155	178	200	209	197	135	164	146	167	151	145	178	<b>2,206</b>
Doctoral	3	4	3	0	2	4	4	6	3	2	3	1	4	<b>39</b>
<b>Total</b>	<b>184</b>	<b>159</b>	<b>181</b>	<b>200</b>	<b>211</b>	<b>201</b>	<b>139</b>	<b>170</b>	<b>149</b>	<b>169</b>	<b>154</b>	<b>146</b>	<b>182</b>	<b>2,245</b>



UConn Health														
Degree level	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	Total
Post-Bachelor's Certificate	0	0	2	2	0	5	16	2	12	18	6	16	12	91
Sixth-Year Diploma/Post-Master's Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's	43	51	46	47	44	50	52	53	50	52	57	43	51	639
Doctoral	29	28	29	23	28	16	27	33	26	20	14	18	18	309
<b>Total</b>	<b>72</b>	<b>79</b>	<b>77</b>	<b>72</b>	<b>72</b>	<b>71</b>	<b>95</b>	<b>88</b>	<b>88</b>	<b>90</b>	<b>77</b>	<b>77</b>	<b>81</b>	<b>1,039</b>

Other														
Degree level	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	Total
Post-Bachelor's Certificate							1	0	9	15	17	8	12	62
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>15</b>	<b>17</b>	<b>8</b>	<b>12</b>	<b>62</b>



## THE GRADUATE SCHOOL PRESENTS THE FALL 2022 TIMELY TOPICS SERIES

Timely Topics is a series of opportunities to engage with subject matter experts on topics relevant to those who support and advise graduate students and programs. We offer two tracks for this series: one designed for faculty and one designed for faculty who hold an administrative role and staff, however every session is available to anyone interested in joining. All sessions will be held as a WebEx meeting. Links for each meeting will be sent directly to registrants and follow up materials will be posted on our website. Slides, recordings, and resources from past sessions can always be found at The Graduate School's [Timely Topics webpage](#).

If you have any questions or topic suggestions, please contact Megan Petsa at [megan.petsa@uconn.edu](mailto:megan.petsa@uconn.edu)

All sessions will be held as a WebEx meeting. A link to each meeting will be sent directly to registrants.

**ADMINISTRATIVE  
TRACK**

## **Graduate Admissions: Program Application Processing in Slate**

Welcome back! Join us for a deep dive into application requirements as part of the graduate admissions process. This session will go over the process The Graduate School uses before programs see their applications (Initial Grad Audit bin) and what programs should be looking for in their program review process (Program Audit bin). This will include the difference in accessing graduate admissions requirements versus program requirements, how to upload recommendations, and checking materials on the checklist. Please bring your questions, as we will be holding time at the end for Q&A.

Date: Thursday, September 22, 2022  
Time: 11am - 12pm  
Register: Through [this link](#)  
Facilitators: **Holly Brunette**, Graduate Admissions  
**Meg Drakos**, Graduate Admissions  
**Shirley Fiasconaro**, Graduate Admissions  
**Kim Lachut**, Slate Core Team  
**Marie LeBlanc**, Slate Core Team  
**Lisa Pane**, Slate Core Team  
**Sarah Shore**, Graduate Admissions

**FACULTY TRACK**

## **What Does Talking about Career in the Classroom Have to do with Equity?**

During this session, faculty and instructors will learn about career inequity, the implications for marginalized and first-generation students, and how to help by incorporating career development instruction via assignments and through course conversation. After this session, attendees will be able to:

- Define and understand what career inequity is and how it effects students at UConn
- Explain what the Career Center is doing around career inequity and resources for faculty
- Determine strategies to integrate career readiness conversations into the classroom for existing curriculum to help alleviate career inequity at UConn.

Date: Thursday, October 6, 2022  
Time: 1pm - 2pm  
Register: Through [this link](#)  
Facilitator: **Nancy Bilmes**, Director, Center for Career Development

**FACULTY AND  
ADMINISTRATIVE  
TRACK**

## **Holistic Admissions and Diversity**

Holistic admissions review is a more equitable, inclusive approach to considering applications for admission and evaluates applicants using a variety of metrics. This session will discuss best practices for using information from a variety of sources to get the fullest picture of each applicant's potential. The Graduate School can support your department's efforts to recruit a diverse applicant pool.

