

3-25-2013

2013 March 25

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Recommended Citation

"2013 March 25" (2013). *Minutes*. 124.

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MINUTES OF THE UNIVERSITY SENATE

March 25, 2013

1. The regular meeting of the University Senate of March 25, 2013 was called to order by Moderator Susan Spiggle at 4:02 PM.

2. Approval of the Minutes

Moderator Spiggle presented the minutes of the meeting of February 25, 2013 for review.

The minutes were approved as written

3. Report of the President

President Herbst described her efforts concerning *Next Generation Connecticut* and her participation in building the new athletic conference to which the university will belong. She reported that the *Next Generation Connecticut* proposal seems to be going well in Hartford; there are ongoing meetings with legislators, administrators, and other stakeholders. She stated, "Right now it is about lobbying." and she asked for help to assist with the effort mentioning that if any members of the Senate want to participate they should contact Provost Choi.

On athletics the President reported that the university is in the process now of finding a new conference. The very complicated legal and financial discussions are done and deals have been struck with ESPN and an additional media outlet, soon to be announced.

Senator Schultz asked what has been happening with the Graduate School Dean search, and commented on the tight security concerning that search and questioned why the search was confidential. President Herbst commented that it was cast as a confidential search from the beginning. She stated that if it were an open search it would have attracted a smaller and probably less qualified pool of candidates. Senator Moiseff then outlined the structure of the search and described the people and groups who met with the candidates in addition to the search committee. He concluded that the search was as open as possible.

Senator Caira asked about the 25% match for work study, which now will come from departments rather than the university centrally and noted that the change will negatively affect departments. Provost Choi commented the university is facing a \$9 million shortfall and that he is asking the departments to take over the 25% match that was previously taken centrally. He stated that the university will not reduce support to students because it is part of their financial aid. For those certain departments who cannot afford this match, Provost Choi invited department heads to take the matter up with him personally.

Senator Freake commented that he was at a meeting at which the University Senate was announced as the source of the change of the MWF class schedule. He expressed concern about this and asked if we might know how the process concerning the decision to make that change was carried out. He went on emphatically to make it clear that the Senate not only was not the source of the request to change the schedule but was not actually adequately consulted before the policy was adopted. Provost Choi apologized for the manner in which the matter was introduced without enough consultation. He stated that the goal was to serve the expressed needs of the students: a survey found that 75% of the students stated that they need 15 minutes to change

classes. Certain faculty also commented that they needed more time between classes. Provost Choi asserted that in the end this would benefit both students and faculty. The administration will work with departments such as the School of Nursing that may need a different schedule to accommodate labs and so on.

4. Senator Moiseff presented the Report of the Senate Executive Committee.

(Attachment #37)

5. Moderator Spiggle presented the Consent Agenda.

The Senate voted to approve the Consent Agenda as presented:

1. Report of the Curricula and Courses Committee

(Attachment #38)

2. Report of the Nominating Committee

(Attachment #39)

6. Report of the Nominating Committee

Senator Hubbard presented the 2013/2014 slates for the standing committees of the Senate on behalf of the Senate Nominating Committee. A vote on this slate of members and chairs will be taken at the next Senate meeting.

(Attachment #40)

7. Report of the Student Welfare Committee

Senator Goodheart presented a resolution on behalf of the Student Welfare Committee concerning smoking. There was no discussion and the resolution was adopted on a voice vote with one abstention.

(Attachment #41)

8. Report of the Scholastic Standards Committee

Senators Higgins and Douglas presented a report from the Scholastic Standards Committee, including the presentation of a motion to revise the *By-Laws, Rules, and Regulations of the University Senate, Section II.E.15* for vote at the April 29, 2013 meeting of the Senate. The motion establishes a set of procedures surrounding the re-admission of previously dismissed students.

(Attachment #42)

9. Jennifer Lease-Butts presented the Annual Report on the Honors Program.

(Attachment #43)

Senator Zirakzadeh requested that future reports include data concerning diversity and more substantial data concerning historical trends. He inquired about the increase from 1100 to 1700 students in the Honors Program, the capacity of the program, and the future plans to accommodate the anticipated growth in the university. J. Lease-Butts described efforts, especially in the sciences, to expand definitions of research for the thesis project and stated that

the program officers are very aware of the pressures for lab space that result from increasing enrollment and that the Honors Program is watching all of this.

Senator Goodheart inquired about honors programming at the regional campuses. J. Lease-Butts responded that one of the goals of the program is the inclusion of Honors at regional campuses. Several campuses have already begun work and others are in discussion. The Honors Program is working to establish continuity and a seamless pathway to Honors for students who move from one campus to another. All of the enrichment programs are available at the regional campuses every year.

