

University Senate Meeting
April 6, 2026
Student Union, Room 304 (hybrid via WebEx)

Moderator **Siegle** called the meeting to order 4:00 p.m.

Moderator **Siegle** read the **Land Acknowledgement Statement**:

"The land on which we gather is the territory of the Eastern Pequot, Golden Hill Paugussett, Lenape, Mashantucket Pequot, Mohegan, Nipmuc, and Schaghticoke 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."

1. Approval of Minutes

A motion was made by Senator **Morrell** and seconded by Senator **Day** to approve the minutes of the March 9, 2026 Meeting of the University Senate. The minutes were approved as distributed.

2. Report of the President

Attachment #1

Presented on behalf of President Maric by Interim Provost Pamir Alpay

Interim Provost **Alpay** presented the presentation on behalf of President Maric, who was traveling with the UConn Men's Basketball Team. Provost **Alpay** started by stating that the Board of Trustees was meeting to vote on the ratified contracts with AAUP, UCPEA and the Graduate Student Union and these contracts were negotiated in good faith in order to come up with a reasonable agreement that makes sense in these very difficult times. Provost **Alpay** offered their appreciation to the team that worked on behalf of the University administration meeting with union representatives to come up with creative solutions.

Moderator **Siegle** asked if there were any questions. Senator **Morrell** stated that the Legislature Appropriations Committee came out with its new budget proposal which was a little bit higher than the president's, with two additional items that they added that are towards grants and financial aid, and they asked the Provost to speak to this and what the University's position is to these two funding streams. Provost **Alpay** stated that the University would gladly take the additional funds.

Moderator **Siegle** thanked Interim Provost **Alpay** for presenting the President's report.

3. Report of the Senate Executive Committee

Presented by Robert Day, Senate Executive Committee Chair

Senator **Day** began their report by stating that the SEC stating has met three times since the last Senate meeting, which included a meeting with leadership. Senator **Day** provided an election update stating that the following senators are now new members of the Senate Executive Committee: Jamie Kleinman, Laurent Michel, and Tracy Rittenhouse. There will be two Senate Executive Committee Chair elections running this Spring for new and continuing senators. This is in order to migrate to the new set of ByLaws that prescribe a longer-term commitment for a Senate Executive Chair. The first SEC Chair ballot will be for a two-year term that serves immediately as the chair for the first year and then the past chair for the second year. The second SEC Chair ballot will be the first four-year term election and will sit one year as the vice chair, two years as the chair and then one year as the past chair of the SEC, thereby setting the standard moving forward.

Senator **Day** continued by stating that the SEC has mostly been looking at receiving reports and then sharing them with the Senate. In February the Senate passed a motion to request census data, including state data of what has changed over recent years, and have received a round of data from the Provost's Office and will be sending the data out on the Senate listserv for review. The Faculty Standards Committee has received an undergraduate TA report and they are looking for more clarity to identify what it means to be an undergraduate TA including the consistency of FERPA training.

Next, Senator **Day** shared that the Scholastic Standards Committee reported their work on attendance in class and is exploring potential revisions to the Senate rules and regulations that govern attendance, along with exploring options for hosting exchanges between relevant stakeholders to ensure that any changes brought to the Senators are designed to prioritize student success given that not collecting attendance data for grades is a long standing policy and has played a significant role in shaping university culture, the SEC is exploring different options for bringing stakeholders together and discussing how to bring a more vibrant climate for learning.

Lastly, Senator **Day** stated that the SEC has finally received a Safe Environment Committee Report and they are working in concert with the Committee chairs and in discussions with the Provost's Office to finalize this report. This concludes the SEC Report.

Moderator **Siegle** asked if there were any questions, for which there were none, and thanked Senator **Day** for their presentation.

4. Consent Agenda Items:

Attachment #2

C & C Report

By voice vote, the consent agenda passed

5. Nominating Committee Report

Attachment #3

Presented by Nominating Committee Chair Tom Bontly

Senator **Bontly** began by thanking the members of the Nominating Committee: Lindsay Cummings, Elizabeth Jockusch, Jamie Kleinman, Carl Rivers, and Jen Terni. An extra special thanks to Michelle Everard, without whom everything would grind to a screeching halt! Also, a big thanks to everyone who agreed to take on service roles when the Nominating Committee reached out this year.

Senator **Bontly** then continued by referencing the Committee Rosters for the 2026-2027 Academic Year, which were distributed as part of the packet of materials for the meeting and will be voted on at the May meeting.

Moderator **Siegle** asked if there were any questions, for which there were none, and thanked Senator **Bontly** for their presentation of the Nominating Committee's Report.

6. Budget Committee Update

Attachment #4

Presented by Budget Committee Co-Chairs Michael Morrell and Laurent Michel

Senator **Morrell** gave a presentation entitled, "Where Does the Money Go? Any Analysis of Non-Grant Revenues and Expenditures from Fiscal Year 2022 to Fiscal Year 2025", which was a result of the work and input of many people including their co-chair, Senator **Michel**.

Moderator **Siegle** asked if there were any questions.

Senator **Crivello** asked whether academic units did or did not do as well as non-academic units in the last three years. Senator **Morrell** stated from fiscal year 2022 to fiscal year 2025, the increases in spending in the units that report to the Provost increased at a much smaller rate than the other areas.

Senator **Amalaradjou** asked about research expenditure being beyond the amount that is being brought in. Senator **Morrell** stated that the Committee did not look at

research expenditures for reasons mentioned at the beginning of the presentation, with the exception using non-grant funds to support the Vice President of Research and that went up just over \$3 million over the years to represent an average increase of 4.1% per year.

Senator **Jockusch** asked if there is a way to make sense of the budgeting when the budgeting amounts increase during fiscal years when the number of employees have both increased and decreased. Senator **Morrell** stated that this is very complicated and they did not look at the data in this way, but the information that will be posted after the meeting may provide a better understanding of these budgetary issues. Also, wanted to reiterate that the report is based on units that are on the Provost's side and not the President's side.

Senator **Morrell** confirmed that the presentation will be in the minutes and mentioned that anyone with questions can certainly reach out to them, Senator **Michel** or any other member of the Budget Committee.

Moderator **Siegle** thanked Senators **Morrell** and **Michel** for their presentations of the Budget Update.

7. Academic Affairs Update

Attachment #5

Presented by Interim Provost Pamir Alpay

Interim Provost **Alpay** provided their update by way of a presentation.

Senator **Morrell** asked about the Honors Program funding cuts that have been happening, even though the number of the students have been increasing and faculty don't receive any extra recognition for supporting them, so he asked how the University plans to support the Honors Program going forward. Provost **Alpay** stated that Associate Vice Provost Jennifer Lease-Butts and their team are doing massive fundraising efforts for the Honors Program to address these funding issues.

Senator **Lozano-Robledo** stated that in Senator Morrell's report some of the highest and fastest increasing expenses were in units that were under the President's purview and they wanted to know what steps have been taken to reduce expenses from the Provost's Office and what does that budget look like? Provost **Alpay** stated that they didn't feel that they could answer this question at this time, however the Associate Vice President for Budget, Planning and Institutional Research, Reka Wrynn, meets regularly with the Senate Budget Committee to provide budget information regularly.

Moderator **Siegle** thanked Interim Provost **Alpay** for their presentation and for answering the questions from the Senators.

8. HR Updates

Attachment #6

Presented by Interim Vice President for HR, Renee Boggis and Scott Nostaja, Senior Vice President with Segal Consulting

Interim VP **Boggis** and Scott **Nostaja**, Segal Consulting available online, provided a presentation on the HR Updates and VP **Boggis** stated that there will be a presentation online on Monday, followed by smaller faculty/staff sessions which will allow for participatory sessions. Scott **Nostaja** then took over the update and went over the presentation.

One Senator mentioned that the model described seemed to present a more centralized model though the budget transformation initiative that is underway appears is more of a decentralized model, was this considered when formulating your responses? Mr. **Nostaja** stated that they proposed bringing a design team together over the next four to six months to exact elements of the model, which they feel would be more of a hybrid model.

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

Senator **Cummings** asked for more information on the factors that are being used to determine the different uses within the hybrid model and provided an example of previous and current purchasing within their own unit. Mr. **Nostaja** stated that they are proposing to bring together a design team to work over the next four to six months to assess the current situation so that they can understand the principles and problems they are trying to solve and identify what items need to be done within a unit versus more centralized.

Senator **Bresciano** asked about changes to inefficient systems and processes that are in place due to auditing requirements as a requirement of the State of Connecticut and what suggestions have been given to H.R. with regards to addressing the issue of staff morale. Mr. **Nostaja** spoke to the first question and said they are not looking to work to the contrary or the contradiction of any policy or state law or regulation that's required. VP **Boggis** stated that one of the recommendations that Segal made regarding culture and morale was around transparency and building trust. A good opportunity to do this is to be transparent with the results, findings and recommendations of this process now and moving forward, which is what the leadership plans to do beginning with this reporting, then a campus-wide reporting on Monday, followed by feedback opportunities and another employee experience survey in the Fall.

Senator **Skudlarek** reiterated the areas mentioned previously and asked if there were any areas on campus that are doing a good job and could serve as a model in the way that is being considered. Mr. **Nostaja** mentioned a few areas that are doing well, but systemically across the University there are opportunities to do things better. VP **Boggis** stated that the staff are working incredibly hard every day and this is an organizational structure issue, not a staff issue, and they wanted to be sure to say this as it is very important for everyone to hear. Mr. **Nostaja** also shared that in the large staff meetings that they held the staff remained loyal and dedicated to the University and their work, in spite of the really tough work environment.

Senator **Cutter** stated that the processes that the University has in place can create issues for the faculty that can make it more challenging to do their work and specifically shared the example of the Travel system Concur as a major challenge, which then leads to questions about how the University is supporting the faculty. Mr. **Nostaja** stated that the single word that they heard across their assessments was Concur with regards to the system and what could be better.

Senator **Lee** asked if Segal has experience at other universities seeing different mechanisms of our ideologies of how we got here and then how do we tease that out to really target the problem that leads to this situation. Mr. **Nostaja** stated that it is accurate that this didn't happen overnight and won't be solved overnight either. Systematically, resources over the years have become constrained and units look to the central offices for support, but when those offices can no longer provide that support the units build their own systems and in doing so create different standards, processes and methodologies. If centralized services aren't being provided in some way, where can you gain some economies to scale in a new model?

Senator **Fernandes** mentioned that there have been several large restructuring and added layers of approval processes that have taken place over the past three years, and they wanted to know what this means for the future. Mr. **Nostaja** stated that all organizations will be subject to the evaluation and assessment for the next phase to identify what is the best course of action moving forward, as this is not something that is being done to the organization but rather being done with the organization based on what makes the most sense. VP **Boggis** stated that they are looking at the entire University as they go into the design phase.

Senator **Jockusch** mentioned that clearly one of the challenges of the redesign that has been stated is evaluating who should bear the burden of different things and asked how they will decide where the impact is actually going to fall. Mr. **Nostaja** responded by stating that they would begin with H.R. and Marketing &

Communication first to identify who currently is responsible for what tasks and where they can create expertise by having dedicated people.

Moderator **Siegle** thanked Interim VP **Boggis** and Scott **Nostaja** for their presentation.

9. New Business

No new business

10. Adjournment

Senator **Morrell** made a motion to adjourn.

Senator **Michel** seconded.

Motion passed unanimously.

The meeting was adjourned at 5:42 p.m.

Respectfully Submitted,
Christine S. North
Secretary of the University Senate, 2021-2026

SENATE EXECUTIVE COMMITTEE:

Robert Day, Chair
Alexis Boylan
Karen Bresciano
Erin Ciarimboli
Jennifer Dineen

Sandy Grande
Michael Morrell
Sarira Motaref
Morty Ortega
Del Siegle

Sandi Roy, GSS President
Leo Gold, GSS Vice President
Rosalind Tavarez, ASG Waterbury
Andy Zhang, USG Storrs

University Senate Curricula and Courses Committee
Report to the Senate
April 6th, 2026

A. Revised Common Curriculum Courses

1. COGS 2201 Foundations of Cognitive Science

Current Catalog Copy

COGS 2201 Foundations of Cognitive Science (3 Credits)

Origins of and current developments within scientific study of the mind-brain. Topics include: computational theories of mind, artificial and natural intelligence, cognitive neuroscience and the mind/body problem, embodied and distributed cognition, neural networks, self-organizing cognitive systems, learning and innateness. CA 3.

Enrollment Requirements: May not be taken out of sequence after passing COGS 3584, 3599 or 4596.

Content Areas: CA3

Topics of Inquiry: TOI-6

Revised Catalog Copy

COGS 2201 Foundations of Cognitive Science (3 Credits)

Origins of and current developments within scientific study of the mind-brain. Topics include: computational theories of mind, artificial and natural intelligence, cognitive neuroscience and the mind/body problem, embodied and distributed cognition, neural networks, self-organizing cognitive systems, learning and innateness.

Enrollment Requirements: May not be taken out of sequence after passing COGS 3584 or 4596.

Content Areas: CA3

Topics of Inquiry: TOI-6

B. Revised S/U Graded Courses

1. BADM/MKTG 4882 Practicum in Professional Sales (Revise prereqs for BADM version)

Current Catalog Copy

BADM 4882. Practicum in Professional Sales (3 Credits)

Course credit for a professional sales internship. Students are responsible for obtaining an internship with a host company in the field of professional sales. Student performance will be evaluated based on an appraisal by the host company and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Enrollment Requirements: MKTG 3101 or BADM 3750 and consent of instructor; open only to non-business majors of junior or higher status.

MKTG 4882. Practicum in Professional Sales (3 Credits)

Course credit for a professional sales internship. Students are responsible for obtaining an internship with a host company in the field of professional sales. Student performance will be evaluated based on an appraisal by the host company and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Enrollment Requirements: MKTG 3101 or BADM 3750 and consent of instructor; open only to non-business majors of junior or higher status.

*Revised Catalog Copy***BADM 4882. Practicum in Professional Sales (3 Credits)**

Course credit for a professional sales internship. Students are responsible for obtaining an internship with a host company in the field of professional sales. Student performance will be evaluated based on an appraisal by the host company and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Enrollment Requirements: MKTG 3101 or BADM 3750 or ARE 3222 or COMM 3510 and consent of instructor. Open only to non-business majors of junior or higher status.

MKTG 4882. Practicum in Professional Sales (3 Credits)

Course credit for a professional sales internship. Students are responsible for obtaining an internship with a host company in the field of professional sales. Student performance will be evaluated based on an appraisal by the host company and a detailed written report submitted by the student. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Enrollment Requirements: MKTG 3101 or BADM 3750 or ARE 3222 or COMM 3510 and consent of instructor; students in the School of Business should take MKTG 3101. Open only to Business majors of junior or higher status.

C. New UNIV Courses

1. UNIV 1500 Foundations for College Success

*Proposed Catalog Copy***UNIV 1500 Foundations for College Success (1 Credit)**

Develop knowledge and skillsets for college preparation and transition. Focus on college and career readiness, leadership and personal development, and academic skills development. For pre-collegiate students.

D. New Common Curriculum Courses

1. ANTH 1007/W Health, Culture, and Power: An Introduction to Medical Anthropology (New CA2, TOI2, W)

Proposed Catalog Copy

ANTH 1007. Health, Culture, and Power: An Introduction to Medical Anthropology (3 Credits)

An introduction to medical anthropology that explores how experiences of health, illness, and our bodies are shaped by the sociocultural, political, economic, and historical contexts in which we live. Students are encouraged to think in cross-cultural and comparative ways about what it means to be an embodied being, and about how relations of power shape humans' embodied experience.

Content Areas: CA2, CA4

Topics of Inquiry: TOI2

ANTH 1007W. Health, Culture, and Power: An Introduction to Medical Anthropology (3 Credits)

An introduction to medical anthropology that explores how experiences of health, illness, and our bodies are shaped by the sociocultural, political, economic, and historical contexts in which we live. Students are encouraged to think in cross-cultural and comparative ways about what it means to be an embodied being, and about how relations of power shape humans' embodied experience.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Skill Codes: W

Content Areas: CA2, CA4

Topics of Inquiry: TOI2

2. EPSY 1460W Thriving Through Adolescence: Science and Practice (New CA2, TOI-2, TOI-3)

Proposed Catalog Copy

EPSY 1460W. Thriving Through Adolescence: Science and Practice (3 Credits)

Reframing adolescence as a period of opportunity rather than problems to manage.

Exploration, using brain science and motivational research, of how adolescents (ages 10-25) develop and what they need to thrive. Topics include brain development, identity formation, peer and family relationships, mental health, academic motivation, and digital life. Distinguishing evidence-based understanding from cultural stereotypes by analyzing research alongside popular media portrayals of adolescence; and developing a “mentor mindset” that views adolescents as capable contributors who need respect, purpose, and opportunities for meaningful contribution. Through case studies, media analysis, and discussions, students will create evidence-based resources to support adolescent well-being in schools, families, and communities.