Date: Thursday, October 20, 2022  
Time: 1pm - 2pm  
Register: Through [this link](#)  
Facilitators: **Kent Holsinger**, Vice Provost for Graduate Education and Dean of The Graduate School  
**Meg Drakos**, Director of Graduate Admissions, The Graduate School  
**Stuart Duncan**, Director of Programming & Diversity Recruitment, The Graduate School



**FACULTY AND  
ADMINISTRATIVE  
TRACK**

**Export Control and You: Protecting Yourself, Your Research,  
and UConn**

This introductory discussion focuses on the relevance and importance of research security in an academic setting for both students and faculty. Participants will learn about the role that export control plays in everyday academic functions such as grants and contracts, research security, foreign visitors, and foreign travel. Any program that includes international students and faculty who may travel back to their home country or students and faculty who will perform research abroad at some point during their program will find this session helpful.

Date: Thursday, November 3, 2022 (\*rescheduled from October 27)  
Time: 11am - 11am  
Register: Through [this link](#)  
Facilitators: **Bieu Tran**, Export Control Officer, OVPR - Research Integrity and Regulatory Affairs

**FACULTY TRACK**

**Graduate Admissions: Reading and Reviewing Applications in  
the Slate Reader**

During this training, we will cover reviewing applications in the Slate reader. This presentation will include best practices for application review, including how to fill out reader review forms, queue applications to others, and enter final program admission decisions. We will discuss timelines for application review and official admission decisions, along with why it is important that all applications have program admission decisions entered by the end of the admission cycle. Please bring your questions as we will be holding time at the end for Q&A.

Date: Thursday, November 10, 2022  
Time: 2pm - 3pm  
Register: Through [this link](#)  
Facilitators: **Holly Brunette**, Graduate Admissions  
**Meg Drakos**, Graduate Admissions  
**Shirley Fiasconaro**, Graduate Admissions  
**Kim Lachut**, Slate Core Team  
**Marie LeBlanc**, Slate Core Team  
**Lisa Pane**, Slate Core Team  
**Sarah Shore**, Graduate Admissions

FACULTY AND  
ADMINISTRATIVE  
TRACK

## Fellowships Process and Updates

This session will serve a two-fold function: first, it will introduce new staff and faculty to The Graduate School's Jorgensen, Harriott, and Crandall Fellowships; and second, this session will share updates for those familiar with these fellowships. We will cover the nomination and selection processes, as well as detailed information on dates, diversity statements, and best-approaches. This will be followed by a Q&A.

Date: Thursday, December 1, 2022

Time: 11am - 12pm

Register: Through [this link](#)

Facilitator: **Stuart Duncan**, Director for Programming & Diversity Recruitment, The Graduate School



# TIMELY TOPICS

SPRING 2023



**UConn**  
THE GRADUATE SCHOOL

## TIMELY TOPICS

Timely Topics is a series of opportunities to engage with subject matter experts on topics relevant to those who support and advise graduate students and programs. We offer two tracks for this series: one designed for faculty and one designed for faculty who hold an administrative role and staff, however every session is available to anyone interested in joining. All sessions will be held as a WebEx meeting. Links for each meeting will be sent directly to registrants and follow up materials will be posted on our website. Slides, recordings, and resources from past sessions can always be found at The Graduate School's Timely Topics webpage.

### REGISTRATION

All sessions will be held via WebEx. To register for any of this semester's Timely Topics series, click the button below.

**REGISTRATION**

### CONTACT

#### DIRECTOR OF GRADUATE STUDENT ADMINISTRATION

Megan Petsa | [megan.petsa@uconn.edu](mailto:megan.petsa@uconn.edu)

#### THE GRADUATE SCHOOL

Whetten Graduate Center

[gradschool@uconn.edu](mailto:gradschool@uconn.edu)

[grad.uconn.edu/timely-topics](http://grad.uconn.edu/timely-topics)