Senator Patel asked for more specific information concerning Honors class capacity and the standards for converting a course to honors. J. Lease-Butts explained the various types of courses that are eligible for honors credit and also described efforts to expand offerings in the future.

Senator Pratto asked if there are ways to offer scholarships and fellowships for international students as well as U.S. citizens. J. Lease-Butts is hopeful that there will be a position devoted to finding funds for international students.

Senator D'Angelo expressed curiosity concerning enrollment statistics for students who do not enter the program as freshmen. J. Lease-Butts explained the selection process. Most students are recruited into Honors through examination of their applications to UConn. At the end of the sophomore year, other students, including transfers from branch campuses, are admitted on a space-available basis. At the junior level students are admitted by individual departments and admission is limited by the ability of departments to staff and supervise senior theses.

10. Senator Locust presented the Annual Report of the Retention and Graduation Task Force.
(Attachment #44 & 45)

Senator Schultz commented on the plateauing of the completion rates after rapid increases in the early 2000's. Senator Locust stated that this was directly tied to the achievement gap that students of color, particularly males, experience in general.

Senator Faustman requested clarification of the "debt rankings" that compare the accumulated debt of UConn students to those of other universities. Senator Locust stated that the comparisons were among the 50 flagship state universities.

Senator Goodheart asked for a comment concerning the gap of some 200 points in S.A.T. scores between the regional freshmen and those at Storrs. Locust commented that there has been considerable progress made in this regard over the past 15 years.

Senator Zirakzadeh commented on the relatively shallow slope of the rising S.A.T. scores at the regional campuses since 2003. There has been a large increase in S.A.T. scores for Storrs freshmen during that period but relatively no progress at the regionals. Senator Locust agreed to examine those statistics and further commented that comparisons with other universities are difficult to make because many schools do not report data for their regional campuses.

11. Senator Singha presented the Annual Report on Research.
(Attachment #46)

Senator Singha reported that the decline in funding received for fiscal 2012 is comparable to the decline at most other universities and is attributable to declines in federal research funds available and especially the cessation of “Congressional earmarks,” which had yielded the university about \$7 million per year. He commented that a big area of concern is the sequestration of federal funds now and its effect on future science funding. He also described administrative changes in the Office of Sponsored Programs.

Senator Singha presented data describing the work of the Office of Research Compliance and the Office of Animal Care. He described our accreditation by AAALAC. He described the re-accreditation review visit conducted just last week and he stated that he does not expect any change in our status with AAALAC. He described the work of the Office of Internal Programs, the UCHC-Storrs Incentive Grants, the Research Centers and Institutes, and then went on to describe the changing federal landscape. He described the end of the *American Recovery and Reinvestment Act of 2009* and the current sequestration. He predicted that NIH funding will decline but that most of the NSF funding seems as if it will be restored. He went on to describe what he called “transformational initiatives” including Bioscience Connecticut, Jackson Laboratory, the Technology Park, and the new faculty hiring plan. He expressed his opinion that even apart from the potential of *Next Generation Connecticut* this is a good time to be at the University of Connecticut.

Senator Salamone commented on the percentage of awards from NIH which seem to be at a very low level. He also commented that when there was a change of policy concerning the addition of tuition charges to grants there was a promise that the money so saved would be used to support graduate students. These were promises made by both the President and Provost. He asked if a report could be provided concerning the actual use of that money.

12. Senator Holsinger presented the *Annual Report of the Dean of the Graduate School*.

(Attachment #47 & 48)

Senator Holsinger described the scope of work of the Graduate School and reviewed the numbers of applications and enrollments in recent years. He also described the diversity statistics showing that there has been a slight increase in the proportion in students from underrepresented minority groups. International student enrollment has continued to grow, but only proportionally to growth in the enrollment of the university as a whole. He described current efforts in encouraging diversity as on-going. He alerted the faculty that last year it was necessary to redefine how graduate student functions are described per regulation of the IRS. It is now necessary for GA appointments to be initiated by academic departments no matter what their eventual “jobs” might be. He described professional development activities of the Graduate School, and the efforts at improving academic writing including seminars offered through the Writing Center and other initiatives.

Senator Holsinger described the new system for filing theses and dissertations, which will be submitted digitally and then made available publically through the *UConn Digital Commons* unless the student chooses to embargo the release of the thesis or dissertation.