Enrollment Requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA2

Topics of Inquiry: TOI2, TOI3

3. EARTH 2150 Programming for Earth and Environmental Science (New TOI1, TOI6)
Proposed Catalog Copy
ERTH 2150. Programming for Earth and Environmental Science (3 Credits)
An introduction to Python programming and data analysis through hands-on work with real-world Earth and environmental datasets. Using Python in a cloud-based environment (Google Colab), students will build core skills in data processing, visualization, analysis, and scientific communication. No prior programming experience is required.
Content Areas: CA3
Topics of Inquiry: TOI1, TOI6

4. HDFS 2070 The Art & Science of Human Flourishing (New TOI2)
Proposed Catalog Copy
HDFS 2070. The Art and Science of Human Flourishing (3 Credits)
An introduction to what it means to flourish, what conditions and structures support or impede flourishing, and how practices such as mindfulness help develop the qualities and skills that can contribute to a flourishing life.
Content Areas: CA2
Topics of Inquiry: TOI2

5. HIST/AAAS/WGSS 3843 History of Women and Gender in Southeast Asia to 1945 (New TOI2, TOI3)
Proposed Catalog Copy
HIST 3843 History of Women and Gender in Southeast Asia to 1945 (3 Credits)
(Also offered as AAAS 3843 and WGSS 3842.) Changing conditions of women's lives in early modern and modern Southeast Asia. Major themes include religion, trade, education, marriage, colonialism, war, and evolving conceptions of gender. Emphasis on four main countries: Indonesia, Philippines, Thailand, and Vietnam.
Enrollment Requirements: Open to sophomores or higher. Not open for credit to students who have passed HIST 1203/WGSS 1121 when offered as "Southeast Asia."
Content Areas: CA1, CA4INT
Topics of Inquiry: TOI2, TOI3

AAAS 3843 History of Women and Gender in Southeast Asia to 1945 (3 Credits)
(Also offered as HIST 3843 and WGSS 3842) Changing conditions of women's lives in early modern and modern Southeast Asia. Major themes include religion, trade, education, marriage, colonialism, war, and evolving conceptions of gender. Emphasis on four main countries: Indonesia, Philippines, Thailand, and Vietnam.
Enrollment Requirements: Open to sophomores or higher. Not open for credit to students who have passed HIST 1203/WGSS 1121 when offered as "Southeast Asia."
Content Areas: CA1, CA4INT
Topics of Inquiry: TOI2, TOI3

WGSS 3843 History of Women and Gender in Southeast Asia to 1945 (3 Credits)
(Also offered as AAAS 3843 and HIST 3842) Changing conditions of women's lives in early modern and modern Southeast Asia. Major themes include religion, trade, education, marriage, colonialism, war, and evolving conceptions of gender. Emphasis on four main countries: Indonesia, Philippines, Thailand, and Vietnam.
Enrollment Requirements: Open to sophomores or higher. Not open for credit to students who have passed HIST 1203/WGSS 1121 when offered as "Southeast Asia."
Content Areas: CA1, CA4INT
Topics of Inquiry: TOI2, TOI3

6. POLS 2430/W Civil Wars and World Politics (New TOI5, W)

Proposed Catalog Copy

POLS 2430 Civil Wars and World Politics (3 Credits)

Interaction of world politics and contemporary civil wars. Topics may include why civil wars begin, how they are fought, and the consequences to international politics and security.

Enrollment Requirements: Not open for credit to students who completed POLS 2998/W when offered as "Civil Wars and World Politics."

Content Areas: CA2

Topics of Inquiry: TOI5

POLS 2430W Civil Wars and World Politics (3 Credits)

Interaction of world politics and contemporary civil wars. Topics may include why civil wars begin, how they are fought, and the consequences to international politics and security.

Enrollment Requirements: ENGL 1007 or 1010 or 1011. Not open for credit to students who completed POLS 2998/W when offered as "Civil Wars and World Politics."

Content Areas: CA2

Topics of Inquiry: TOI5

7. WGSS 2204W Feminisms and the Arts (New TOI1, TOI3, W)

Proposed Catalog Copy

WGSS 2204W Feminisms and the Arts (3 Credits)

Interdisciplinary exploration of drama, the visual arts, music, literature, social action art, and/or film through feminist, queer, and trans theory. Includes creative projects and activities. CA 1. CA 4.

Content Areas: CA1, CA4

Topics of Inquiry: TOI1, TOI3

E. Revised Common Curriculum Courses

1. DIET 3231W Writing for Community Nutrition Research (Revise Prereqs)

Current Catalog Copy

DIET 3231W. Writing for Community Nutrition Research (2 Credits)

Develops critical thinking skills through research and writing in community nutrition.

Enrollment Requirements: A "C" or better in DIET 3150, 3155; ENGL 1007 or 1010 or 1011; concurrent enrollment in DIET 3230; open only to Dietetics majors.

Skill Code: W

Revised Catalog Copy

DIET 3231W. Writing for Community Nutrition Research (2 Credits)

Develops critical thinking skills through research and writing in community nutrition.

Enrollment Requirements: ENGL 1007 or 1010 or 1011; concurrent enrollment in NUSC 3230; open only to Dietetics majors and Allied Health Science majors.

Skill Code: W

2. PATH 2800 Medical Cell Biology (Add CA3, TOI6)

Current Catalog Copy

PATH 2800. Medical Cell Biology (3 Credits)

Foundations of cellular structures and molecular basis of disease, from essential components of eukaryotic cells to cellular responses to injury and disease.

Enrollment Requirements: BIOL 1107 or equivalent.

Revised Catalog Copy

PATH 2800. Medical Cell Biology (3 Credits)

Foundations of cellular structures and molecular basis of disease, from essential components of eukaryotic cells to cellular responses to injury and disease.

Enrollment Requirements: BIOL 1107 or equivalent.

Content Areas: CA3

Topics of Inquiry: TOI6

3. POLS 3606 (to 2606) How to Fix an Election: The Politics of Election Administration in the United States (Revise level; add CA2, TOI5)

Current Catalog Copy

POLS 3606. How to Fix an Election: The Politics of Election Administration in the United States (3 Credits)

An analysis of the politics of election administration. Topics include: the roles of state and local governments; the participation of candidates, political parties, and voters; convenience-voting options, new technologies, voter turnout, and voter errors; redistricting; voter suppression and voter fraud; and prospects for reform.

Enrollment Requirements: POLS 1602

Revised Catalog Copy

POLS 2606. How to Fix an Election: The Politics of Election Administration in the United States (3 Credits)

An analysis of the politics of election administration. Topics include: the roles of state and local governments; the participation of candidates, political parties, and voters; convenience-voting options, new technologies, voter turnout, and voter errors; redistricting; voter suppression and voter fraud; and prospects for reform.

Enrollment Requirements: POLS 1602

Content Areas: CA2

Topics of Inquiry: TOI5

4. POLS 3610W (to 2615W) American Politics in Film (Revise level and prereqs; add TOI5; already approved for TOI1)

Current Catalog Copy

POLS 3610W. American Politics in Film (3 Credits)

An examination of films that describe the development of American political institutions, norms, and values; that portray the processes exhibited in contemporary political institutions or the behaviors that characterize modern-day politicians; or that interpret recurring clashes in American politics. CA 2.

Enrollment Requirement: POLS 1602, and ENGL 1007 or 1010 or 1011.

Content Areas: CA2

Topics of Inquiry: TOI1

Revised Catalog Copy

POLS 2615W. American Politics in Film (3 Credits)

An examination of films that describe the development of American political institutions, norms, and values; that portray the processes exhibited in contemporary political institutions or the behaviors that characterize modern-day politicians; or that interpret recurring clashes in American politics.

Enrollment Requirement: POLS 1602, and ENGL 1007 or 1010 or 1011.

Content Areas: CA2

Topics of Inquiry: TOI1, TOI5

5. STAT 2215Q Introduction to Statistics II (Revise prereqs)

Current Catalog Copy

STAT 2215Q. Introduction to Statistics II (3 Credits)

Analysis of variance, multiple regression, chi-square tests, and non-parametric procedures.

Enrollment Requirements: STAT 1000Q or STAT 1100Q. May not be taken out of sequence after passing STAT 3115Q, STAT 3215Q, or STAT 3515Q.

Skill Codes: Q

Revised Catalog Copy

STAT 2215Q. Introduction to Statistics II (3 Credits)

Analysis of variance, multiple regression, chi-square tests, and non-parametric procedures.

Enrollment Requirements: STAT 1000Q or STAT 1100Q.

Skill Codes: Q

Respectfully Submitted by the 25-26 Senate Curricula and Courses Committee: Diego Valente (Chair), Pam Bedore (Ex-officio), Kristin Bott, Sally Chamberland (Ex-Officio), John Chandy, John Cooley, Amanda Crawford, Sarah Croucher (Ex-officio), Marc Hatfield, Jamie Kleinman, Edward Junhao Lim, Alvaro Lozano-Robledo, Matt McKenzie, Dan Mercier, Natalie Munro, Julian Norato, Gustavo Nanclares, David Ouimette, Andrea Perez-Meneses, Theodore Ramussen, Lauren Schlesselman (CETL substitute), Laura Wagner (USG), Terra Zuidema (Registrar alternate)

From the 3/24/26 meeting.

Nominating Committee Report:
University Senate Standing Committee Rosters, AY 2025-2026
April 6, 2026

*All members marked with * are 2026-2027 Senators*

Curricula & Courses Committee

***Diego Valente, CLAS, Chair**

*Kristin Bott, Nursing

*John Cooley, CLAS (Hartford)

*Amanda Crawford, CLAS

*Kelly Dennis, SFA

*Jamie Kleinman, CLAS (Avery Point) (Ex-Officio)

*Alvaro Lozano-Robledo, CLAS

*Dan Mercier, Academic Affairs (Avery Point)

*Natalie Munro, CLAS

*Theodore Rasmussen, Pharmacy

*Ranjan Srivastava, Engineering

*Abhinav Upadhyay, CAHNR

Pamela Bedore, CLAS C&C Chair, (Ex-Officio)

Sarah Croucher, Office of the Provost (Ex-Officio)

Edward Lim, UConn Library

Sally Chamberland, CETL

Matt McKenzie, CLAS (Avery Point)

Jordan Ochs, First Year Experience Program

Marc Hatfield, Registrar's Office

Terra Zuidema, Registrar's Office alternate

Enrollment Committee

***Jamie Caruso, Co-Chair, Academic Affairs (Waterbury Campus)**

***Gustavo Nanclares, Co-Chair CLAS**

- *Miranda Davis, CLAS
- *Alison Paul, SFA
- *Carl Rivers, Registrar's Office
- *Xiaojing Wang, CLAS
- *Alina Lerman, Business
- *Preston Green, Neag
- *Jennifer Morenus, Puerto Rican Cultural Center

Nathan Fuerst, Student Life & Enrollment (Ex-Officio)

Vern Granger, Office of Undergraduate Admissions

Mansour Ndiaye, CLAS Academic Services

David Ouimette, First Year Experience Programs and Learning Communities

Lisa Pane, The Graduate School

Faculty Standards Committee

***Anastasios Tzingounis, CLAS, Chair**

- *Oksan Bayulgen, CLAS
- *David Bergman, Business
- *Andrew Bush, CLAS
- *Scott Campbell, CLAS
- *Eileen Condon, Nursing
- *Joseph Crivello, CLAS
- *Kimberly Cuevas, CLAS (Waterbury)
- *Horea Ilies, Engineering
- *Sachin Pandya, Law
- *Priya Shah, CLAS (Hartford)

Amy Gorin, Office of the Provost (Ex-Officio)

John Richardson, Fine Arts

Martina Rosenberg, CETL, Faculty Development

DEIJA Committee

***Marie Coppola, Co-Chair, CLAS**

***Karen Skudlarek, Co-Chair Campus Tech Services**

- *Arthur Galinat, International Student & Scholar Services

- *Beth Ginsberg, CLAS (Stamford Campus)
- *Micah Heumann, EP/Honors
- *Douglas Kaufman, Neag School of Education
- *Amy McKeon, CAHNR Professional Staff
- *Eleanor Ouimet, CLAS
- *Jocelyn Steinke, CLAS
- *Eduardo Urios-Aparisi, CLAS
- *Timothy Vadas, College of Engineering
- *Cindy Zhang, CLAS

Kimberly Curry, The Graduate School
 Jeffrey Hines, OICR (Ex-Officio)
 Angela Rola, Asian American Cultural Center
 Audrey Silva, Center for Students with Disabilities

Multi-Campus Committee

- *Michael Finiguerra, Co-Chair, CLAS (Avery Point)**
- *Mike Ormsby, Co-Chair, One Stop Student Services
- *Penny Vlahos, CLAS (Avery Point)
- *Lori Gresham, CLAS (Stamford)
- *Evan Rawley, Business, (Stamford)
- *Eddie Papazoni, Business Undergrad Programs (Hartford)

Liza Boritz, Director of Planning, Assessment and Evaluation, Student Life & Enrollment
 Amy Gorin, Provost's Office (Ex-Officio)
 Morty Ortega, CAHNR
 Mark Overmyer-Velazquez, Campus Dean (Hartford)
 Peter Tribuzio, Director, Student Services (Waterbury)

Scholastic Standards Committee

- *Lindsay Cummings, Co-Chair, SFA**
- *Elaine Choung Hee Lee, Co-Chair CAHNR**
- *Nathan Alder, CLAS
- *Karen Bresciano, The Graduate School
- *Erin Ciarimboli, Office of Undergraduate Advising

- *Deirdre Cooper Owens, CLAS
- *Martha Cutter, CLAS, English
- *David Embrick, CLAS (Hartford)
- *Carrie Fernandes, Office of Financial Aid
- *Ali Gokirmak, Engineering
- *Rawan Shilleh, ISS (Stamford)
- *Jennifer Terni, CLAS (*Fall 2026 Sabbatical*)

Maureen Armstrong, Dean of Students Office
 Sarah Croucher, Provost's Office, Academic Affairs (Ex-Officio)
 Jennifer Lease Butts, Honors and Enrichment Program
 Brian Rockwood, Registrar's Office
 Lauren Schlesselman, CETL, Academic Program Assessment and Learning Initiatives
 Christine Wenzel, Center for Students with Disabilities
 Lawrence Walsh, Office of Undergraduate Admissions

Student Welfare Committee

- ***Leo Lachut, ISS, Co-Chair, Academic Achievement Center**
- ***Jennifer Tibbetts, Co-Chair, One Stop Student Services**
- *Valarie Artigas, Nursing
- *Isaac Barber, Student Union & Event Services
- *Alexis Boylan, SFA
- *Kimberly Duby, Dean of Students Office
- *Stephanie Milan, CLAS
- *Sarira Motaref, Engineering
- *Nathanael Okpych, Social Work (Hartford)
- *Megan Petsa, The Graduate School
- *Tracy Rittenhouse, CAHNR

Bryanna Anderson, Center for Students with Disabilities
 Cynthia Costanzo, Interim Vice President for Student Life
 Alisa Geller, Assistant Director, Residential Life
 Suzanne Peters, Financial Aid
 Tarrayl Starke, Vice Provost for Student Success (Ex-Officio)
 Peter Tribuzio, Student Services, Hartford Campus

University Budget Committee

***Michael Morrell, Co-Chair, CLAS, Political Science**

***Laurent Michel, Co-Chair, College of Engineering**

*Ali Bazzi, College of Engineering

*John Chandy, Engineering, Engineering

*Eleni Coundouriotis, CLAS

*Timothy Folta, Business

*Amy Harder, CAHNR

*Oskar Harmon, CLAS (Stamford)

*Bryan Huey, Engineering

*Anne Langley, UConn Library

*Paulo Verardi, CAHNR

*Adam Zweifach, CLAS

Jessica Chrabaszcz, Executive Associate Athletic Director for Competitive Excellence,
UConn Athletics

Elena Dormidontova, CLAS

Steve Marchillo, SSW, Director of Finance

Dave Weber, School of Business

Michael White, Dining Services

Reka Wrynn, Interim Vice President for Finance (Ex-Officio)

University Planning Committee

Co-Chair not yet finalized

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

*Amvrossios Bagtzoglou, Engineering

*Thomas Bontly, CLAS

*Christian Brueckner, CLAS

*Sandy Grande, CLAS

*Ashley Helton, CAHNR

*Andy Kelly, Facilities

*Jennifer Schaefer, University Libraries

*Del Siegle, Neag School of Education

*Penny Vlahos, CLAS (Avery Point)

*Andrew Wiemer, Pharmacy

Maria Groza, UPDC

Dan Schwartz, Office of the Provost (Ex-Officio)

Julie Schwager, OVPR



ACADEMIC AFFAIRS

Unit Highlights, Progress, and Priorities

April 2026

Prepared for: *University Senate*

Prepared by: *Office of the Provost and Executive Vice President for Academic Affairs
(compiled from unit submissions)*

This report provides a summary of activities, progress, and priorities for units within the Division of Academic Affairs. These units support the university's academic mission through student success initiatives, academic programming and operations, teaching and learning support, and institutional effectiveness.