**UConn**  
THE GRADUATE SCHOOL



## UPCOMING PROGRAMS

### SETTING UP FOR SUCCESS: RECRUITMENT, OFFER LETTERS, AND HIRING OF GAs

#### ADMINISTRATIVE TRACK

The goal of this session is to provide you with everything you need to know about GAs upfront as you recruit incoming grads and prepare to reappoint continuing GAs. We will cover identifying eligible grads, including how to determine stipend level, what information needs to be in the offer letter (and what shouldn't be in there), and more. We'll also go over the recent changes to the offer letter templates and how the English Proficiency Policy for TAs intersects with payroll so that departments can communicate with their GAs and plan accordingly. Anyone involved in the recruitment or hiring process for GAs may find this session helpful. Please feel free to bring any GA-related questions you might have!

**DATE:** Thursday, January 26, 2023

**TIME:** 11:00 AM - 12:00 PM

**FACILITATOR:**

Megan Petsa - Director of Graduate Student Administration, The Graduate School

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### ADVISING AND MENTORING HISTORICALLY EXCLUDED OR RACIALLY OPPRESSED GRADUATE STUDENTS

#### FACULTY TRACK

From a deficit perspective, we, as faculty and staff, are not all humanizing the graduate school experience in ways that are culturally responsive or inclusive. From an asset perspective, we have a lot of room for growth to help retain minoritized scholars and continue to help their development and success as professional researchers and members of society. Join us for a conversation that looks at both sides of the coin and leave with action items and ideas to make change.

**DATE:** Thursday, February 2, 2023

**TIME:** 1:00 PM - 2:00 PM

**FACILITATORS:**

David G. Embrick - Associate Professor in Sociology and Africana Studies & Office for Diversity and Inclusion (ODI) Affiliate

Stephany Santos - Assistant Professor in Residence, Biomedical Engineering & Office for Diversity and Inclusion (ODI) Affiliate







## COMMUNITY ENGAGED SCHOLARSHIP

### FACULTY TRACK

Rosa Raudales, Director of the Office of Outreach & Engagement, will introduce the concept of Community Engaged Scholarship. Dr. Wagstrom will describe the value of partnering with communities to advance research. She will talk about how engaged scholarship is a tool and an opportunity to teach, mentor graduate students, advance science, and have an impact on the community. Join this conversation to get ideas on how you can integrate community engagement with your scholarship!

**DATE:** Thursday, February 16, 2023

**TIME:** 11:00 AM - 12:00 PM

**FACILITATORS:**

Rosa E. Raudales, Director of Outreach & Engagement and Associate Professor in Plant Science and Landscape Architecture

Kristina Wagstrom, Eversource Energy Associate Professor of Environmental Engineering Education

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## GRADUATE STUDENTS AND SPECIAL PAYROLL

### ADMINISTRATIVE TRACK

The Special Payroll Team will be presenting information on processing deadlines, appointment titles, and related policies for hiring graduate students on Special Payroll for Summer 2023. This training session will provide departments with information to efficiently and effectively submit all Summer 2023 graduate student hire requests on Special Payroll. Special attention will be given to international students completing their degrees during Summer 2023.

**DATE:** Thursday, February 23, 2023

**TIME:** 11:00 AM - 12:00 PM

**FACILITATORS:**

Arthur Galinat - Director, International Student and Scholar Services

Heather Souer - Human Resources

Hannah Traynor - Human Resources





## NEURODIVERSITY AND THE ADVISOR/ADVISEE RELATIONSHIP: SUPPORTING AND EMPOWERING NEURODIVERSE GRAD STUDENTS (IN STEM AND BEYOND)

### FACULTY TRACK

In this session, we will discuss our findings from a series of focus groups centered around the experiences of neurodiverse graduate students in STEM programs and, specifically, the impact their advisors have on their experience. In this discussion, you will learn more about ways to support and empower neurodiverse graduate students in their programs.

**DATE:** Thursday, March 2, 2023

**TIME:** 1:00 PM - 2:00 PM

**FACILITATORS:**

Alexandra Hain - Assistant Professor, Civil and Environmental Engineering

Connie Syharat - Research Assistant and INCLUDE Project Manager

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## SUPERVISING GRADUATE ASSISTANTS

### FACULTY TRACK

Join us for a facilitated dialogue around Graduate Assistant supervision. We will discuss the intersection of the employee role and the academic role, approaches to address employee performance and misconduct, and ways to connect a struggling GA with assistance and support. We will discuss conversation starters, tools available to you, how to refer to resources, and how to document conversations.