Senator Schultz asked about gender equity concerning degrees conferred especially in STEM fields. Senator Holsinger responded that the gender balance in total was roughly equal.

Senator Caira inquired about summer support for graduate students especially in light of the change in the work-study program funding. Senator Holsinger responded that this was a concern of his as well. He pointed out that very little support in the form of fellowships actually originates in the Graduate School.

Senator Pratto inquired about the tuition charges on grants and how that was distributed. Senator Choi responded that these funds have been used to support the tuition and health benefits for students who are winners of national fellowships. Those fellowships usually do not cover much of the tuition cost so these funds are being used to support these, our best graduate students.

Senator D'Angelo inquired what Graduate School programs were offered to support international students. Senator Holsinger responded that there really are none at present but that the Graduate School is investigating ways of providing support.

Senator Salamone commented on the implementation of the policy regarding charging graduate assistant tuition against grants asserting that it really has been a sort of shell game. It seems as if these charges are being used to cover something that was already being covered otherwise. Senator Singha disagreed pointing to the great increase in prestigious fellowships that are supported by these funds. He emphatically disagreed that the process has been a shell game.

13. Senator Freake presented the Annual Report of the University Interdisciplinary Courses Committee.

(Attachment #49)

14. Senator Hussein presented the Report of the University Budget Committee.

(Attachment #50 & 51)

Senator Schultz moved that the University Budget Committee be charged with conducting another study of the implementation and effects of the change in graduate student tuition charges through the academic year 2015-16. Senator Pratto seconded.

Senator Pratto offered an amendment that stated that the Budget Committee Report should include the results of a survey taken by the committee of each faculty member and member of the research staff ascertaining the number of graduate assistants, post-doctoral fellows, and/or undergraduate work-study students they requested for each grant proposed in each year since 2008. Senator Siegle seconded the amendment. There was discussion concerning the amendment.

The amendment carried.

The motion as amended was discussed.

The motion was defeated.

Senator Caira moved that the University Senate request that the Budget Committee continue its study regarding the effects of charging graduate student tuition to grants, reporting to the Senate after compiling a further two years of data. Those data should include the number of graduate assistants requested and the number of post-doctoral fellowships requested on all grant

applications regardless of their eventual funding.

The motion carried.

15. There was a motion to adjourn.

The motion was approved by a standing vote of the University Senate.

The meeting adjourned at 6:11 PM.

Respectfully submitted,

Robert Miller
Professor of Music
Secretary of the University Senate

The following members and alternatives were absent from the March 25, 2013 meeting:

Bansal, Rajeev
Barreca, Regina
Becker, Loftus
Bradford, Michael
Bruckner, Christian
Bushmich, Sandra
Chazdon, Robin
Chinchilla, Rosa
Dayton, Cornelia
Dominguez, Teresa
Ego, Michael
Finger, Anke

Forbes, Robert
Franklin, Brinley
Gianutsos, Gerald
Gramling, Lawrence
Harris, Sharon
Hiskes, Richard
Holz-Clause, Mary
Kendig, Tysen
Mannheim, Philip
Martin, Jeanne
McGavran, Dennis
Messier, Chantelle

Raheim, Salome
Ricard, Robert
Rios, Diana
Schwab, Richard
Sewall, Murphy
Skoog, Annelie
Teitelbaum, Jeremy
Teschke, Carolyn
Torti, Frank
Visscher, Pieter
Weiner, Daniel
Williams, Michelle

Report of the Senate Executive Committee
to the University Senate
March 25, 2013

The Senate Executive Committee has met once since the February 25th meeting of the University Senate. The March 8th SEC meeting with Administrators was cancelled due to inclement weather.

On March 15th the Senate Executive Committee met with the Senate's representatives on the subcommittees of the Board of Trustees. We learned that there is a need to improve communication between the Senate and their representatives and to more effectively delineate their roles.

Following that meeting, the SEC met with the standing committee chairs to prepare the agenda for this meeting.

Student Welfare discussed the non-smoking resolution that will present today. In addition, we were informed of discussions concerning graduate student welfare with Interim Vice Provost for Graduate Education and Dean of the Graduate School Holsinger and Tom Peters, Director of Graduate Programs and Graduate Student Affairs. The student welfare committee passed onto the SEC their appreciation to Tom Peters for the good work he has accomplished over his years of service. They also informed us of their opinion that it is "imperative to have a full time person in the Graduate School who could act as a student advocate, deal with the holistic student, and conduct exit interviews with students, especially those who might drop out of the program."