This report does not include the work of the schools and colleges, regional campuses, university-wide centers and institutes, the research enterprise, or the administrative work of the Provost's Office itself. These areas are central to the academic mission of the university and are represented through other reports throughout the year.

The work described here contributes to the priorities of *Envisioning 2034*, with a focus on academic excellence, student outcomes, and a coordinated approach to academic programs and services.

Academic Affairs Business Services

Unit Leader: Amanda Pleasent

Academic Affairs & Operations Update | 2025

The Academic Affairs Business Services team oversees the financial, administration, and human resources functions for specific units reporting directly to the Office of the Provost that do not have dedicated fiscal or administrative staff.

Key Highlights

Over the past 18 months, Academic Affairs Business Services was created to provide a hub of business support to a broad group of academic support units including CETL, OECF, SASP, i3, the Office of Clinical Placement Coordination, Summer and Winter Programs, the Institute of Student Success, the Office of the Provost, Undergraduate Advising, Institutional Research, Outreach & Engagement, the University Senate, NAGPRA, the Registrar, and the Werth Institute.

The team continues to serve as a trusted resource on university systems and policies, helping units navigate business processes and identify effective solutions. A strong emphasis remains on providing tailored, unit-specific support while maintaining consistent guidance and standards. In the past three months, particular focus has been placed on onboarding and supporting the Institute of Student Success and developing a deeper understanding of its business needs.

Progress or Connections to [Envisioning 2034](#) Priorities

Academic Affairs Business Services advances Continuous Improvement and Enterprise Effectiveness by promoting a data-informed, outcomes-focused approach to financial and operational practices. Through strengthened budgeting, forecasting, and standardized business processes, the unit helps ensure resources are used effectively while reducing administrative burden.

By centralizing business support and providing consistent guidance, supported units can focus more fully on their various contributions to the Envisioning 2034 priorities, including efforts related to advancing student success, strengthening institutional rankings, and supporting philanthropic efforts.

Looking Ahead

Efforts will focus on further improving efficiency and consistency in business processes, while supporting each unit's unique needs. The team will work proactively with units to support strategic planning, identify solutions, and ensure alignment of resources with institutional priorities.

Center for Excellence in Teaching & Learning (CETL)

Unit Leader: Dr. Gwen Tarbox

Academic Affairs & Operations Update | 2025

The Center for Excellence in Teaching and Learning (CETL) exists to support UConn faculty and teaching assistants in becoming more effective teachers, to promote equity-minded and inclusive practices that improve learning outcomes for every UConn student, to advance teaching and learning excellence through dissemination of technological pedagogical content knowledge, to collaborate with academic departments and faculty to ensure that UConn students have access to the courses they need and want during Summer and Winter term, to provide Connecticut high school students with an opportunity to earn credit for UConn courses through dual and concurrent enrollment, and to support the development of new and innovative academic programs that extend UConn's academic strengths to new learner audiences.

Key Highlights

- UConn's Center for Excellence in Teaching and Learning supports educational excellence across the university, with an impact on thousands of faculty members, staff, and students annually. While impact should be measured in a variety of ways, attendance at workshops and events is an important indicator of CETL's engagement with its constitutions.
 - In FY 25, UConn's CETL recorded 6,950 individual sign-ups through the FINs system for CETL workshops and events across the various areas, with an average attendance rate of 33%, for a total of 2,294 attendees.
 - Midway through FY26, there have been 3,330 individual sign-ups through FINs, with an average attendance rate of 42%, for a total of 1,400 attendees.
- CETL encourages measurable improvements in teaching quality through strategic educator development and through innovative practices. Notable achievements include:
 - Developing an Early Career Faculty Certificate program that served 60 new faculty members hired from August 2020-August 2025
 - Offering Mid-Career Faculty support via a goal setting workshop that saw over 50 attendees

- Encouraging graduate student participation in the Graduate Certificate in College Instruction in collaboration with the Graduate School and the Neag School of Education
- Piloting Learning Assistant programs at the Stamford and Storrs campuses that enhance student success in large courses, expanding neuroinclusive teaching practices
- Leading efforts to define institutional learning objectives for graduate programs and to develop program learning objectives for all undergraduate and graduate programs, making them available within the University catalog to promote transparency and consistency
- Increasing alignment of course objectives and assessments to program objectives to increase standardization across course 29 courses through the grant-funded, multi-campus UASCEND professional development curriculum
- Positioning UConn to succeed when it comes to understanding AI-integrated pedagogy via an innovation grant program, guest speakers on intelligent agents, and hands on workshops.
- CETL's work with the Common Curriculum initiative, Quality Matters implementation, and the UASCEND faculty development program builds assessment literacy and evidence-based teaching practices across the institution.
- Through partnerships with units ranging from regional campuses to Schwarzman College, CETL enhances UConn's reputation while fostering a sustainable culture of continuous improvement in teaching and learning.
- CETL-EdTech, in collaboration with ITS, completed the transition of the university's LMS from Blackboard's outdated "Original Course View" to the new "Ultra Course View." This involved hundreds of hours of training sessions and individual consultations with faculty, staff, and teaching assistants to convert all academic courses.

Progress or Connections to Envisioning 2034 Priorities

Student Success Journey

- Priority Action: Strengthen learning through investing in excellent teaching, experiential learning, academic support systems, and high-quality mentorship to enhance student performance through their programs of study.

CETL handles approximately 750 educational technology support requests monthly, designs over 60 online courses per year that meet rigorous quality standards, facilitates hundreds of faculty development workshops and consultations, produces high-quality instructional media, and guides dozens of academic programs through assessment cycles that ensure accreditation compliance.

This work directly supports institutional priorities by expanding flexible learning pathways for students, generating revenue through online programming, and maintaining the technological and pedagogical infrastructure essential for effective teaching across all campuses. The move to Blackboard Ultra-Course View was handled with care and is now complete, and UConn has continued to seek out the most up-to-date information on the incorporation of AI into the Blackboard learning management system.

Looking Ahead

Faculty Development

- Working with its partners in Human Resources, Information Technology, the University Library, the Graduate School, and the Office of the Vice President for Research, CETL is developing an in-person New Faculty Orientation for Fall 2026 that will link up to the next iterations of the Early Career Faculty Certificate program.
- Twelve tenure track UConn assistant professors will participate in the NCFDD Faculty Success Program in Summer 2026 and will present workshops and panels based on their professional development insights in Fall 2026.
- This May, CETL will hold the Assessment and Learning Exchange (ALE) in which the university community can participate in over 30 unique offerings focused on elements of teaching and learning.
- From May 18-22, 2026, CETL will sponsor the Summer Institute for Scientific Teaching, where 30+ faculty members will collaborate to develop active learning exercises for use in STEM classrooms.

ECampus/Instructional Design & Development

- ECampus is piloting the Quality Matters review process to increase best practices and the design of high-quality instruction across all online courses, not just those designed with eCampus.
- CETL is supporting new Common Curriculum courses through eCampus-led course design workshops and systematic DIY consultative follow up sessions.

Office of Academic Program Assessment (OAPA)

- The Office of Academic Program Assessment is collaborating with the Graduate School to implement student learning assessment activities
- The Office of Academic Program Assessment is supporting the Provost Office's efforts in defining curriculum governance through collaboration with school and college curriculum committees.

Media & Production

- CETL is partnering with faculty who are exemplars in certain teaching methods and situations (Active Learning, Teaching Large Classes etc.) Media Production will create videos highlighting their techniques and best practices to be added as a resources online.

- CETL's Media Production team is capturing photos and producing videos highlighting the CETL staff at work to increase visibility of CETL and the scope of support being offered to the university community.

Educational Technologies

- EdTech is developing new resources and guidance on recently released features of Blackboard/HuskyCT. These include integrated AI tools, as well as analytics related to student course access, usage, and outcomes.
- Development of a comprehensive list of licensed software and platforms available to faculty, staff, and teaching assistants for use as part of teaching. EdTech will maintain an up-to-date online resource listing each platform's purpose, features, adoption level, and availability of support.

Honors Program

Unit Leader: Jennifer Lease Butts

Academic Affairs & Operations Update | 2025

Key Highlights

- Honors Enrollment Growth
 - In 2025, Honors enrollment across all campuses reached the largest number in program history – 2409 students.
 - In Fall 2025, 161 students were enrolled in Honors at regional campuses, a 140% increase since Honors first-year admissions began at Stamford in 2019.
 - In 2025, Honors applications from rising sophomores increased 70% from the previous year.
 - In 2026, 85% of the total rising sophomore applications received last year have already been submitted during the early application window with the summer application period still approaching.
- Regional Campus Expansions
 - In 2025 we established Honors admission for first-year students at the Waterbury campus through partnerships with the Office of Undergraduate Admissions and UConn Waterbury leadership. This allows first-year admission to be in place for the 2026-2027 academic year.
 - Honors course offerings on each regional campus have increased, including signature Honors Core courses that align with each campus.
 - As an example - the Honors Core Course, AAAS 2020 Intro to Critical Muslim Studies, has been added at UConn Hartford, which aligns with UConn Hartford's AANAPISI federal designation.
 - Staffing has increased at regional campuses for Honors and Enrichment from 1 staff member (2023) to 4 staff members (2026). Two of these increases are a result of a shared-staffing model between Honors/EP and the regional campus.
- Increased Fundraising Efforts for Honors and Enrichment Programs
 - Partnered with the UConn Foundation to increase interactions and meetings with Honors alumni and promoting the move to an Honors College, which is a goal of the "Because of UConn" campaign.
 - Received a gift of \$2.5 million to name and support an existing undergraduate research program (full announcement pending)
 - Increased staffing and work around UConn Gives led to increases in fundraising during this event.

- Honors Retention and Graduation
 - Honors graduation rates continue to be above 400 each year. Honors graduated 420 students as Honors Scholars, University Honors Laureates, and University Scholars in 2025, the second highest number of graduates in the history of the program.
 - Honors retention and graduation rates for each year continue to be above the retention and graduate rates for all UConn students. In addition the Honors four-year and six-year graduation rates are approximately 10% higher than the four-year and six-year graduation rates for all UConn students.
- Honors Housing
 - Demand for upper-division Honors housing at Storrs has increased steadily, even as the overall proportion of third- and fourth-year students receiving campus housing has decreased.
 - For the 2025-2026 academic year, Buckley/Shippee shifted from a first-year community of Honors and non-Honors students to a first- and second-year community of Honors students.

Progress or Connections to [Envisioning 2034](#) Priorities

- Student Success Journey
 - All first-year Honors students, regardless of campus, enroll in a section of the Honors First Year Seminar to prepare them for holistic success in UConn, in Honors, and beyond.
 - Student facilitators for the Honors First Year Seminars complete a 6-credit Honors course sequence to prepare and support them to deliver fully half of the course content. This intensive peer mentorship experience, which develops students' leadership, communication, collaboration, and planning skills, is now popular enough that we could not meet demand for space in the spring 2026 cohort. There has also been a commensurate increase in applications from past facilitators to assist with the spring training course.
 - Both Honors graduation awards feature high-quality curricular and co-curricular learning opportunities that foster creativity and leadership. In Fall 2024, the Leadership Experience component of University Honors Laureate was redesigned to improve equity and access. The number of Leadership Reflection submissions submitted annually has increased by approximately 33% since that change.
 - Student employment is a high-impact practice and a critical part of student success for all Honors students. Honors student employees, including the Honors GPS Team (peer advisors), Student DEIJ Specialists, and Student Administrative and Communications staff, play a central role in supporting peer advising, student engagement, and program communication. The Honors GPS team provides accessible, peer-led advising that helps students navigate co-curricular requirements and engage more deeply with the Honors experience. Student DEIJ Specialists contribute to program development, ensuring student perspectives shape inclusive practices. Student administrative and

- communications staff help translate Honors opportunities into clear, student-facing messaging, improving access and awareness
- Reorganization of Honors Orientation and advising preparation materials: redesign of the Honors Orientation website and pre-advising resources to provide clearer, more accessible guidance for incoming students, with the goal of helping them navigate their transition to UConn and engage early with Honors opportunities.
- Wellness of People and Planet
 - Honors launched the [Stay Whelmed website](#): centralized space providing students with resources and tools to reflect on and connect their academic, co-curricular, and personal experiences. Designed to support sustained engagement for students of all years at all campuses from entry through completion and will be integrated across advising, Orientation, and programming.
- Seven World-Class Campuses, One Flagship University
 - Increased enrollment, course offerings, and staffing at the regional campuses provides evidence of a focus on “one UConn” for students interested in graduating with Honors.
- Husky Pride and Resilience
 - Increased communication efforts on social media during UConn Gives 2025, which resulted in doubling the funds raised for Honors during this event.
 - For UConn Gives 2026, conducting a new campaign encouraging current students to donate small amounts in support of Honors student activities. In addition to creating a new source of activity funding, hoping to establish a culture of giving that will extend beyond graduation.
- A Stronger, More Inclusive University
 - A new online “Honors Community” assignment is now required of all 585 first-year Honors students enrolled in 33 sections of the Honors First Year Seminar across 3 campuses. Created by the Honors DEI Student Specialists, it includes videos and reflective prompts on the importance of inclusion and belonging to the Honors community and concrete communication techniques for working through difficult topics.
 - Honors DEIJ Committee initiatives are continuing to focus on support for campus changing Honors students, outreach to CT Community College transfer students who are eligible to apply to Honors, and a focus on best practices for infusing DEIJ into the Honors curriculum.
 - Refactored learning objectives for the Honors First-Year Seminar course include “students will be able to take concrete steps to stay whelmed by ... supporting one another as part of an inclusive Honors community.” The Honors Community assignment described above is a direct response to this objective.
 - In response to the Honors 2023 program review, increased efforts to create a “sense of place” for Honors students, including commuters. Partnering with UConn Dining Services to share use of the space formerly occupied by the Buckley Dining Hall; it will serve as an Honors Lounge when not being used for events.

Looking Ahead

- Curriculum changes for Honors Conversions
 - Plans include modifying the Honors Conversion process to increase focus on student learning and decrease administrative hurdles.
- Managing enrollment growth and the BTI Initiative
 - The Honors and Enrichment budget has been cut by 9.5% since 2020. This does not include the scheduled cut for this academic year. In addition, our organization has reduced headcount by four positions in order to absorb these cuts. Our staff members are stretched incredibly thin even as we continue to focus on providing the best honors education possible to our students.
 - As the BTI shadow year begins next academic year, Honors staff will work to ensure that our programs have the funding necessary to maintain current levels as well as to support enrollment growth.
- Honors Housing
 - The student demand for Honors Housing continues to increase due to the popularity of the Honors communities. The increased Honors enrollment also adds to this challenge.
 - For 2026-2027, a waitlist for Honors housing (among students who were approved for campus housing) was implemented. Approximately 145 students were never offered Honors housing, including all rising fourth-year Honors students who had requested the ability to remain in the community.
- Honors Orientation
 - Implementation of new registration systems (package distribution for 2026, Reg Opt pilot): proposed pre-enrollment and optimization models shift critical academic decision-making earlier in the process and outside of advising interactions. For Honors students, system limitations make it difficult to align pre-enrolled schedules with Honors coursework, increasing the likelihood of schedule changes at Orientation and reducing time for meaningful advising. These changes also introduce equity concerns related to student access to information, timing, and support.
 - Maintaining a student-centered Orientation experience: as registration processes become more complex, Honors is working to preserve Orientation as a space for individualized advising, goal setting, and connection, rather than focusing on schedule troubleshooting.

Individual & Interdisciplinary Studies Program

Unit Leader: Ken Cormier

Academic Affairs & Operations Update | 2025

Key Highlights

- Worked with regional campuses to determine individualized major themes that are feasible to complete at each campus.
- Produced “Indie Major” podcast, “Discipline Mix-Up” panel series, and “Individualized Major Discussion Series” to provide platforms for current students, alumni, and faculty to share ideas and tell their stories.
- Conducted outreach through IMJR Mentor Program, Enrichment Connections events at regional campuses, as well as presentations to ACES, Admissions, Athletics, CLAS Advising, and EGL to raise awareness of individualized and interdisciplinary study options for UConn undergraduates.
- Advised and instructed individualized majors in UNIV 2600 Gateway and UNIV 4600W Capstone courses, and fostered community through social events and mentor program events.

Progress or Connections to [Envisioning 2034](#) Priorities

Student Success Journey

- IISP Director and Program Advisor conducted over 500 advising meetings with students over the past 12 months. These meetings cover individualized curriculum design, progress toward graduation with an IMJR, research projects, interdisciplinary minor progress, University Scholar Program interest, pursuit of graduate study in the future, progress through Honor’s Scholar requirements, and more.
- Inaugural “Individualized Major Discussion Series” featured a panel of four current IMJRs in the area of Neuroscience. The presentations and Q&A discussion allowed students to reflect on their academic and career visions and to identify opportunities for others.
- Recent episode of “Indie Major” podcast features a member of the first graduating cohort of IMJRs in 1976. She discusses how her Individualized Major in “Movement Therapy” has informed her personal and professional journey for the past 50 years.
- Worked with *UConn Today* to feature Gabby DiSalvo, who created an individualized major in “Disability Studies in Media and Food Culture.” Gabby’s individualized curriculum goes hand in hand with the program she produces through UCTV: “Cooking on Wheels.”