**DATE:** Thursday, March 9, 2023

**TIME:** 11:00 AM - 12:00 PM

**FACILITATORS:**

Cinnamon Adams - Director of Graduate Student and Postdoctoral Support, The Graduate School

Alison Cutler - Labor Relations Associate, Labor and Employment Attorney, Office of Faculty & Staff Labor Relations

Megan Petsa - Director of Graduate Student Administration, The Graduate School





## GRADSLATE CRM OVERVIEW

### ADMINISTRATIVE TRACK

The GradSlate system contains tools which can help your graduate recruitment and admissions efforts beyond reading and processing applications. Join this session to get an overview of Slate's CRM (customer relationship management) tools which can help you collect information, communicate, and facilitate connection with potential inquiries and applicants. Tools include: email campaigns, email mailing lists, event registration, inquiry forms, and utilizing the Person Record.

**DATE:** Thursday, March 30, 2023

**TIME:** 11:00 AM - 12:00 PM

**FACILITATOR:**

Marie LeBlanc - Director of CRM, The Graduate School

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## WORKFLOW AND TOOLS WHEN RECRUITING & HIRING GRADUATE ASSISTANTS FOR NON-ACADEMIC UNITS

### ADMINISTRATIVE TRACK

Graduate students have a wealth of knowledge and skills that make them incredible assets as Graduate Assistants (GAs). As more non-academic units offer graduate assistantship positions than ever before, The Graduate School and the Center for Career Development are partnering to offer guidance on what non-academic units should take into consideration when recruiting and hiring a GA, including best practices for creating a job description that will attract a strong applicant pool, how to advertise open GA positions, and how to handle the administrative and payroll aspects of appointing a GA in a non-academic unit. Any non-academic unit that currently hires or is considering hiring a GA will find this session valuable.

**DATE:** Thursday, April 13, 2023

**TIME:** 1:00 PM - 2:00 PM

**FACILITATORS:**

Kay Kimball Gruder - Associate Director, Graduate Student & Postdoc Career Programs and Services, Center for Career Development (Storrs)

Megan Petsa - Director of Graduate Student Administration, The Graduate School



## GRADUATE ADMISSIONS 2022-2023 CYCLE DEBRIEF

### ADMINISTRATIVE TRACK

Join the Graduate Admissions and GradSlate teams to debrief the recent admissions cycle and hear updates regarding the next cycle. We will go over changes and best practices for graduate admissions, and we will preview and request feedback on new developments. Please bring your observations, questions, and items for your “wish list”.

**DATE:** Thursday, May 18, 2023

**TIME:** 11:00 AM - 12:00 PM

**FACILITATORS:**

Holly Brunette - Graduate Admissions  
Meg Drakos - Graduate Admissions  
Shirley Fiasconaro - Graduate Admissions  
Marie LeBlanc - Slate Core Team  
Lisa Pane - Slate Core Team  
Sarah Shore - Graduate Admissions

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## PREPARING FOR FALL: GRADUATE ASSISTANT PAYROLL PROCEDURES

### ADMINISTRATIVE TRACK

This session will outline everything you need to know to successfully process graduate payroll transactions for this fall. We'll cover SmartHR templates, important dates and deadlines, outline the payroll audit process, and discuss the most common mistakes and ways to prevent them. This session will also share detailed information about the role and importance of the Supplemental Description of Duties Form and will provide an overview of GA health insurance and information departments should be aware of to best help their GAs transition into their employee role.

**DATE:** Thursday, June 1, 2023

**TIME:** 1:00 PM - 2:30 PM

**FACILITATORS:**

Alison Cutler - Labor Relations Associate, Labor and Employment Attorney, Office of Faculty & Staff Labor Relations  
Megan Petsa - Director of Graduate Student Administration, The Graduate School  
Joanna Smith - Team Lead Benefits & HR Services  
Gena Twarz - Graduate Payroll Manager, Payroll Department

To register for any of this semester's Timely Topics series, click the button below.

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