The Diversity Committee is discussing the University's Affirmative Action Plan, one focus being why the university's overall workforce has not changed more than 0.5% for the 4 groups analyzed. They also plan to discuss how the administration will integrate diversity into its various plans.

Enrollment reported that 42% of UConn students participate in some form of learning community. With respect to admissions, we were informed that yield is somewhat lower at UConn due, in part, to the increase in our SATs and standards, and the Universities that we now compete with; financial aid packages are also a factor. Their next meeting will be devoted to efforts to enroll international students.

Respectfully submitted,
Andrew Moiseff
Chair, Senate Executive Committee
March 25, 2013

**University Senate Curricula and Courses Committee
Report to the Senate
March 25, 2013**

I. The Curricula and Courses Committee recommends approval of the following new 1000 or 2000 level course

- A. AHS 2330 Italy's Mediterranean Food and Our Health
Three credits. May not be counted toward the Allied Health Sciences major's group A or science elective requirements.
Production and processing of the characteristic foods of Italy. Summary of the Italian Mediterranean diet: definitions, culture, history, food consumption patterns, nutrient composition and potential health benefits. Emphasis on the difference in diet between Italians and Americans in relation to the health differences between the two populations.

II. The Curricula and Courses Committee recommends approval of revisions to the following 1000 or 2000 level course

- A. MATH 2710 Transition to Advanced Mathematics
Current Catalogue Copy
Three credits. Recommended preparation: MATH 1132Q or 1152Q. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester.
Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis.
Revised Catalogue Copy
Three credits. Prerequisites: MATH 1132Q or 1152Q. Not open for credit to students who have passed MATH 2143. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester.
Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis.

III. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee have approved the following as Writing Competency courses:

- A. CE 4900W Civil Engineering Projects I
Two credits. Two 3-hour discussion periods. Prerequisite or Co-requisite: CE 2210; CE 2410; CE 2710; CE 3110; CE 3510; ENVE 2310; and ENVE 3120; Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Open only to Junior and Senior Civil Engineering majors. Issues in the practice of Civil & Environmental Engineering: management, business, public policy, leadership, importance of professional licensure, professional ethics,

procurement of work, law/contracts, insurance/liability, global/societal issues (e.g., sustainable development, product life cycle), and construction management. Students working singly or in groups prepare proposals for Civil Engineering design projects, oral presentation and written reports.

B. CE 4920W Civil Engineering Projects II

Two credits. Two 3-hour discussion periods. Prerequisite: CE 4900W and ENGL 1010 or 1011 or 2011 or 3800. Open only to Junior and Senior Civil Engineering majors.

Design of Civil Engineering Projects. Students working singly or in groups implement previously developed proposals for Civil Engineering design projects from first concepts through preliminary proposals, sketches, cost estimations, design, evaluation, consideration of realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability, oral presentation and written reports.

C. EVST 4000W Environmental Studies Capstone Project

Either semester. Three credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800. Consent of instructor required. Open to juniors or higher.

Individual student research projects integrating knowledge and perspectives on environmental issues. Extensive reading, research, written work and presentation/oral communication required.

IV. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee have approved revisions for the following Writing Competency courses:

A. ECE 2001W Electrical Circuits

Current Catalogue Copy

(210W) Four credits. Three 1-hour lectures and one 2-hour laboratory. Prerequisite: PHYS 1502Q and MATH 2410Q, both of which may be taken concurrently; ENGL 1010 or 1011 or 2011 or 3800. This course and either ECE 2608 or 2609W may not both be taken for credit.

Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency of response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports with revisions are required for each project.

Revised Catalogue Copy

(210W) Four credits. Three 1-hour lectures and one 2-hour laboratory. Prerequisite: MATH 2410Q and either PHYS 1502Q or PHYS 1230 or PHYS 1530, both of which may be taken concurrently; ENGL 1010 or 1011 or 2011 or 3800.

Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports with revisions are required for each project.

V. For the information of the Senate, the University Interdisciplinary Courses Committee has approved the following special topics course:

A. INTD 3995 Special Topic: The McNair Scholar

Either semester. One credit. Prerequisite: McNair Scholar status or consent of instructor. An interdisciplinary course designed to prepare McNair Scholars for graduate school by building academic competencies required for doctoral study. The emphasis will be on developing proficiency in scholarly writing and research skills through lectures, individual and group work in partnership with a faculty mentor. May be repeated for credit with a change in content.

Respectfully Submitted by the 12-13 Senate Curricula and Courses Committee.