Seven World-Class Campuses, One Flagship University

- Starting in Summer 2025, the IISP Director initiated data analysis comparing regional-campus course offerings with recent IMJR plans of study to assess feasibility of IMJR degree completion at each campus. Compiled and communicated “IMJR-at-Regional-Campuses” information to Associate Director for Regional Campuses for Enrichment Programs and conducted meetings with regional campus directors and advising staff to confirm feasibility of specific IMJR plans of study on each campus.
- IISP Director and Program Advisor conducted advising meetings with pre-individualized students on all campuses. The online UNIV 2600 Gateway course for applicants is available for students on all campuses.

Looking Ahead

- Continue to collaborate with Associate Director for Regional Campuses for Enrichment Programs on the coordination regional campus leaders to formalize the IMJR program as an option for regional students who plan to graduate on the regional campuses.
- Continue to produce “Discipline Mix-Up” series, “Individualized Major Discussion Series,” and “Indie Major” podcast in conjunction with WHUS and promote across UConn campuses and to the national Individualized Major Program network.
- Continue to develop and grow a diverse and vibrant IMJR community, including IMJR alumni, through podcast, website, social media, and in-person presentations and events.

Office of National Scholarships & Fellowships (ONSF)

Unit Leader: Vin Moscardelli

Academic Affairs & Operations Update | 2025

The mission of the Office of National Scholarships and Fellowships (ONSF) is to foster the intellectual and personal growth of students from all backgrounds who are applying for nationally competitive awards. By incorporating faculty, staff, and administrators into the recruitment, endorsement, and advising processes, the ONSF engages the entire university community in promoting the campus fellowships culture and celebrating the excellence of UConn students.

Key Highlights

- **Three** (3) UConn students earned 2026 [Goldwater Scholarships](#), the first time UConn has had multiple Goldwater recipients since 2021. The Goldwater Scholarship recognizes college sophomores and juniors who show exceptional promise of becoming this nation's next generation of research leaders in STEM fields. UConn's three recipients (of 454 nationwide):
 - **Daniel D'Souza** '28 (CLAS)
 - **Ashly Gasior** '27 (CLAS) of Seekonk, Mass.
 - **Mackenzie Robillard** '27 (CLAS) of Goshen
- [Record-breaking cohort of Gilman Scholars](#). The U.S. State Department's Gilman Scholarship program supports Pell-eligible undergraduates seeking to study abroad. An institution-record **Forty** (40) UConn students were selected in 2024-25 (2025-26 results pending).

Progress or Connections to [Envisioning 2034](#) Priorities

Student Success Journey: The [Office of National Scholarships and Fellowships](#) (ONSF) advises and mentors UConn students and alumni who are competing for prestigious, nationally-competitive scholarships and fellowships. ONSF supports students at all of UConn's campuses. ONSF's work is baked into the Envisioning 2034 priorities in the form of KPI #4, the *Five-Year Rolling Average Student Prestigious National and International Scholarships* (baseline = 33; 2034 target = 38).

Seven World-Class Campuses, One Flagship University: ONSF continues to expand its ongoing collaboration with Experiential Global Learning (EGL) and regional campus leadership to generate more awareness of national scholarship opportunities to students at regional campuses through targeted electronic outreach, in-person events, and 1:1 advising support. Primary among these efforts to promotion of the Gilman Scholarship. Interest in the Gilman has increased significantly in Storrs and at the regional campuses. Applications from Storrs-based students are up from 19 in 2021 to 94 in 2024-25; the numbers for regional campus students are 6 and 12 respectively.

Looking Ahead

A record 152 students applied for the Gilman Scholarship in 2025-26 (results pending). This is the fourth year in a row we have seen a record number of students apply for this nationally-competitive award.

Pre-Professional Advising

Unit Leader: Sarah Scheidel

Academic Affairs & Operations Update | 2025

Key Highlights

- In Fall 2025, our office created and launched asynchronous modules for both pre-health and pre-law students to complete as they begin/continue their journeys towards professional program applications post-graduation. This has allowed us to share important and helpful information to a large group with the intention of more effective tracking of those pursuing pre-medical, pre-dental, pre-PA, and pre-law pathways.
 - As of late March 2026—after less than two semesters of the modules being live—there are already **more than 3,200 users** across the two course sites. This does not include all alumni our office is available to.
- During the 2024-2025 academic year, the PPA staff had almost **1500 advising appointments** booked with them. (We will have 2025 – 2026 academic year numbers in August 2026.)
 - In addition, there were over **400 drop-in** meetings held during the 2024-2025 academic year.
 - Also, there were over **300 coaching sessions** held in 2024 (from February – August) for the 2025 cycle plus over **330 coaching sessions** held in 2025 for the 2026 cycle.
- PPA offers a comprehensive support system for those applying to medical or dental school, which includes a virtual “Cycle Application Orientation” workshop, the Health Professions Applicant Portfolio (HPAP), a 45-minute coaching session with one of our staff advisors, and collection of individual letters of recommendation (HPLP). This all leads to compilation and submission of a letter packet on an applicant’s behalf, to their respective health professional application portal.
 - Each cycle, our office works with over 300 unique applicants.
 - For the 2026 cycle, our office received **339 Health Professions Applicant Portfolios (HPAPs)**, reflecting a continued upward trend. This increased over 10% since last cycle and was about a 20% increase since the 2022 cycle. Our team conducted **334 coaching sessions** and submitted letter packets for **274 unique applicants**.
 - Since the 2022 cycle, these numbers represent significant growth:
 - **19.8% increase** in HPAPs received
 - **38.0% growth** in coaching sessions held
 - **30.3% rise** in Health Professions Letter Packets (HPLPs) submitted
 - **20.2% increase** in the number of unique applicants supported with packets
 - This steady growth underscores our commitment to holistically supporting aspiring health professionals and highlights the increasing demand for our services.
- Post-baccalaureate growth in apps, updates, and a new class
 - Our 2025 application numbers almost **doubled** last application cycle from 2024 (73 vs. 37 applicants).

- The 2026 [admissions timeline](#) was restructured slightly to add a priority deadline and a mid-cycle checkpoint for application review.
- **New** Two-Part (2-Credit) UNIV-4611/4612 Course designed exclusively for post-baccs:
 - Launched for the 2024 post-baccalaureate cohort, this course focuses on self-reflection to help students effectively articulate their stories and aspirations as they prepare for health professional program applications and future endeavors.
 - The course has fostered a strong sense of community within the cohort, creating meaningful connections and support networks.
- **New** 2-credit UNIV-4610 Course for Pre-Health students:
 - Our team successfully proposed making these courses into a combined 1-semester, 2-credit course expanding them to the general pre-health population, specifically targeting juniors and seniors gearing up for the application cycle. It was offered for the first time in Fall 2025.

Progress or Connections to [Envisioning 2034](#) Priorities

Pre-Professional Advising (PPA) advances the university's strategic plan by supporting holistic student success through individualized advising, skill-building, and intentional preparation for post-graduate pathways in health, law, and other professional fields. Our work emphasizes equitable access to high-impact opportunities, including experiential learning, research, and mentorship, ensuring that all students—regardless of background—can navigate competitive application processes. Through programming, courses, and partnerships, we help students articulate their competencies, align their academic and co-curricular experiences with career goals, and successfully transition into graduate and professional programs. In doing so, PPA contributes to workforce development and strengthens the pipeline of UConn graduates entering fields that serve the needs of Connecticut and beyond.

Pillars: Student Success Journey (Holistic Student Success), Seven Campuses / One Flagship

- **Actions Taken:**
 - In Fall 2025, the PPA team created and launched asynchronous modules for both pre-health and pre-law students to complete as they begin/continue their journeys towards professional program applications post-graduation. This has allowed us to not only connect earlier with students from all campuses, but to also share important and helpful information to a large group with the intention of more effective tracking of those pursuing pre-medical, pre-dental, pre-PA, and pre-law pathways.
- **Early Outcomes / Indicators:**
 - Increased student engagement in the modules and subsequently advising appointments or drop-ins.
 - More equitable access to PPA services regardless of campus location.
 - Stronger student preparedness for professional school applications (e.g., clearer timelines, more competitive experiences).
 - As of late March 2026—after less than two semesters of the modules being live—there are already more than 3,200 users across the two course sites. This does not include all alumni our office is available to.

Pillar: Student Success Journey (Holistic Student Success)

- **Actions Taken:**
 - Developed and launched a new 2-credit course, *UNIV 4610: Showcasing Your Competencies: Crafting Pre-Health Applications*, designed to support juniors and seniors preparing for the health professions application cycle.
 - Designed the curriculum to emphasize reflection, articulation of competencies, and alignment of students' experiences with professional school expectations.
- **Early Outcomes / Indicators:**
 - Strong initial enrollment and engagement in the inaugural Fall 2025 offering with increased interest for Fall 2026.
 - Students demonstrated increased ability to clearly articulate motivations, experiences, and competencies in application materials.

Pillar: Excellence in Research, Innovation, and Engagement

(Focus: connecting students to research and applied experiences)

- **Actions Taken:**
 - Promoted and advised on undergraduate research opportunities and integration of research into pre-health and pre-law pathways.
 - Collaborated with faculty and campus partners to connect students with research, clinical, and community-based experiences.
- **Early Outcomes / Indicators:**
 - Increased student participation in research and experiential learning aligned with career goals.
 - Greater alignment between students' academic experiences and professional competencies valued by graduate programs.

Looking Ahead

New Initiatives / Expansions:

- Expand scalable programming (e.g., asynchronous modules/resources) to support growing numbers of pre-health and pre-law students.
- Continue development and refinement of credit-bearing courses (e.g., UNIV 4610) to better prepare students for application cycles and potentially create an online version to make it accessible for regional campus students.
- Continue growing the Pre-Medical and Health Professions Post-Baccalaureate Program to increase revenue, while ensuring sustainability of the support needed/provided for the students enrolled.

Work Currently Underway:

- Continuing enhancement of advising infrastructure and resources to improve efficiency and consistency across the team.
- Developing additional tools and materials to support students through competitive application processes (e.g., application guides, timelines, competency frameworks). This includes adding "Application Prep" modules for the pre-law population to parallel those we've created for those in pre-health pathways.
- Expanding outreach and engagement efforts to ensure students are accessing PPA services earlier in their academic careers.

Anticipated Challenges / Opportunities:

- Continued growth in student enrollment and demand for advising, particularly for application support, without a proportional increase in staffing or resources.
- Continued connection with alumni, especially as email access ceases, and with the potential of SSO being changed, which could impact our ability to easily sustain communication and support for this population.
- Opportunity to leverage technology, peer advising, and scalable models to maintain quality while increasing capacity.

Office of Undergraduate Research

Unit Leader: Micah Heumann

Academic Affairs & Operations Update | 2025

Key Highlights

- **Frontiers in Undergraduate Research Exhibitions:** Developed and executed the first Frontiers in Undergraduate Research – Waterbury event on April 15, 2025, in collaboration with UConn Waterbury staff and faculty, in addition to the 4th annual Frontiers – Stamford and the 28th annual Frontiers at Storrs.
- **Research Apprenticeship Program:** Developed and implemented new program in collaboration with CETL, the Graduate School, CAPS, OVPR, and InCHIP, pairing graduate students with undergraduate research apprentices. Grew from 11 pairs in 2025 to 20 pairs in 2026 (+82%).
- **Caxide Scholars Program:** Created and launched a new program from a new endowment for second-year students, awarding funding to support student-designed and student-led projects in research, creative endeavors, community service, and entrepreneurship. Funded 6 scholars in both 2025 and 2026.
- **Health Research Program:** Secured a \$2.5 million endowment for HRP. Individual student applications grew from 140 in 2025 to 230 in 2026 (+64%).
- **Big East Research Symposium:** UConn won 1st prize in the overall team competition and 1st prize in the individual STEM category.

Progress or Connections to [Envisioning 2034](#) Priorities

The Office of Undergraduate Research (OUR) advances student scholarly development through a comprehensive portfolio of funding programs, mentored experiences, and community partnerships. Through 9 programs, 3 types of research award funding, and events including Frontiers, the Big East Research Symposium, and many workshops and presentations, OUR's work directly advances multiple pillars of UConn's [Envisioning 2034](#) strategic plan.

Academic Excellence & Research Distinction

- **Actions taken:** OUR supports this pillar through the Summer Undergraduate Research Fund (SURF), Caxide Scholars Program, Research Apprenticeship Program, Health Research Program, SHARE Virtual Summer Apprenticeships, Work-Study Research Assistant Program, and OUR Conference Presentation, Research Travel, and Supply Awards.
- **Outcomes – SURF:** 82 applications / 46 awards (56.1% funding rate) in 2024–25; 68 applications / 40 awards (58.8% funding rate) in 2025–26. Funding rates improved year-over-year, reflecting sustained student demand and strong faculty mentorship engagement.

- **Outcomes – SHARE Virtual Summer Apprenticeships:** Summer 2025: 481 applications from 283 unique students; 47 apprentices hired to work with 25 faculty mentors. The high application volume signals extraordinary student demand and OUR's expanding reach across the undergraduate population.
- **Outcomes – Conference Presentation Awards:** 43 applications, 43 awards in 2025–26 (100% funding rate, up from 37 awards on 40 applications in 2024–25). Research Travel Awards: 3 applications, 2 funded. Supply Awards: 21 applications, 19 funded (90%).

Student Success Journey

- **Actions taken:** The IDEA Grant and Change Grant (Co-op Legacy Fellowship) invest in student-initiated projects spanning research, creative work, entrepreneurship, and community engagement, directly strengthening experiential learning and high-quality mentorship. The Work-Study Research Assistant Program integrates financial accessibility with scholarly participation.
- **Outcomes – IDEA Grant:** Fall 2025 (Cohort 26): 10 applications, 6 funded. Spring 2026 (Cohort 27): 20 applications from 23 students (17 individual; 3 group applications representing 6 students), showing growth in collaborative scholarly work.
- **Outcomes – Change Grant:** 19 project applications from 27 students in 2025–26 (14 individual; 5 group). 13 projects funded in Fall 2025 covering 20 students total (9 individual projects; 4 group projects serving 11 students).
- **Outcomes – Work-Study Research Assistant Program:** Grew from 105 students hired in 2024–25 to 128 in 2025–26 (+22%), with 108 completing the full academic year or semester. Ensures financial need is not a barrier to research participation.

Diversity & Belonging

- **Actions taken:** The Health Research Program, BOLD Women's Leadership Network, SHARE, and Research Apprenticeship Program specifically target students from underrepresented backgrounds and support women in research leadership roles.
- **Outcomes – Health Research Program:** HRP applications surged 64% (140 to 230 students). A \$2.5 million endowment now ensures the program's long-term sustainability.
- **Outcomes – BOLD Women's Leadership Network:** Currently supporting 8 women per cohort in leadership development, providing mentorship, community, and scholarly development in women's leadership.
- **Outcomes – Research Apprenticeship Program:** Faculty–student pairs grew from 11 in 2025 to 20 in 2026 (+82%), nearly doubling the program's reach in its first full year of operation.

Looking Ahead

- **New initiatives & expansions:** The Research Apprenticeship Program is doubling the number of graduate and undergraduate student research pairs. OUR will continue to look for ways to increase SHARE and Health Research Program participation in response to sustained high demand.
- **Work currently underway:** Increasing student awareness of OUR programming and workshops, with a target of 10% growth in application and attendance numbers from 2024–25 to 2025–26. Engaging regional campuses to continue exploring matching funds and programs to grow undergraduate research participation. Continue to seek out alumni contributions to provide funding for OUR programs.
- **Anticipated opportunities:** Exploring changes in modality to support more presenters at Frontiers – Waterbury and Frontiers – Stamford as interest at regional campuses grows. The \$2.5M HRP endowment positions OUR to further scale health-focused research pathways.

Additional Notes

OUR's work also connects directly to three additional Envisioning 2034 themes: *Excellence in Research, Innovation, and Engagement* (translating and disseminating impactful research that contributes to philanthropy, innovation, and entrepreneurship); *Husky Pride and Resilience* (celebrating faculty, staff, and student contributions to teaching, research, and service); and *Student Success Journey* (strengthening learning through experiential opportunities, academic support systems, and high-quality mentorship).

Institutional Insights & Innovation (i3)

Unit Leader: Joel Salisbury

Academic Affairs & Operations Update | 2025

i3 operates as a small, agile digital enablement group embedded within academic and research contexts. The team currently supports dozens of active projects spanning student success, research advancement, fee-based program support, and operational efficiency initiatives.

Key Highlights

- Quick Stats
 - 30+ software projects receiving work in the past 12 months
 - 30+ grant project collaborations
 - 81 Aurora sites being built and/or maintained
 - 9 full-time employees (including 7 UConn alumni)
 - 18 undergraduate student employees
 - 3 graduate student employees
 - 4 faculty advisors
- Advanced research competitiveness and capacity through development of tools such as **Research Insights for Faculty (RIF)**, **Lincus V2**, **Honeycrisp Core Facility Management Software**, and collaborations on grant-funded digital products such as [Sourcery](#) (PI Tom Scheinfeldt), [WellSCAN](#) (PI Marlene Schwartz), and [ROSSA](#) (PI Peter Maye). **Currently associated with 30+ grant-funded projects.**
- Built decision-support and operational efficiency tools for academic leadership, including the **Provost's Commitment Tracker**, **Academic Space Utilization Tool**, **Faculty Workload Tool**, **AAUP Travel Funds Portal**, and **Academic Efficiency Dashboard**.
- Continued support of student success initiatives through work on the **Nexus Student Success Platform**, **Student Activities Dashboard**, and partnerships focused on student experience and wellbeing.

Progress or Connections to Envisioning 2034 Priorities

Note: i3 is now responsible for the maintenance and upkeep of the [Strategic Plan Website](#).

Student Success Journey

- **Accelerated learning opportunities** for working learners; student employees receive advanced experiential training and contribute to high-impact projects
- Facilitated **Life Design workshops** for units across the university, helping teams reframe student experience challenges and prototype interventions focused on engagement, persistence, and career readiness

- Continued support of student success initiatives through collaboration on the **Nexus Student Success Platform** and related risk-flagging and coordination efforts
- Developed the **Student Activities Dashboard** to improve visibility into co-curricular engagement and support more holistic understanding of student involvement
- Contributed to cross-unit efforts focused on wellbeing and student experience, aligning digital solutions with broader student success priorities

Excellence in Research, Innovation, and Engagement

- **Supported pre-award strategy** and development for numerous grant-funded projects, strengthening research competitiveness and long-term capacity
- Helped position UConn proposals as more competitive by **demonstrating institutional capacity** to design, build, and maintain custom digital properties and software
- Partnered with faculty and OVPR to design and implement research support tools such as **RIF, Lincus, Honeycrisp, and Grant Trails**
- Supported more than **30 grant-related engagements**, ranging from rapid prototypes to production-grade applications embedded within research workflows

Seven World-Class Campuses, One Flagship University

- Continued development and support of the **Nexus Student Success Platform**, now used across nearly all UConn campuses to coordinate advising, risk flagging, and student support workflows
- Developed centralized, institutionally owned platforms such as **Lincus, RIF, and Honeycrisp** that are designed for adoption across schools, colleges, and campuses while supporting local configuration and governance
- Built tools including the **Student Activities Dashboard** and **AAUP Faculty Travel Funds Portal** that aggregate data and workflows spanning multiple academic and administrative units

Husky Pride and Resilience

- Expanded internal capacity to design, build, and maintain digital tools, **reducing reliance on external vendors** and enabling rapid response to emerging institutional needs
- **Delivered flexible systems** that can evolve with changing priorities and operational demands
- Committed to **enriching the UConn community** through engagement opportunities, including involvement in cross-campus mentorship programs (Netwerx, Career Champions) and participation in community programming (HackUConn, Career Everywhere, FYP, Research Connections, Innovation Expo)

A Stronger, More Inclusive University

- **Designed accessible, user-centered applications** that follow university accessibility standards, improving usability for students, faculty, and staff across varied roles and technical skill levels
- **Built institutionally owned tools** that are available to multiple units regardless of size or resources, reducing barriers to participation in digital initiatives
- Partnered with a broad range of academic and administrative units, including smaller programs, to ensure **solutions reflect diverse operational needs**
- Developed platforms such as **Lincus** and **Student Activities Dashboard** that increase visibility of faculty expertise and student engagement across disciplines and communities
- Demonstrated & advocated for inclusive & holistic development practices for student employees, promoting **wellbeing and belonging** alongside human-centered professional and personal development efforts

Looking Ahead

- Expand the feature set of the **Nexus Student Success Platform** in collaboration with Student Success.
- Develop financial and operational dashboards to **support academic leadership in planning, budgeting, and resource allocation**
- Expand core platforms such as **Honeycrisp, RIF, and Nexus** to increase cross-unit reuse and institutional impact
- **Support upcoming grant-funded research initiatives** through design thinking, technical strategy and application development
- Continue replacing manual and spreadsheet-based workflows with **purpose-built institutional tools**
- Identify opportunities to improve operational efficiency and **solve emerging university challenges through targeted digital solutions**

Additional Notes

- Over the past year, i3 has partnered with **30+ faculty and administrative units**, delivering production-grade applications that replace manual workflows and fragmented tools
- i3-developed systems now support **multi-campus initiatives**, grant-funded research infrastructure, and decision-support tools used by academic leadership
- The unit emphasizes **institutionally owned software**, reducing long-term vendor dependency and enabling rapid iteration as university priorities evolve
- i3 complements central IT and communications by focusing on **custom applications, research infrastructure, and specialized operational tools** that fall outside traditional enterprise platforms

Institutional Research

Unit Leader: Lauren Jorgensen

Academic Affairs & Operations Update | 2025

Institutional Research (IR) supports UConn's mission as a top research university by delivering timely, authoritative data and analysis that enable informed planning, promote institutional effectiveness, and guide strategic decision making.

Key Highlights

Institutional Research (IR) began reporting to the Vice Provost for Academic Operations in the Provost's Office in January 2026.

Since then, IR has focused on Global Rankings (QS World University Rankings and Times Higher Ed,) completed reporting such as the National Science Foundation National Survey of Postdocs in Science and Engineering, AAUP Faculty Compensation Survey, federally mandated Integrated Postsecondary Education Data Systems (IPEDS) surveys, and NCAA mandated reporting. IR is beginning to compile the data for the US News Best Colleges survey due in the spring.

IR coordinated among eight departments to compile data for the new ACTS federal reporting mandate, which required us to compile and report admissions, financial aid, tuition, GPA, and degree completion data for all undergraduate and graduate degree programs, by campus, for the past seven years.

IR Staff worked with SLE and our external vendor to administer the annual Student Engagement in the Research University (SERU) survey to all undergraduate students across all campuses.

Our IR Analyst served on the NECHE self-study committee and helped to compile data and draft the response for Standard 4: Educational Effectiveness and the Success of All Students.

IR developed an annual Graduate Scorecard dashboard for the Dean of the Graduate School, and further development of graduate admissions dataset and dashboard for more robust reporting in the future.

IR supports the Provost's Office and units across campus with a variety of data requests for purposes such as decision-making, accreditation, program review, external surveys, Board presentations, Senate request, program improvement, and peer comparisons for university. One example is developing a robust multiple source dataset (US News, IPEDS, NSF HERD) for rankings comparisons.

Progress or Connections to Envisioning 2034 Priorities

IR supports the University's Strategic Plan by providing data to support the Key Performance Indicators. IR will be collaborating with the I3 team to keep the Strategic Plan website updated with the most

current data. By providing the KPI data, IR can support leadership in tracking the progress of the Plan as well as identify areas that need attention.

Looking Ahead

As we move forward, IR is looking forward to working with UITS to create a more robust, secure, and accessible data solution for the university. Our team has been engaged in developing the structure for data layers in Microsoft Fabric and plans to involve data stewards to enable better data governance. We also plan to collaborate with colleagues in the Office of the Registrar and CLAS Administration to develop guidance and procedures surrounding teaching load determination and input. We are excited to work closely with the Vice Provost for Academic Operations and colleagues in I3 on enhancements in communication of data to University Leadership.

In IR, we strive to enhance current datasets and processes to make reporting data more efficient and repeatable. We continually review definitions and business rules to strengthen data quality, reduce ambiguity, and support sustainable, well-documented reporting practices.

Office of Clinical Placement and Coordination

Unit Leader: Jean McCarthy

Academic Affairs & Operations Update | 2025

Key Highlights

- The Office of Clinical Placement Coordination manages clinical compliance and affiliation agreements for 25+ clinical/practicum placement programs across UConn, including programs representing seven schools and colleges.
- Recent OCPC Contracts highlights:
 - Successfully negotiated, reviewed, and executed a substantial volume of clinical affiliation agreements, amendments, and renewals to support student placements while maintaining continuity of agreements to prevent disruptions to clinical education. OCPC currently manages 1,322 active contracts with external clinical agencies, with another 65 in process.
 - Improved coordination with the Office of General Counsel (OGC) and clinical agencies, resulting in more efficient contract turnaround times and fewer delays impacting program operations while fostering positive relationships with external agencies.
 - Worked with OGC to revise University contract templates and to develop standardized language, reducing negotiation complexity and increasing consistency across agreements while maintaining compliance with University and clinical agency requirements.
- Recent OCPC Compliance highlights:
 - Supported ~2,900 students through the compliance process with an average of 95% student compliance for program deadlines and placement start dates, meaning that 95% of students successfully completed the compliance process on time.
 - With significant increases in program enrollments, the compliance caseload has grown by about 30%. The office is budgeted for an 1,850-student caseload, so we are operating significantly above targets with enrollments continuing to increase in many programs.
 - As part of the compliance oversight process, OCPC continues to audit internal protocols and workflows to ensure that all contractual obligations are met. The most recent audit of Fall 2025 agency-specific requirements reviewed a sample of the 6400+ individual requirements necessary for compliance and found a 92% compliance rate across programs. We continue to identify deficiencies in this area and provide additional training and support to programs where needed.
- The Contracts and Compliance teams work closely together to communicate and manage contractual requirements related to student compliance and to support the programs under the OCPC umbrella.

Progress or Connections to Envisioning 2034 Priorities

- OCPC's work ensures students are able to participate in the clinical/practicum experiences that are essential for degree completion, licensure, and career readiness. This work supports the University's commitment to providing students with meaningful, hands-on learning opportunities that enhance their academic and professional development while mitigating risk to the University.
- OCPC continues to revisit procedures and workflows to reduce administrative burden for program faculty/staff allowing them to focus more fully on teaching, mentorship, and student support. On the student side, we strive to ensure our communication, trainings, and instructions are effective, our processes streamlined, and that students have the best possibility for success.

Looking Ahead

- OCPC Contracts key priorities:
 - Continue refining workflows and exploring opportunities to reduce negotiation timelines while ensuring contracts meet evolving accreditation and programmatic needs.
 - Evaluate tools to improve contract lifecycle management, tracking, and reporting capabilities with increased focus on early identification and renewal of expiring agreements to avoid last-minute processing and potential disruptions.
- OCPC Compliance key priorities:
 - Evaluate alternatives to the current compliance tracking platform students use to submit their compliance documentation to ensure we have the industry-standard most accessible and user-friendly platform that meets the needs of students, programs, and the University.
 - Continue to provide ongoing training and support to program-level staff and clinical/practicum coordinators so that they can do their work most effectively and efficiently and focus on supporting their students.
- Currently, OCPC's biggest challenge is staffing. Both our Contracts and Compliance teams are already stretched thin and enrollments continue to increase across programs. The Contracts workload is particularly impacted by the proliferation of online programs and their accompanying higher volume of contracts with variable/evolving compliance expectations. The Compliance caseload is also directly impacted by higher student enrollments. At the same time, the individual attention students require to achieve compliance continues to increase (for example: A Class of 2023 cohort required an average of 6.3 communications per student to achieve compliance while the Class of 2024 cohort in the same program required an average of 12.8—and those numbers have not gone down).

Office of Outreach & Engagement

Unit Leader: Christopher Ciarcia

Academic Affairs & Operations Update | 2025

The Office of Outreach & Engagement creates and coordinates opportunities that connect UConn's knowledge, resources, and talent with communities across Connecticut and beyond. We are guided by the Carnegie Foundation's definition of community engagement as the collaboration between higher education institutions and their broader communities for the mutual creation and exchange of knowledge in a spirit of partnership and reciprocity.

Key Highlights

- **Enhanced PTR Guidance (July 2025):** Updated PTR guidance to include evaluation of community-engaged teaching, research, and service, aligned with the April 2025 Taskforce report. Developed a companion dossier guide to strengthen documentation, evaluation standards, and candidate support. ([See Academic Affairs Governance Document Library](#))
- **Expanded Programming in Community-Engaged Scholarship:** Delivered 15 workshops with 218 total attendances representing 175 unique participants.
- **Strengthened Infrastructure for Community Engaged Scholarship:** Expanded the Resource Hub with tools to support developing, assessing, and sustaining engaged work, including partnership, collaboration, and assessment resources. Added guidance on community partner compensation to advance ethical engagement. ([See Resource Hub](#))
- **Expansion of Service Learning Fellowship Program (2025–2026):** Supported 9 faculty across Hartford, Storrs, and Waterbury in developing service learning courses, with \$1,000 awards per fellow. Three fellows also secured Provost's Common Curriculum Grants, extending impact into general education.
- **Cross-Institutional Community-Engaged Teaching Conference:** Partnered with UConn Hartford and Trinity College to host a full-day conference with 66 participants, strengthening regional collaboration in engaged pedagogy.

Progress or Connections to Envisioning 2034 Priorities

Promoting Holistic Student Success

- **Actions Taken:** Administered programs such as the Krimerman Community Service Grant to support student-led engagement initiatives. In addition, supported faculty and staff in developing engaged teaching and research that enhance student learning.
- **Early Outcomes/Indicators of Progress:** Increased student participation in community-engaged learning, a high impact practice shown to improve student persistence, retention, and

overall success¹, was demonstrated by awarding Krimerman Community Service Grants to four students, enabling their direct involvement in community-based projects. Additional progress is evidenced by trainings on community engaged scholarship that supported the implementation of community engaged learning, reaching approximately 175 faculty and staff and strengthening their ability to incorporate this approach into their courses, thereby expanding student participation.

Expanding Research Impact

- **Actions Taken:** Provided tools, guidance, and programming to support community engaged research across disciplines.
- **Early Outcomes/Indicators of Progress:** Increased capacity for faculty and students to conduct research responsive to community needs and generate broader impact is evidenced by engaging approximately 175 faculty and staff in workshops, along with providing tools and guidance that supported the development of community engaged research projects across disciplines.

Powering a Thriving Connecticut

- **Actions Taken:** Recognized community engaged scholarship through the Provost's Awards for Excellence in Community Engaged Scholarship. Maintained community engaged scholars and programs [databases](#) to connect partners with UConn expertise and opportunities. Mapped UConn's community engagement footprint.
- **Early Outcomes/Indicators of Progress:** Recognition of 15 awardees in 2025 through the Provost's Awards has increased the visibility of community engaged scholarship. Additionally, the community engaged scholars and programs databases, featuring 123 scholars and 264 programs, have strengthened visibility of engagement activities and expanded external partners' access to UConn resources and expertise.

Looking Ahead

- **Strengthening PTR Integration:** Develop tools and resources to support incorporation of community engaged scholarship into PTR process.
- **Enhancing Data Infrastructure and Visibility:** Expand the [community engaged scholars and programs database](#) and refine UConn's [community engagement footprint map](#).
- **Ongoing Training and Capacity Building:** Continue to offer workshops and training to support faculty, staff, and students in developing high quality community engaged teaching, research, and service.
- **Terminology and Course Designation:** Continue the transition from "service learning" to "community engaged teaching and learning" and increase the number of [designated courses](#).

¹ Kuh, George D., Jillian Kinzie, John H. Schuh, and Elizabeth J. Whitt. *Student success in college: Creating conditions that matter*. John Wiley & Sons, 2011.

Additional Notes

- The Office of Outreach and Engagement is available to support faculty and departments in advancing community engaged scholarship. To schedule a consultation, please contact engagement@uconn.edu.

Office of Summer and Winter Programs

Unit Leader: Mick Pigott

Academic Affairs & Operations Update | 2025

Key Highlights

- **Non Degree/Visiting Student Growth:** Through targeted social media and email marketing campaigns, the OSW has strategically refocused its outreach efforts beyond Connecticut, successfully engaging prospective students from across the country. This initiative has resulted in a **6.7% growth in the visiting student population** over the past academic year — a meaningful diversification of UConn's summer and winter enrollment base that strengthens the University's national visibility and revenue sustainability.
- **Deeper Departmental Collaboration:** The OSW, in partnership with eCampus, has expanded and deepened its collaborative relationships with academic departments, moving beyond transactional scheduling toward creative, student-centered problem-solving. A notable example is the co-development of **online asynchronous Physics lab sections**, which have since seen overwhelming enrollment demand — demonstrating the power of flexible course design to meet modern student needs. Collaborative marketing and schedule-building efforts with the **Language and Philosophy departments** have similarly yielded positive enrollment outcomes, reflecting a more proactive and partnership-driven approach to summer and winter programming.
- **Strengthened Regional Campus Partnerships:** The OSW has made intentional investments in its relationships with UConn's **four regional campuses** over the past year. Through more deliberate schedule-building collaboration and the inclusion of regional campus stakeholders in marketing planning and execution, the OSW has worked to ensure that summer and winter opportunities are robust and equitably promoted across the entire UConn system — not just at the Storrs campus.