Eric Schultz, Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Peter Kaminsky, Kathleen Labadorf, Anthony Minniti, Maria Ana O'Donoghue, Jeffrey Ogbar, Neel Rana, Annelie Skoog

3-6-13

**Nominating Committee Report
to the University Senate**

March 25, 2013

1. For the information of the Senate, the Undergraduate Student Government has named Hailey Manfredi to membership on the University Senate replacing Michael Daniels effective immediately with a term ending June 30, 2013.
2. We move to appoint the following faculty member to the General Education Oversight Committee effective immediately and with a term ending June 30, 2014:

Ana María Díaz-Marcos

Thomas Meyer

Respectfully submitted,

Andrea Hubbard, Chair
Rajeev Bansal
Thomas Bontly

Marie Cantino
Cameron Faustman
Maria-Luz Fernandez

University Senate Nominating Committee
Nominating Slate for 2013-2014 Standing Committee Membership
March 25, 2013

University Budget	Curricula & Courses	Diversity
* Mo Hussein, Chair	*Eric Schultz, Chair	*Maria-Luz Fernandez, Chair
*Bansal, Rajeev	Bedore, Pamela	*Bushmich, Sandra
*Becker, Loftus	Buck, Marianne	*Desai, Manisha
*Bontly, Thomas	*Chinchilla, Rosa	*Machida, Margo
Brightly, Angela	*Cobb, Casey	Martinez, Maria
*Caira, Janine	*Darre, Michael	Ortega, Morty
*Jockusch, Elizabeth	Hanink, Dean	Price Willena
Lin, Min	*Hubbard, Andrea	Salorio, Gene
Marsden, James	Labadorf, Kathleen	Schipani, Pamela
*Martin, Jeanne	*McDonald, Deborah	*Stwalley, William
O'Brien, Corey	*Mercier, Daniel	Stephens, Robert
Stolzenberg, Daniel	O'Donoghue, Maria Ana	
Van Heest, Jaci	*Skoog, Annelie	

Enrollment	Faculty Standards	Growth & Development
*Robert Yanez, Chair	*Mark Boyer, Chair	*Faqir Jain, Chair
*Beer, Dianne	*Britner, Preston	Bird, Robert
*Bradford, Michael	*Accorsi, Michael	Borden, Tracie
*Clark, Christopher	*Armstrong, Lawrence	Hendrickson, Kathy
*Croteau, Maureen	Balunas, Marcy	*Jain, Faquir
*Ego, Michael	*Bramble, Pamela	*Libal, Kathryn
Fuerst, Nathan	*Lillo-Martin, Diane	*McManus, George
Gorbants, Eva	*MacKay, Allison	*Polifroni, Carol
*Nunnally, Shayla	*Naples, Nancy	Roe, Alexandria
*Rios, Diana	Punj, Girish	*Schwab, Richard
*Salamone, John	Ricard, Robert	*Silbart, Lawrence
Ulloa, Susana	*Simsek, Zeki	*Teschke, Carolyn
*Williams, Michelle	von Hammerstein, Katharina	*Visscher, Peter
Yakimowski, Mary	Williams, Cheryl	
	*Yelin, Susanne	

Scholastic Standards
*Chair, TBD
Chambers, Kim
*Chazdon, Robin
*Clokey, David
Crivello, Joseph
*Dey, Dipak
*DiGrazia, Lauren
*Gianutsos, Gerald
Gogarten, Peter
Lamb, Margaret
*Livingston, Jill
*Makowsky, Veronica
*Pratto, Felicia
*Recchio, Thomas

Student Welfare
*Lawrence Goodheart, Chair
Aindow, Mark
Bresciano, Karen
Chambers, Kim
Cowan, Susana
*Dominguez, Teresa
Harris, Sharon
*Kaminsky, Peter
Kennedy, Kelly
Morris, Corina
Ortega, Morty
*Parks, Cheryl
*Sanner, Kathleen

Smoking Ban Resolution for the University Senate, March 25, 2013

I. Whereas the existing University of Connecticut Smoking Policy --

<http://www.policy.uconn.edu/?p=1038> -- is based on Connecticut State, *CGS 19a-342*, such that:

- A. Student Housing Contract -- stipulates no smoking within 25 feet of residential halls;
- B. Library -- no smoking within 25 feet of building with signs posted;
- C. Student Health Services -- no smoking within 25 feet of building with signs posted;
- D. Student Union -- no smoking within 25 feet of building with signs posted;
- E. Child Labs -- no smoking in or on the grounds of the Child Labs or on field trips where children are present;
- F. *Contractor Environmental Health and Safety Manual* -- prohibits smoking in University of Connecticut buildings, around flammable materials and near open windows, doors and air intakes.