Progress or Connections to Envisioning 2034 Priorities

- The OSW's support for the expansion of online asynchronous course options — particularly the new Physics lab sections — directly advances the *Student Success Journey* priority to "**strengthen learning through investing in excellent teaching and experiential learning**" and to "**examine the relevance of interdisciplinary and online education... so that our offerings remain competitive nationally and internationally.**" By collaborating with eCampus and working with departments to create flexible, accessible course formats, the OSW lowers barriers to academic progress, enabling students to stay on track toward timely graduation. The strong enrollment response to these sections validates that this model meets a genuine student need. Collaborative efforts with other departments further reflect a commitment to enriching the breadth and quality of academic offerings during non-traditional sessions.

- The OSW's deepened engagement with UConn's four regional campuses is a direct embodiment of the "*Seven World-Class Campuses, One Flagship University*" area of focus which calls for the university to, among other things, "**deliver equitable undergraduate and graduate student support across campuses.**" By integrating regional campus partners into schedule-building and marketing efforts, the OSW is operationalizing this vision — ensuring that students at all campuses have access to high-quality summer and winter programming and that the UConn experience feels cohesive and equitable regardless of location.

Looking Ahead

- Using a variety of data sources to continue scaling successful visiting student outreach strategies, refining targeting based on campaign performance data to further grow this population and strengthen UConn's national footprint.
- Expand departmental collaboration models — building on the Physics lab and Language/Philosophy successes — to identify additional opportunities for innovative course delivery that meets student demand. Overall deliverable is to
 - Increase enrollment fill rates by 10%
 - Reduce cancellation rate by 5%
- Explore alternative funding streams that could thrive in the summer space, with particular emphasis on workforce development opportunities. Initial contact has already been made with a variety of state workforce contacts and ongoing conversations have begun.

Office of the Registrar

Unit Leader: Greg Bouquot

Academic Affairs & Operations Update | 2025

Key Highlights

The catalog website was transitioned to the Courseleaf CAT module to add clarity and better usability for individuals searching for course or program information. In addition to better navigation, the new layout will allow the Office of the Registrar to develop improved consistency in language and organization for course and degree requirements, thus helping active and prospective students make better informed decisions regarding their enrollment.

The implementation of the Common Curriculum provided the opportunity to overhaul several areas of the Academic Advisement Report including introducing a new landing page and information/key, inserting hyperlinks, and redesigning the course history section. The updates were done to meet accessibility standards and best practices that were not being delivered by Oracle. These changes have added clarity for both students and staff, reduce confusion about degree progress, and allow staff to navigate the reports in a timely manner.

Previous course planning and registration tools were not user friendly, including a schedule builder tool that provided inaccurate information for all Regional campus students and some Storrs students. After exhausting all solutions with the previous vendor, the decision was made to implement classes.uconn.edu to provide an accurate, user-friendly experience, and reduce barriers for students when searching for courses and building schedules for upcoming semesters.

Looking Ahead

Incoming Student Registration

The Registrar's office, in conjunction with ITS and the UConn advising community, is engaged in a project to revamp the registration process for newly admitted UConn students. The current process is administratively taxing for advising and is confusing for students. The revised process, which is still under development, is being designed with the goal of being more transparent to students while still setting students up for success in their first year at UConn.

Milestone-Micro-credential/Badges

UConn is currently investigating the possibility of offering badges to specific categories of students. The University has contracted with Blackboard, the same vendor as HuskyCT, to support a badging platform that students will use to apply for, earn, and display their badges. Over the upcoming year, UConn will be developing policies surrounding these badges to ensure a consistent approach across the institution.

Unit Update Report

Academic Success

Academic Achievement Center, Q Center, Writing Center

Unit Leader: Leo Lachut

Student Success Portfolio Unit Update | 2025

Academic Success units including the Academic Achievement Center, Q Center, and Writing Center provide an integrated, student-centered ecosystem of support that helps students build confidence, strengthen learning strategies, and navigate the academic and personal demands of college. Across Storrs and the regional campuses, these units emphasize holistic development supporting not only what students learn, but how they learn, persist, and see themselves as capable of success. Through academic coaching, mentoring, writing support, peer-assisted learning, and faculty collaboration, these efforts create meaningful connections that foster both achievement and belonging.

Key Highlights

- The Academic Achievement Center demonstrated broad and equitable reach across campuses in 2024–25, with more than 14,000 Nexus sign-ins and 5,601 unique students across Storrs, Hartford, and Waterbury Campuses, reflecting sustained student engagement in academic success initiatives.
- UConn Connects, the AAC’s holistic mentoring model to support academic success and help students return to good academic standing, enrolled 342 students at Storrs with a 91% retention rate, 111 students at Hartford with a 70% success rate, and 19 students at Waterbury with an 89% success rate.
- The Writing Center delivered 4,413 one-on-one peer sessions across the academic year, reaching more than 2,200 unique student writers. Expanded offerings, including in-person, synchronous, asynchronous, and AIMS sessions, enhanced access and reinforced writing as a core academic skill.
- The Q Center provided collaborative, course-connected academic support in mathematics, chemistry, physics, and statistics, emphasizing conceptual understanding, problem-solving, and peer learning. An expanded pre-semester training model brought 25 tutors together to strengthen consistency and student-centered practice.
- Academic Success units advanced innovation and cross-campus collaboration through initiatives such as pop-up coaching, AI-supported study tools, neuro-inclusive learning strategies, and shared programming like the Night Against Procrastination, reinforcing a coordinated approach to student success.

Progress or Connections to Envisioning 2034 Priorities

Academic Success aligns most directly with **Promoting Holistic Student Success** by advancing an

integrated, student-centered ecosystem that supports how students learn, persist, and develop as scholars. Through the Academic Achievement Center, Q Center, and Writing Center, alongside leadership in first-generation student success initiatives, the portfolio provides coordinated academic support that helps students navigate complexity, build confidence, and strengthen the skills needed for long-term success.

This work reflects a shift from transactional support to developmental engagement, connecting academic skill-building with mentoring, belonging, identity development, and access. Across Storrs and the regional campuses, Academic Success contributes to a more inclusive and connected student experience that expands opportunity and reinforces academic excellence.

- **Student Success Journey:** Academic Success plays a central role in helping students navigate the academic experience from entry through persistence and progression. Through academic coaching, mentoring, peer-assisted learning, writing support, and targeted outreach, the portfolio supports students at critical moments, particularly those navigating transition, academic difficulty, or institutional barriers. This work is closely aligned with first-generation student success efforts, including initiatives such as Success 360 and REBOUND, which provide proactive, relationship-based support for students early in their academic journey.
- **Seven World-Class Campuses, One Flagship University:** Academic Success extends a coordinated model of support across Storrs and the regional campuses, helping to create a more consistent and connected student experience. Integration across campuses strengthens access to coaching, writing, and course-connected support while reinforcing shared standards for quality and student-centered practice.
- **A Stronger, More Inclusive University:** The portfolio advances equity by reducing barriers to success and creating pathways for students to build confidence and academic agency. Academic Success plays a leadership role in first-generation student programming and support, contributing to initiatives that foster belonging, cultural wealth, and community. These efforts are complemented by accessible, high-impact academic support that meets the needs of a diverse student population.
- **Excellence in Research, Innovation, and Engagement:** Academic Success advances innovative teaching and learning support through evolving tutoring models, AI-supported study tools, neuro-inclusive practices, and strong collaboration with faculty and academic programs.
- **Wellness of People and Planet:** The work of Academic Success contributes to student well-being by reducing academic stress, increasing students' sense of efficacy, and connecting them to supportive peer and professional networks.

Looking Ahead

- Continue expanding and refining pop-up coaching, supplemental instruction, Learning Lab, and multi-modal tutoring and writing support to meet students where they are.

- Deepen the use of AI-supported study tools, neuro-inclusive learning strategies, and other evidence-based approaches that strengthen academic support delivery.
- Coordinate a more integrated academic support structure, particularly on regional campuses, characterized by consistent access to high-quality academic support, shared resources, integrated trainings, and comprehensive evaluation of impact.
- Continue supporting faculty development through writing instruction support, course-based collaboration, and stronger feedback loops around student learning needs.

Challenges/Opportunities

- Demand for academic support including coaching, peer learning, supplemental instruction, and writing support continues to outpace available staffing and capacity, particularly at the regional campuses.
- The Q Center is navigating administrative transition and staffing strain, including the loss of graduate assistant capacity in key disciplines.
- There is a strong opportunity to tell a more unified Academic Success story across these units by highlighting shared outcomes, coordinated strategy, and collective contribution to student persistence and learning.
- Continued growth in first-generation student initiatives and an increased focus on Pell student success presents an opportunity to further integrate academic support with identity-based and belonging-focused programming.

Additional Notes

- The Writing Center received a Provost's Award for Excellence in Community-Engaged Scholarship/Institutional Transformation, reflecting its long-standing impact beyond UConn through peer writing center development and community-engaged work.
- Writing Center staff scholarship also received national recognition, including an article nominated for the 2025 Outstanding Article Award by the International Writing Center Association.
- AAC staff and student leaders received notable campus recognition, including UConn Spirit Award for AAC Waterbury, Provost award at AAC Hartford and broader recognition of peer leaders across the first-year and academic support network.

Academic Center for Exploratory Students (ACES)

Unit Leader: Julie Lynch

Student Success Portfolio Unit Update | 2026

ACES supports students who are exploring majors, preparing for application-based programs, or navigating key academic transitions. Through individualized advising, major exploration, and coordinated referrals, the unit helps students make informed choices and move toward degree completion with clarity.

Key Highlights

- The unit delivered substantial direct support through 1,018 appointments and 1,541 drop-ins in Fall 2025, and 601 appointments (1/1/26 – 3/24/26) and 471 drop-ins in Spring 2026 (1/1/26 – 3/24/26).
- ACES continued to serve a meaningful number of non-ACES students, including 269 in fall and 100 in spring (1/1/26 – 3/24/26).
- The unit expanded major exploration through The Major Experience, by offering three Mini Major Expos during the spring semester.
- Posting ACES/TME events in the Family Portal and in the Family newsletters.
- ACES strengthened transition support through four sections of UNIV 1810, continuing the Academic Success Program for students on Academic Notice, a UNIV 1820 partnership with Engineering and offering registration workshops.

Progress or Connections to Envisioning 2034 Priorities

ACES aligns most directly with **Promoting Holistic Student Success** by helping students navigate exploration, transition, and academic decision-making at pivotal points in their undergraduate experience. Through individualized advising, major exploration, and coordinated referrals, the unit advances a student-centered support model that strengthens persistence, informed choice, and connection to opportunity across UConn.

Strategic Priorities Pillars

- **Student Success Journey:** ACES supports students as they explore majors, respond to academic difficulty, and move through key transition points such as entry, readmission, and internal transfer planning.
- **A Stronger, More Inclusive University:** The unit helps ensure that students who are still identifying their path, or who face barriers in moving toward competitive programs, receive individualized guidance and equitable access to support.
- **Seven World-Class Campuses, One Flagship University:** ACES contributes to a more connected student experience by helping students navigate university systems, pathways, and resources within a large and complex institution.
- **Husky Pride and Resilience:** By helping students recover from setbacks, clarify goals, and move forward with confidence, ACES supports student resilience and reinforces a culture of persistence.

- **Wellness of People and Planet:** The unit’s advising model supports student well-being by reducing uncertainty, helping students make realistic plans, and connecting them to resources that support their broader success.

Looking Ahead

- Create an “Exploration Week” in the fall semester during the Month of Discovery (October) with TME mentor panel, Business Parallel Planning Workshop, Mini Major Expos and alumni panel.
- Develop videos about parallel planning options to share with incoming international students.
- Continue collaboration with the Academic Achievement Center to support readmitted students and students supplementally dismissed to ACES.
- Continue to offer Registration workshops to prepare students for class enrollment prior to registration.

Challenges/Opportunities

- Competitive internal admissions in areas such as Business, Fine Arts, Engineering, and Nursing continue to create pressure for both students and advisors.
- Demand for individualized advising remains high, especially given the number of non-ACES students served.
- ACES has strong opportunity to expand its role in major exploration and transition support.

Additional Notes

- The Major Experience remains one of ACES’s strongest visibility and engagement tools, with especially high web traffic and broad use beyond ACES students.

Bachelor of General Studies (BGS)

Unit Leader: Jim Hill

Student Success Portfolio Unit Update | 2025

The Bachelor of General Studies provides a flexible degree-completion pathway for students returning to higher education, completing unfinished degrees, or seeking an alternative route to graduation. The program is an important access point for adult learners, former UConn students, transfers, and students needing a timely path to degree completion.

Key Highlights

- BGS advanced a major admissions redesign, with applicants beginning to apply through the Office of Undergraduate Admissions and Slate starting with the Spring 2026 cycle.
- Enrollment grew from 114 students in Fall 2024 to 134 students in July 2025, even after a large number of graduates completed the program.
- The program projected 125 graduates in 2024-25, up from 120 the year prior.
- External admissions showed positive momentum, including strong Spring 2025 matriculation and a promising Fall 2025 pipeline.
- BGS continued to serve as an important completion pathway for current UConn students, returning students, transfer students, and adult learners across campuses.
- Just over \$28,000 in Scholarship monies were granted to 8 students to assist with their degree completion efforts.
- Program transitioned to the College of Liberal Arts and Sciences for academic oversight.
- In December 2025, completed a successful search to replace a retired academic advisor.

Progress or Connections to Envisioning 2034 Priorities

BGS aligns most directly with **Promoting Holistic Student Success** by providing a flexible degree-completion pathway for students whose educational journeys do not follow a traditional model. Through individualized planning and a student-centered structure, the program expands access, supports re-engagement, and helps more students persist to graduation.

Strategic Priorities Pillars

- **Student Success Journey:** BGS supports students returning to college, completing unfinished degrees, or navigating complex academic pathways by providing a clear route to degree completion.
- **A Stronger, More Inclusive University:** The program broadens opportunity for adult learners, transfer students, former UConn students, and others whose lives or prior academic experiences require more flexible pathways.
- **Seven World-Class Campuses, One Flagship University:** BGS reflects UConn's commitment to serving students across campuses and life circumstances through a model that is adaptable, accessible, and connected to the broader university.

- **Husky Pride and Resilience:** By helping students return, persist, and finish what they started, BGS embodies resilience and reinforces UConn's role as a university where multiple pathways to success are valued.
- **Powering a Thriving Connecticut:** As a degree-completion pathway, BGS contributes to educational attainment and workforce development by helping more students complete a UConn degree and bring that value back to their communities and professions.

Looking Ahead

- Continue strategic planning for enrollment growth and the evolving needs of the BGS student population.
- Reestablish a faculty oversight committee to provide academic oversight and guidance.
- Leverage the new admissions model to improve recruitment, responsiveness, and onboarding.
- Strengthen the program's visibility, student support model, and long-term infrastructure.

Challenges/Opportunities

- Staffing remains a major constraint.
- Program growth will require more flexible course options, especially evening, weekend, online, and hybrid offerings. A study of past course use has been initiated through Budget, Planning and Institutional Research to assist in deciding which academic areas/courses to target.
- Recruitment, marketing, and website support still need significant improvement.
- BGS has a major long-term opportunity given the large number of Connecticut residents with some college but no degree.

Additional Notes

- The retirement of a long-time BGS advisor marked a major transition point for the program and underscored the need to rebuild staffing and preserve institutional knowledge.

Center for Access & Postsecondary Success

Unit Leader: Herman Shelton

Student Success Portfolio Unit Update | 2025

The Center for Access & Postsecondary Success (CAPS) advances educational opportunity for Connecticut students by supporting access, persistence, and postsecondary success across precollege, undergraduate, and graduate pathways. Through programs including CAPS College, SSS, PASS, RISE, ConnCAP, McNair, Upward Bound, and Travelers EDGE, the center provides holistic advising, bridge programming, mentoring, research exposure, and community-building support.

Key Highlights

- CAPS served 1,956 total participants across its programs (905 pre-college and 1,051 college students) in 2024-25.
- The CAPS College Program posted strong student success outcomes, including an 86% one-year retention rate across participants and a 93% one-year retention rate for first-generation, Pell-eligible, minority students participating in learning communities.
- Transition and enrichment programming continued to demonstrate impact, including a 99% matriculation rate for the Summer Bridge Program and a 95% graduation and/or retention rate for CAPS students who participated in study abroad.
- CAPS maintained broad reach across the UConn system, with 623 CAPS College Program students continuing at Storrs and 447 continuing at the regional campuses.
- The center advanced new cross-campus innovation through support for the launch of the Center for Academic Success and Engagement at UConn Stamford, where workshop, tutoring, and RISE programming expanded access to coordinated support.

Progress or Connections to Envisioning 2034 Priorities

CAPS aligns most directly with **Promoting Holistic Student Success** by expanding access, strengthening persistence, and supporting students through key transition points from precollege through undergraduate and graduate preparation. Through advising, bridge programs, mentoring, learning communities, and research and leadership opportunities, CAPS advances a student-centered support model that helps students thrive at UConn and beyond.

Strategic Priorities Pillars

- **Student Success Journey:** CAPS supports students across multiple stages of the student experience, including college access, transition to UConn, persistence, academic development, and preparation for graduate education.
- **A Stronger, More Inclusive University:** The center broadens opportunities for first-generation, low-income, and historically underserved students through high-touch support, community-building, and pathways designed to reduce barriers to success.
- **Seven World-Class Campuses, One Flagship University:** CAPS extends student success support across Storrs and the regional campuses, reflecting UConn's commitment to a connected and accessible student experience across the university.

- **Excellence in Research, Innovation, and Engagement:** Through programs such as McNair, research apprenticeships, and graduate school preparation, CAPS connects students to high-impact academic experiences that expand opportunity and long-term success.
- **Husky Pride and Resilience:** By helping students build confidence, community, and a stronger sense of belonging, CAPS reinforces resilience and supports students in navigating complex academic and personal transitions.
- **Powering a Thriving Connecticut:** CAPS contributes to the state's educational and workforce goals by expanding postsecondary access, persistence, and degree attainment for Connecticut students and communities.

Looking Ahead

- Create stronger tools and methods for assessing the effectiveness and outcomes of CAPS core services and programming.
- Increase the number of CAPS students involved in undergraduate research through deeper collaboration with schools, colleges, and research programs across UConn.
- Continue refining summer bridge, learning community, and advising models as student demand and cohort size grow.
- Build on recent cross-campus innovation, including the CASE model at Stamford and expanded support structures for regional campus students.
- CAPS will be launching a new CAPS Learning Community at UConn Avery Point for the 2025-26 academic year.
- CAPS is partnering with the Q-Center and CLAS to provide Summer Bridge Program participants majoring in STEM fields with guided, structured opportunities to work on improving their preparation and outcomes in pre-calculus, calculus, and chemistry, and ultimately increasing their persistence in their chosen major.

Challenges/Opportunities

- The loss of the Developing Hispanic-Serving Institutions (DHSI) grant in Waterbury will significantly impact the level of student support following the 2025-26 academic year.
- Federal uncertainty around TRIO funding has created concern and lowered morale, while also creating an opportunity for stronger advocacy and engagement with state and regional organizations.
- Physical office, meeting, programming, and storage space are becoming increasingly constrained as staffing and programming expand.
- Continued growth in summer cohorts and campus-change populations will likely require additional staffing, budget support, and infrastructure to sustain the current level of service.

Additional Notes

- CAPS continues to be supported by a significant external funding portfolio, including the TRIO Student Support Services grant, the PASS grant, Travelers EDGE funding, Synchrony funding, and HACU's Building Hispanic Talent Initiative Award.
- A new Student Support Services (SSS) grant was launched during the 2025-26 academic year at UConn Hartford, marking the first time UConn has been able to expand this support program to a Regional Campus.

- CAPS staff continue earning acknowledgement for demonstrating excellence in our approach to student support, with UConn-Hartford staff receiving awards for the last 2 consecutive spring semesters (Joanna Rivera-Davis, 2026 Outstanding Undergraduate Advisor Award; Kiara Ruesta, Spring 2025 David T. Ouimette Outstanding Mentor Award; Ramon Espinoza, 2025 Outstanding Undergraduate Professional Staff Advisor Award).
- CAPS graduates continue earning acknowledgement at incredible heights including UConn Student Support Services (SSS) alum, Frankie Cordero, the recipient of the Council for Opportunity in Education's National TRIO Achiever Award in 2025. Frankie earned a BFA in Puppetry from UConn in 2004.

Office of Early College Programs

Unit Leader: Chris Todd

Student Success Portfolio Unit Update | 2026

The Office of Early College Programs expands access to UConn learning opportunities for high school students through academic pathways that support college readiness, affordability, and early connection to the university. Through programs such as Early College Experience and Pre-College Summer, the office strengthens UConn's recruitment pipeline while broadening educational access across Connecticut and beyond.

Key Highlights

- UConn Early College Experience continued significant growth, serving 20,885 students, generating 36,813 enrollments, and supporting 119,588 credits attempted in 2025-26. 5-year program growth reflects a 50.15% in student growth and 54.45% in course enrollment growth.
- In 2025 UConn Pre-College Summer served 487 students across 31 courses, with participants representing 27 states and 37 countries. UConn Pre-College Summer 2026 is projected to serve 597 students at the Storrs campus and 60 students at the Hartford campus bringing in an estimated \$1.46 million in revenue.
- UConn Pre-College Summer regional campus expansion to Hartford is launching this summer 2026 with three courses (Nursing, Public Policy, and Social Work) highlighting the degree programs and special interests of the Hartford Campus.
- ECE continued to demonstrate strong student success and pipeline impact: 91% of students passed with a C or higher, approximately 40% received a fee waiver, and 30.6% of the Storrs Class of 2029 were ECE alumni.
- OECP continued to support innovation and access through a pilot dual-enrollment partnership with New London Public Schools, expanding program support of UConn's ANCHOR grant and collaborating with UConn Waterbury leadership to support the implementation of the HuskyPrep Academy under the DeLuca Grant initiative.
- OECP partnered with eCampus to develop graduate coursework to support instructor certification including CHEM 3563 and the forthcoming development of ME 2145 and will provide approximately \$50,000 in graduate scholarships for ECE instructor candidates, directly supporting enrollments in UConn summer session graduate coursework.

Progress or Connections to Envisioning 2034 Priorities

The Office of Early College Programs aligns most directly with **Promoting Holistic Student Success**, as well as advances **Powering a Thriving Connecticut** by expanding access to UConn coursework before matriculation, strengthening college readiness and transition, and extending the university's reach through statewide school and community partnerships.

Strategic Priorities Pillars

- **Student Success Journey:** OECP gives students an earlier entry point into college learning and helps them build academic momentum before they enroll at UConn. Through Early College Experience and Pre-College Summer, students gain exposure to college-level expectations, credits, and support structures that strengthen readiness and transition.
- **Seven World-Class Campuses, One Flagship University:** The unit extends UConn's reach beyond Storrs through statewide school partnerships, regional growth opportunities, and exploration of expanded programming on additional campuses. Its work reflects UConn's role as one university serving students across multiple locations and pathways.
- **A Stronger, More Inclusive University:** OECP advances access and inclusion by broadening participation in college-level learning, supporting affordability through fee waivers and scholarships, and increasing opportunity for students who may not otherwise see UConn as accessible or attainable.
- **Husky Pride and Resilience:** By connecting students and families to UConn early, the unit strengthens long-term affinity for the institution and reinforces UConn's identity as a destination for academic opportunity, preparation, and achievement.
- **Excellence in Research, Innovation, and Engagement:** OECP's expansion of dual-enrollment models, new academic offerings, and strong school-district partnerships reflects a forward-looking approach to educational engagement and innovation in the state.

Looking Ahead

- Continue the implementation of the 2025-2028 OECP strategic plan which prioritizes supporting existing stakeholders, expanding partnerships, and maintaining sustainable program
- Expand dual-enrollment opportunities for high school students taking UConn coursework on campus.
- Effective Spring 2026, the ECE Office assumed responsibility for several procedural functions, formerly managed by the UConn Bursar's Office, including student billing, reconciliation, collections, and refunds. This transition streamlines fiscal management and aligns administrative systems with institutional process improvements.
- Enhanced academic planning supports for UConn ECE students by partnering with E-Campus and the Office of Undergraduate Advising to develop comprehensive, student-facing modules designed to promote early, informed, and proactive academic planning.
- Working with the Foundation to secure funding from CVS Health/Aetna to support the expansion of Pre-College Summer to a regional campus, Hartford as our first regional site. This has the potential to make this program free to all PCS Hartford participants.
- Collaborate with First Year Experience office to build a proposal for more credit bearing options in Pre-College Summer through a proposal of UNIV 1500: Foundations of College Success.
- Continue building stronger collaborations across UConn and with school-district and nonprofit partners to support both ECE and PCS growth.

Challenges/Opportunities

- Ongoing budgetary pressure could affect the unit's ability to expand if a larger share of program revenue is redirected centrally.
- The concurrent and dual-enrollment space is becoming more competitive, especially with growth from C SCU, CT State, and private institutions.

- Expansion presents major opportunity, but also requires stronger infrastructure in Registrar, Bursar, ITS, and Housing to support this unique student population well.
- Regional growth and dual-enrollment scaling give OECP a strong opportunity to deepen UConn's statewide reach and pipeline strategy.

Additional Notes

- Throughout the 2025-2026 academic year, UConn ECE is celebrating its 70th anniversary, commemorating seven decades of partnership, innovation, and expanded access to college-level learning through program spotlights, anniversary-themed events, and recognition of long-standing partners.
- OECP continues to support three Higher Education & Student Affairs graduate program by sponsoring three graduate assistants in their practical skill development and employability skills development.
- This year Yamileth Lopez-Ramos was awarded UConn's Outstanding Graduate/Teaching Assistant of the Year for the 2025/2026 school year.
- Thanks to ARPA grant funds from the CT State Department of Education, OECP was able to provide financial assistance for bus transportation to students visiting UConn campuses for ECE student events, classroom visits and expanded student event offerings including new student events for Spanish, Mathematics, and Plant Science and Landscape Architecture programming.

First Year Programs

Unit Leader: Jordan Ochs

Student Success Portfolio Unit Update | 2025

First Year Programs supports students' transition to UConn through First-Year Experience courses, peer mentorship, and early academic engagement. The unit helps students build connections, self-efficacy, and the skills needed to succeed from the start.

Key Highlights

- First-Year Experience enrolled 7,605 students in 393 sections across five campuses including 80% of eligible first-year students.
- FYE maintained a 94% one-year retention rate from F24-F25 and 76% four-year and 86% six-year graduation rates for the F19 cohort.
- The program fostered 44,766 unique human connections through course-based engagement.
- FYP supported instruction of 250+ instructors and a large peer leader model that included 205 mentors, 14 TAs, and additional student leaders.
- The unit implemented and assessed a FYE competency framework aligned with six research-based learning outcomes for holistic success. Pre- and post- survey comparisons suggest FYE students demonstrated development across each competency.

Progress or Connections to Envisioning 2034 Priorities

First Year Programs aligns most directly with **Promoting Holistic Student Success** by helping students build connections, confidence, and academic momentum during their transition to UConn. Through First-Year Experience courses, peer mentorship, and early engagement, the unit advances a student-centered support model that strengthens belonging, persistence, and readiness for continued success.

Strategic Priorities Pillars

- **Student Success Journey:** FYP supports students at the earliest stage of their UConn experience by helping them navigate transition, develop core success skills, and connect to the people and resources that support persistence.
- **A Stronger, More Inclusive University:** The unit helps create a more welcoming and supportive environment by ensuring students begin their UConn experience with structured opportunities for connection, reflection, and engagement.
- **Seven World-Class Campuses, One Flagship University:** Through First-Year Experience courses across multiple campuses, FYP contributes to a more connected and consistent transition experience across the university.
- **Husky Pride and Resilience:** By helping students establish early belonging and confidence, FYP reinforces resilience and strengthens students' connection to UConn as a community.
- **Wellness of People and Planet:** The unit supports student well-being by easing transition stress, promoting help-seeking, and helping students build habits and networks that contribute to overall success.

Looking Ahead

- Continue scaling FYE sections with aim of achieving 100% enrollment for eligible first year students.
- Develop and enhance AI and quantum literacy and engagement pathways for first year students through FYP programming.
- Collaborate with Residential Life to increase consistency in first year transition experience and strengthen early identification/response network.
- Continue strengthening instructor development and curricular consistency.
- Build on strong retention and engagement outcomes to reinforce FYP's role in first-year transition.

Challenges/Opportunities

- Demand for high-quality first-year support continues to grow while volunteer instructor base continues to shrink.
- Fiscal sustainability remains a concern; staffing and peer leadership programming lack reliable permanent funding.
- There is strong opportunity to leverage FYP's outcomes and national visibility for future support and growth.

Additional Notes

- This year, FYP received notable national recognition for its inclusive approach to supporting student transition and innovative curricular framework, reinforcing UConn's reputation as a leader in first-year transition and student success work.

Innovation Zone

Unit Leader: Cody Ryan

Student Success Portfolio Unit Update | 2025

The Innovation Zone is UConn's makerspace and creative learning hub, where students build skills through hands-on design, experimentation, and collaboration. The unit supports innovation, confidence, and belonging by giving students practical opportunities to create and solve problems together.

Key Highlights

- The Innovation Zone consists of three physical spaces, all located in Werth Residence Tower:
 - Lower Level featuring woodworking, hand and power tools, crafting and laser engraving
 - Upper Level featuring textiles, electronics, 3D printing, and robotics
 - Recording and Editing Center featuring audio recording, photography, and videography
- The Innovation Zone recorded 2,391 unique sign-ins this academic year.
- The space served a largely early-career population, with 64% first-year students and 29.2% first-generation students.
- IZ employed and trained 33 student staff, expanding peer-led support in the makerspace.
- The unit delivered 135 FYE presentations, 59 custom workshops, 14 Skillshare sessions and 74 recording sessions.
- Signature programs included HackUConn, Maker Fair, Women in Making Forum, Month of Discovery, UConn Bound, four sections of UNIV 1820, and the second Students as Makers cohort.
- A partnership between the Innovation Zone and Early College Experience was established to offer ECE credit at partnering high schools for the UNIV 1820 Intro to Making course.

Progress or Connections to Envisioning 2034 Priorities

The Innovation Zone aligns most directly with **Promoting Holistic Student Success** by creating accessible, hands-on learning opportunities that help students build confidence, connection, and practical skills through making, experimentation, and collaboration. As a creative hub within the student success portfolio, the Innovation Zone supports student engagement and development by connecting students to experiences that strengthen belonging, problem-solving, and applied learning.

Strategic Priorities Pillars

- **Student Success Journey:** Innovation Zone supports students early in their UConn experience by offering approachable, hands-on opportunities that build confidence, curiosity, and connection to campus.
- **Excellence in Research, Innovation, and Engagement:** The unit advances innovation through maker-centered learning, creative experimentation, and collaborative programming that encourages students to apply ideas in tangible ways.

- **A Stronger, More Inclusive University:** The space creates accessible entry points for students with different levels of experience and helps foster an environment where creativity, exploration, and participation feel welcoming and attainable.
- **Husky Pride and Resilience:** By helping students take risks, create, and learn through doing, Innovation Zone reinforces confidence, resilience, and a stronger sense of connection to UConn.
- **Seven World-Class Campuses, One Flagship University:** Through partnerships with first-year programs and other student success efforts, the Innovation Zone contributes to a more connected and integrated student experience within the broader university ecosystem.

Looking Ahead

- Grow Maker Fair through stronger cross-campus STEM partnerships.
- Expand the Students as Makers program and its donor pipeline.
- Continue building UNIV 1820: Intro to Making and related curricular connections.
- Strengthen IZ's role in sophomore-year engagement, beginning in the first year.
- Provide faculty support for assignments relating to TOI-1: Creativity: Design, Expression, Innovation.
- Enhance collaborations with other UConn Maker/Tech/Innovation Spaces.
- Expand ECE offerings.

Challenges/Opportunities

- The physical location of the Innovation Zone remains a barrier for some students.
- Sustained growth will require continued staffing, space access, and funding support.
- There is strong opportunity to grow external support by highlighting IZ's role in innovation, engagement, and maker-centered learning.

Additional Notes

- Students as Makers continues to stand out as a signature model, combining creativity, community, and student development in a cohort-based format.

Learning Communities

Unit Leader: Melissa Foreman

Student Success Portfolio Unit Update | 2025

Learning Communities create integrated academic and social experiences that connect students with peers, mentors, and faculty, strengthening transition, belonging, and persistence. Through coordinated coursework, leadership development, and co-curricular engagement, the unit advances holistic student success.

Key Highlights

- Learning Communities are supported by 240+ faculty, graduate student, and staff, alongside 180+ student leaders serving as floor mentors, teaching assistants, RAs, and committee leaders.
- In 2025-26, 162 LC FYE, advanced seminars, and service-learning courses were offered across 36 communities spanning four campuses.
- 58 Floor Mentors contributed 1,600+ mentoring hours in Fall 2025 and continue their engagement into the spring term.
- LC student leaders posted a 3.57 average GPA, with 27% identifying as first-generation students.
- Students are retained and graduate at higher levels than their counterparts: First year retention is 4 percent points higher and six-year graduation is 6 percent higher than students who do not participate in an LC.