II. Whereas the American Medical Association, among other authorities, identifies smoking and second hand smoke directly with the genesis of disease and premature death: <http://www.ama-assn.org/ama/pub/physician-resources/public-health/promoting-healthy-lifestyles/smoking-tobacco-control.page/>;

III. Whereas of January 2013 over 1,000 colleges and universities have adopted 100% smoke free policies throughout the entire campus, including the nearby University of Massachusetts: <http://www.no-smoke.org/goingsmokefree.php?id=447/> and [http://umass.edu/senate/fs_docs/SENDOC No 11-058.pdf](http://umass.edu/senate/fs_docs/SENDOC%20No%2011-058.pdf);

IV. Whereas epidemiological studies, e.g. <http://www.ncbi.nlm.nih.gov/pubmed/21851836/>, document a smoking ban on university campuses reduces smoking by students compared to campuses without such a smoking ban;

VI. Whereas the University of Connecticut is committed to providing a safe and healthy working and learning environment for the students, staff, and faculty on its campuses;

VII. Whereas the current smoking ban ought to be extended;

Resolved: that the University Senate moves that the existing smoking policy be modified to prohibit smoking a minimum distance of 25 feet from any and all university buildings or air intakes across all six campuses, and that the University Senate requests that the President's Council convene a taskforce to implement the new policy and consider further measures including an evidence-based educational program that facilitates a culture on campus that seeks to discourage smoking and to better understand the causes and consequences of smoking.

Senate Scholastic Standards Committee
 MOTION: Revisions to By-laws Section II.E.15
Multiple Readmission Guidelines
 March 2013

Background

On occasion, students who are dismissed from the University of Connecticut request readmission. Some students even request multiple readmissions. The By-laws of the University Senate (“By-Laws”) are not specific as to how to handle the multiple readmission requests and practice varies between schools and colleges.

The Office of Student Services and Advocacy (OSSA) has tried to develop guidelines to handle these types of requests consistently throughout the University. The Senate Scholastic Standards Committee (SSSC) has been asked by OSSA to develop guidelines to include in the By-laws to allow OSSA to administer the requests for readmission.

Members of the SSSC have discussed this proposal among themselves as well as with others outside the committee, including representatives of the regional campuses.

The major changes to the By-laws, Section II E. 15 are as follows (see attached changes):

1. Changing the title of the vice provost to the current title: “Vice Provost for Academic Affairs.” (three places)
2. Changing the reference to “counselor” to the more commonly recognized term “advisor” in the second paragraph
3. Specifying that all requests for readmission are to go through OSSA and not the regional campuses’ Directors of Student Services
4. Added sections to address the multiple readmission request process (last three paragraphs.)

15. *Scholastic Probation and Dismissal*

Scholastic probation and dismissal from the University for scholastic reasons shall be administered by the Vice Provost for ~~Undergraduate Education and Instruction~~ Academic Affairs, at the recommendation of the schools and colleges or regional campuses, in accordance with the regulations that follow:

Scholastic probation is an identification of students whose scholastic performance is below University standards. The student and the student's ~~counselor~~ advisor are informed that a marked academic improvement in future semesters is necessary to obtain the minimum scholastic standards.

Students are on scholastic probation for the next semester in which they are enrolled if their academic performance is such that they are included in any of the following conditions:

- a. Students who have earned 0-11 credits (considered to be 1st semester standing) and who have earned less than a 1.8 semester grade point average.
- b. Students who have earned 12-23 credits (considered to be 2nd semester standing) and who have earned less than a 1.8 semester grade point average.
- c. Students who have earned 24 credits or more (considered to be 3rd semester or higher) and who have earned less than a 2.0 semester grade point average or cumulative grade point average.
- d. Any student placed on academic probation because of a cumulative grade point average less than 2.0 shall be removed from probation when the cumulative grade point average reaches 2.0 or above.

The end of the semester is defined as the day when semester grades must be submitted to the Registrar. This must occur no later than seventy-two hours after the final examination period ends.

Incomplete and Absent grades (I, X, and N) do not represent earned credit. A student placed on probation with unresolved grades will be relieved of probation status if satisfactory completion of the work places his or her academic performance above the probation standards.

Warning letters will be sent to students in good standing who have completed their first or second semester with less than a 2.0 semester grade point average.

A student who fails to meet these minimum scholastic standards for two consecutively registered semesters is subject to dismissal. However, no student with at least a 2.3 semester grade point average after completing all courses for which he or she is registered at the end of a semester shall be subject to dismissal; the student will be continued on scholastic probation if such status is warranted.

Students who are subject to dismissal but who, for extraordinary reasons, are permitted to continue may be subjected by the Vice Provost for ~~Undergraduate Education and Instruction~~ [Academic Affairs](#) to other conditions for their continuance.

When a student is dismissed from the University for scholastic reasons only, any certificate or transcript issued must contain the statement "Dismissed for scholastic deficiency but otherwise entitled to honorable dismissal."

Dismissal involves non-residence on the University campus and loss of status as a candidate for a degree effective immediately upon dismissal.

~~A student who has been dismissed from the University for academic reasons may not register for courses at the University as a non-degree student without the approval of the Director of the Center for Continuing Studies.~~

Students who have been dismissed may, during a later semester, request an evaluation for readmission to the University. Students wishing to apply for readmission, whether at Storrs or a regional campus must do so through the Office of Student Services and Advocacy who will convene a readmission board consisting of the deans' designees. ~~to the Storrs campus apply to the Vice President for Student Affairs or his/her designee. Students wishing to apply for readmission to a regional campus apply to the regional campus Director for Student Services.~~ Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. In their first regular semester after readmission, dismissed students will be on scholastic probation and may be subjected by the Vice Provost for ~~Undergraduate Education and Instruction~~ Academic Affairs to other conditions for their continuance. Students who have left the University for a reason other than academic dismissal are readmitted under the same scholastic standing status as achieved at the time of their separation from the University.

First Dismissal

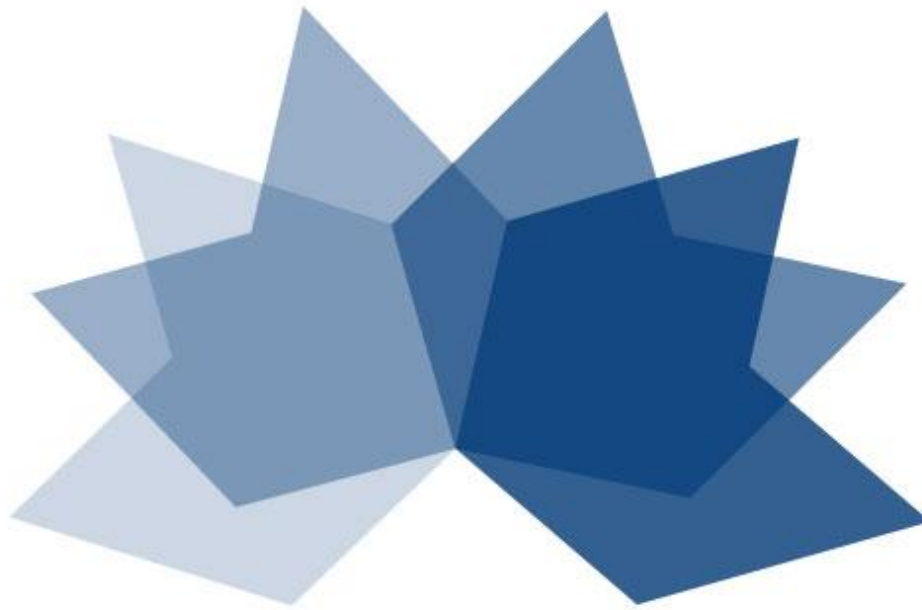
Students who have been scholastically dismissed may request an evaluation for readmission to the University by applying to the Office of Student Services and Advocacy. Students who are dismissed from the University for the first time may, upon approval, matriculate no sooner than two semesters following dismissal. Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. Readmitted students will remain on scholastic probation until both their semester and cumulative GPA are 2.0 or above. Students will follow the catalog requirements for the semester of their readmission.

Second Dismissal

Students who have been scholastically dismissed for a second time may request an evaluation for readmission to the University by applying to the Office of Student Services and Advocacy. Students who are dismissed from the University for the second time may, upon approval, matriculate no sooner than eight semesters following dismissal. Readmission will be considered favorably only when the evaluation indicates a strong probability for academic success. Readmitted students will remain on scholastic probation until both their semester and cumulative GPA are 2.0 or above. Students will follow the catalog requirements for the semester of their readmission.