Progress or Connections to Envisioning 2034 Priorities

Learning Communities directly support **Promoting Holistic Student Success** by integrating academic and community experiences that strengthen belonging, connection, and confidence. Through structured engagement and peer leadership, the model drives persistence as well as early and lasting institutional connection.

Strategic Priorities Pillars

- **Student Success Journey:** Engages 45% of the incoming class and hundreds of students beyond the first year in structured one and two-year pathways that builds skills, confidence, and persistence through coursework, mentoring, and early academic connection.
- **A Stronger, More Inclusive University:** Creates layered communities where students find belonging through shared identities, academic interests, and lived experiences.
- **Husky Pride and Resilience:** Fosters lasting connection and adaptability through sustained peer networks and high-impact experiences, from campus traditions to global learning opportunities.
- **Seven World-Class Campuses, One Flagship University:** Anchors students within smaller, relationship-rich communities that connect them meaningfully to the broader UConn experience.

- **Excellence in Research, Innovation, and Engagement:** Integrates academic, co-curricular, and experiential learning, from seminars to global programs and campus and community partnerships to deepen engagement and expand learning beyond the classroom.

Looking Ahead

- Expand and strengthen Learning Community offerings on the Storrs and regional campuses.
- Advance student-centered programming that integrates career readiness, cultural engagement, and community-building.
- Deepen alumni engagement and foster sustained connections to the LC experience.
- Leverage assessment insights to further enhance gains in belonging, confidence, and time management.

Challenges/Opportunities

- Demand for Learning Community participation and high-impact mentoring continues to outpace capacity.
- Ensuring fiscal sustainability for staffing, peer leadership and persistence, and programming remains an ongoing challenge.
- Opportunity exists to continue to grow alumni and donor engagement by highlighting LC outcomes and student impact.

Additional Notes

- LC student leaders were part of the broader first-year area's student leadership recognition this year, reflecting the strength of the peer leader pipeline.

Student-Athlete Success Program

Unit Leader: Ellen Tripp

Student Success Portfolio Unit Update | 2025

The Student-Athlete Success Program supports UConn student-athletes through individualized academic counseling, learning support, eligibility guidance, and holistic development programming. The unit plays a central role in helping student-athletes succeed in the classroom, remain eligible for competition, and prepare for long-term personal and professional success.

Key Highlights

- SASP supported a cohort of 579 individuals who represent 21 athletic teams. These student-athletes are pursuing degrees from 65 various undergraduate majors and 10 graduate programs. Collectively, they represent 35 states around the US and 28 different countries, reflecting the international influence on our cohort.
- Student-athletes posted strong academic outcomes, including a 3.327 cumulative GPA after Fall 2025, with 73% earning above a 3.00, 70 students earning a 4.00 for the semester, and 20 teams posting semester GPAs above 3.00.
- UConn's overall Academic Progress Rate (APR) reached 985, with six teams posting perfect multi-year APRs and nine teams earning perfect 1000 single-year APR scores.
- SASP's Learning Services team delivered high-volume academic support through 54 tutors, 14 mentors, 1,626 tutoring appointments, 1,688 mentoring hours, and 9,246 study hall check-ins.
- Student-athletes earned notable academic recognition during the 2024-2025 academic year, including 142 New England Scholars, 36 Babbidge Scholars, and 289 BIG EAST All-Academic selections.

Progress or Connections to Envisioning 2034 Priorities

The Student-Athlete Success Program aligns most directly with **Promoting Holistic Student Success** by supporting academic achievement, persistence, well-being, and degree progress for student-athletes through advising, learning support, eligibility guidance, and coordinated care. It also reflects UConn's broader commitment to student-centered systems and integrated support across the university's strategic framework.

Strategic Priorities Pillars

- **Student Success Journey:** SASP supports students at multiple points in their academic journey through individualized counseling, tutoring, mentoring, learning support, and degree planning. Its work is tightly aligned with UConn's emphasis on helping students persist, graduate, and prepare for success after college.
- **Wellness of People and Planet:** SASP contributes to student well-being by coordinating support related to mental health, learning accommodations, academic wellness, and overall student functioning. Its model reflects a holistic approach to success that recognizes wellness as essential to academic performance and long-term development.

- **A Stronger, More Inclusive University:** The unit helps foster an inclusive and supportive environment for a highly visible and diverse student population. Through leadership development, identity-based engagement, and coordinated support, SASP contributes to a university culture where student-athletes can thrive academically and personally.
- **Husky Pride and Resilience:** SASP supports one of UConn's most public-facing student communities and reinforces institutional pride by helping student-athletes succeed in the classroom as well as in competition. Its work reflects the resilience, visibility, and student-centered excellence that are central to the university's identity.
- **Seven World-Class Campuses, One Flagship University:** While centered in Athletics, SASP's work depends on deep coordination with academic and student support partners across the university. That cross-institutional model reflects UConn's goal of more integrated systems and a more consistent student experience.

Looking Ahead

- Expand SATA learning assessments to all incoming first-year student-athletes to identify support needs earlier.
- Continue preparing staff to advise effectively within the new Common Curriculum and assess its implications for NCAA eligibility, transfer credit, and degree planning.
- Monitor possible changes to the Bachelor of General Studies and assess their effect on transfer student-athletes.
- Support students and staff through temporary and new physical locations while maintaining continuity of services.
- Explore additional support strategies for ESL student-athletes, including community-building and language learning resources.
- Continue efforts to improve APR outcomes and increase the number of teams earning at least a 3.00 semester GPA.

Challenges/Opportunities

- The implementation of the Common Curriculum presents a significant challenge for advising, transfer evaluation, and NCAA eligibility planning, particularly given Athletics' expectation for quick review turnaround which affect multiple campus partners.
- High transfer-evaluation volume creates workload pressure, especially when many students reviewed do not ultimately enroll.
- Physical relocation and temporary space arrangements may create operational strain, while also creating an opportunity to rethink service delivery across multiple spaces.
- SASP's place within the broader student success portfolio creates strong opportunity for deeper collaboration, shared practice, and cross-unit support.

Additional Notes

- SASP recognized 427 student-athletes at the annual Director of Athletics Honor Roll Night for earning a 3.00 GPA or higher in either the fall or spring term, underscoring the program's strong academic culture and visibility within Athletics.

STEM Success

Unit Leader: Mike Petro

Student Success Portfolio Unit Update | 2025-26

The STEM Success unit advances an ecosystem approach to STEM student success by connecting advising, mentoring, academic support, community, and experiential opportunities through a coordinated portfolio. Through **STEM PLUS (Participation and Leadership for Undergraduate Success)** and **Student Support Services-STEM**, and in collaboration with campus partners, the unit serves as a central hub that connects students to resources and high-impact experiences that support academic progress, career preparation, and STEM identity development.

Key Highlights

- In May 2025, LSAMP ended, requiring a rapid transition in how STEM student support was structured and delivered; STEM PLUS preserved momentum in advising, workshops, research support, conference participation, and community-building.
- The STEM PLUS office and STEM PLUS Academy were formed to allow institutional resources to continue to support nearly 130 returning former LSAMP scholars, while also welcoming over 110 first-year STEM students, over half of whom are first-generation. All of this launched for the first day of classes in fall 2025.
- The STEM Success portfolio now encompasses STEM PLUS and Student Support Services-STEM, creating a more integrated support model for STEM students and allowing deeper focus on first generation and low income students.
- Major initiatives since pivoting from LSAMP includes recruiting over 100 first year students to the STEM PLUS Academy, piloting a hybrid course model to allow for remote delivery of content reinforced by in-person mentorship from trained mentors, and building out a staffing structure to operationalize the SSS STEM grant.
- Together, these efforts positioned STEM Success as a stronger connection point for students seeking academic support, engagement opportunities, and pathways into high-impact STEM experiences.

Progress or Connections to Envisioning 2034 Priorities

STEM Success aligns with **Promoting Holistic Student Success** by advancing an ecosystem approach to STEM student support through advising, mentoring, academic support, community, and experiential opportunities. Through STEM PLUS and Student Support Services-STEM, and in collaboration with campus partners, the portfolio connects students to resources and high-impact experiences that support academic progress, career preparation, and STEM identity development.

Strategic Priorities Pillars

- **Student Success Journey:** STEM Success supports students as they navigate STEM coursework, build academic confidence, and connect to the advising, mentoring, and engagement opportunities that support persistence and long-term success.

- **A Stronger, More Inclusive University:** The portfolio helps create a more welcoming and affirming environment for students who have faced barriers in STEM by expanding access to coordinated support, community, and opportunity.
- **Excellence in Research, Innovation, and Engagement:** STEM Success connects students to research, conferences, internships, and other high-impact experiences that deepen learning and strengthen preparation for graduate education and careers.
- **Seven World-Class Campuses, One Flagship University:** Through collaboration with campus partners and a coordinated support model, the portfolio contributes to a more connected student experience and a stronger network of STEM support across the university.
- **Husky Pride and Resilience:** By helping students build confidence, navigate challenges, and see themselves as part of a thriving STEM community, STEM Success reinforces resilience and a strong sense of connection to UConn.
- **Powering a Thriving Connecticut:** By supporting student success in STEM fields that are critical to the state's future workforce and innovation ecosystem, STEM Success contributes to UConn's broader public impact.

Looking Ahead

- Continue scaling the STEM PLUS Academy and related programming to broaden student reach and impact. Operationalize SSS STEM to include a coordinator, student employee content specialists, and assessment and training assistance.
- Strengthen coordination across the STEM Success portfolio so students experience a clear and connected support pathway.
- Build on UNIV 1820 and related programming that combine transition support, community, and STEM-focused skill development.
- Expand visibility through the STEM PLUS website, STEM PLUS Lounge, and broader outreach to students, faculty, and staff.
- Continue building sustainable support for the portfolio through institutional and external partnerships.

Challenges/Opportunities

- The cancellation of LSAMP created an immediate funding and continuity challenge.
- Sustaining this ecosystem at scale will require long-term infrastructure and diversified support.
- Continued portfolio growth will require clear communication, coordination, and shared strategy across programs and partners.
- The expanded model creates a strong opportunity to build a broader, more durable, and more visible STEM student success framework at UConn.

Additional Notes

- One of the most significant developments this year was the successful shift from a grant-funded model to a broader institutional support structure with minimal interruption to student support.
- STEM Success is now better positioned to function as a connected ecosystem for STEM student success, collaborating more with the campus community, rather than a set of separate initiatives.

Undergraduate Advising

Unit Leader: Erin Ciarimboli

Student Success Portfolio Unit Update | 2026

The Office of Undergraduate Advising provides leadership for UConn's advising community through policy coordination, advisor training, communications, and strategic planning. The office also supports academic standing, student transition, and advising practice across campuses.

Key Highlights

- Implemented student-centered changes to the Academic Standing Program, including new terminology, simplified return-to-good-standing criteria, and clearer readmission guidance.
- Advanced the transition of the academic standing process from LEAP to Slate to improve workflow, communication, and data access.
- Expanded advisor development by delivering over 20 professional development offerings, including Table Talks, Coffee and Conversations networking sessions, faculty advisor onboarding and training, Common Curriculum workshops, academic standing (Slate) training, coaching community sessions, and targeted workshops, while advancing coaching certification for 39 faculty and professional staff advisors.
- Continued coordinated outreach to non-registered first-year students, helping reduce the number of unregistered students and support strong first-year retention.
- Continued Undergraduate Advising Microgrants Program to pilot scalable solutions that improve student success and advising effectiveness.

Progress or Connections to Envisioning 2034 Priorities

Undergraduate Advising aligns most directly with **Promoting Holistic Student Success** by strengthening the advising infrastructure that helps students navigate academic decisions, transitions, and recovery points across their UConn experience. Through advising leadership, policy coordination, advisor development, and cross-campus collaboration, the unit advances a more connected, student-centered support model that promotes persistence and timely progress to degree.

Strategic Priorities Pillars

- **Student Success Journey:** Undergraduate Advising supports students through key academic transition points, including course planning, academic standing, readmission, and ongoing navigation of university processes and degree pathways.
- **Seven World-Class Campuses, One Flagship University:** The unit helps create a more coordinated advising experience across campuses by strengthening communication, shared practice, and alignment among advising partners throughout the university.
- **Husky Pride and Resilience:** The unit supports student resilience by helping students recover from academic setbacks, make informed decisions, and stay connected to a pathway toward success at UConn.

Looking Ahead

- Implement an updated support structure for the Academic Standing Program, including a student support portal
- Launch redesigned advising and academic standing websites.
- Implement a redesigned advisor onboarding curriculum.
- Advance consistent baseline data collection across advising units.

Challenges/Opportunities

- Advising caseloads remain inconsistent and, in some areas, unsustainably high.
- The decentralized advising model continues to create uneven student experiences across units.
- Shifting reporting line of the office has delayed university-wide advising alignment efforts.
- There is strong opportunity to build a more connected advising model through shared training, data, and transition support tools.

Additional Notes

- The office continues to play an institutional leadership role through committee service, policy development, and support for regional campus advising transitions.

Veterans and Military Programs

Unit Leader: Alyssa Kelleher

Student Success Portfolio Unit Update | 2025

Veterans and Military Programs supports military-affiliated students, families, and alumni across UConn's campuses through coordinated benefits support, advising, community-building, leadership development, and ROTC partnership. The unit helps create a seamless and inclusive experience that promotes student success, belonging, and long-term connection to the university.

Key Highlights

- VAMP served 964 students, representing a 14% increase from the previous year.
- The unit sustained a broad portfolio of signature services and programs, including benefits certification and advising, outreach and programming, population-specific first-year experience support, Air Force and Army ROTC, the VA Work-Study Program, and student organizations including SVA, AAS, and the Nathan Hale Club.
- VAMP expanded student support and engagement through high-visibility programs and events, including the POW/MIA Run, Military Appreciation Football Game, Husky Run and Ruck, Veterans Day Ceremony, Wreaths Across America, War College Seminar, film screenings, Memorial Day volunteer events, and family-focused programming.
- The office advanced academic and transition support through a VHP course for credit and two sections of a military student first-year experience course.
- VAMP provided direct support for student persistence through \$4,000 in student emergency funds and strengthened future resource development through \$13,600 in Milliken Funds and the Russ Jones Scholarship endowment, which now generates annual spendable support.

Progress or Connections to Envisioning 2034 Priorities

Veterans and Military Programs aligns most directly with **Promoting Holistic Student Success** by supporting military-affiliated students through benefits assistance, advising, transition support, community-building, and leadership development. It also advances **Powering a Thriving Connecticut** through service to veterans, active-duty students, military families, and broader community partnerships that extend UConn's impact beyond campus.

Strategic Priorities Pillars

- **Student Success Journey:** VAMP supports students across the full arc of their experience through benefits guidance, first-year support, academic transition programming, and direct connection to campus resources. Its work helps military-affiliated students navigate UConn more effectively and persist toward degree completion.
- **Seven World-Class Campuses, One Flagship University:** The unit serves students across campuses and continues to strengthen its presence beyond Storrs. Its model reflects UConn's commitment to a more connected, multi-campus student experience for populations with distinct needs.

- **A Stronger, More Inclusive University:** VAMP helps create a more inclusive environment for veterans, service members, and military-connected students by building community, increasing visibility, and ensuring this population is recognized as an important part of the university community.
- **Husky Pride and Resilience:** The unit reflects and reinforces resilience through programs that honor service, build leadership, and strengthen student connection to UConn. Its ceremonies, traditions, student organizations, and public events contribute to institutional pride and student belonging.
- **Powering a Thriving Connecticut:** Through engagement with veterans' organizations, ROTC, public events, and broader military-connected networks, VAMP contributes to UConn's role as a public university serving the state and strengthening civic and community ties.

Looking Ahead

- Continue deepening VAMP's presence across campuses, including having the full team work from each regional campus at least once per semester.
- Continue building the VHP course and related academic offerings that support military-affiliated student development and success.
- Establish Wreaths Across America as an enduring annual program.
- Expand ROTC partnerships with Athletics, including Track and Field, as well as with additional student organizations and campus partners.
- Support AAS in competing for National Staff recognition.

Challenges/Opportunities

- Transition within ROTC military cadre is both a challenge and an opportunity to build strong new partnerships and alignment.
- The cross-town ROTC model continues to present operational complexity, while also creating opportunity for broader collaboration and visibility.
- There is an opportunity to increase academic offerings connected to military-affiliated student development, but doing so will require continued partnership and capacity.
- VAMP's ability to tell a stronger outcomes story will depend on continued progress in building a more robust assessment framework and identifying meaningful student success indicators.

Additional Notes

- VAMP's visibility and impact extend beyond direct student services. The unit contributed testimony before the state legislature, demonstrating its relevance not only within the university but also in broader state and public conversations affecting military-affiliated students.
- Staff and students received notable recognition, including national awards for Bethany Grabowski, as well as recognition for AFROTC student achievement through the Hawley Award, national cadet distinction, and a Daedalian Flight Scholarship.