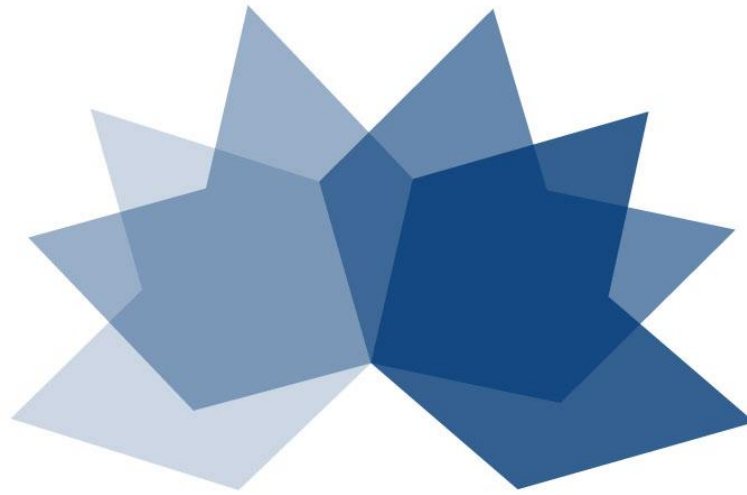
Third Dismissal

No student will be readmitted to the University after a third dismissal.



HONORS and ENRICHMENT PROGRAMS

University Senate Presentation – March 25, 2013



HONORS PROGRAM

*The **Honors Program** enhances the academic, social, and cultural opportunities at the University of Connecticut to offer the richest possible undergraduate experience.*

Honors First-Year Student Profile

	2012	2011
# Enrolled	429	414
Average SAT (CR+M)	1395	1400
Average HS Rank	96%	95%
In-State/Out-of-State	75%/25%	75%/25%
Female/Male	48%/52%	52%/48%
Valedictorians	27	31
Salutatorians	31	17
University Merit Awards	96%	92%
Advanced Standing		
• <i>began as at least 2nd semester</i>	57%	54%
• <i>began as at least sophomore</i>	23%	21%



Honors Program Enrollment

	2012	2011
TOTAL	1749	1663
<u><i>Academic Center for Exploratory Students</i></u>	130	149
<u><i>College of Agriculture & Natural Resources</i></u>	85	80
<u><i>College of Liberal Arts & Sciences</i></u>	897	870
<u><i>School of Business</i></u>	138	122
<u><i>School of Business/School of Engineering</i></u>	4	7
<u><i>Neag School of Education</i></u>	32	29
<u><i>School of Engineering</i></u>	355	309
<u><i>School of Fine Arts</i></u>	34	31
<u><i>School of Nursing</i></u>	34	28
<u><i>School of Pharmacy</i></u>	40	38



Honors & University Scholar Graduation

	2012	2011
TOTAL	301	238
<i>University Scholars</i>	33	19
<i>Honors Scholars</i>	268	219



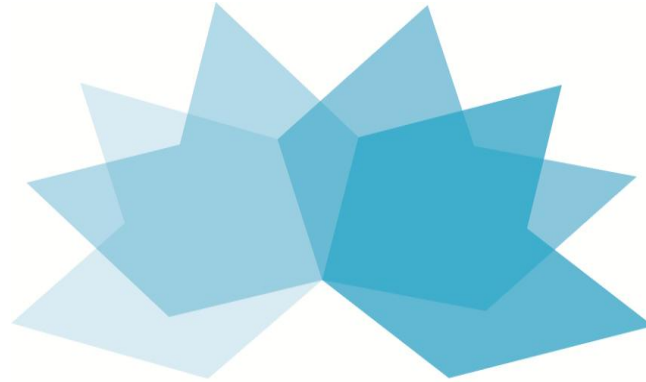


HONORS PROGRAMMING & EVENTS

The Honors Programming & Events Office
provides support and opportunities to Honors students through meaningful collaborations with colleagues across campus in a variety of offices including Global Programs, Career Services, Community Standards, Counseling and Mental Health Services, the Center for Students with Disabilities, and the Office of First-Year Programs and Learning Communities.

- ❖ **SUPPORTS** 1,007 students living in Honors Learning Communities, through an active collaboration with the Department of Residential Life.
- ❖ **ADMINISTERS** UNIV1784/Honors First-Year Seminar that serves approximately 430 students.
- ❖ **COLLABORATES** with the Department of Political Science and the Office of Study Abroad (7 DC Interns).
- ❖ **PROVIDES** crisis intervention for academic and social issues which challenge our students.
- ❖ **CREATES** a personalized environment for students by developing genuine and invested relationships through both one-on-one and group contact.





UNDERGRADUATE RESEARCH
Enrichment Programs

The Office of Undergraduate Research (OUR)
*provides research-related opportunities and
information to undergraduate students interested
in independent or collaborative research with
faculty members and research professionals.*

The OUR distributed **\$322,000+** in funding for 2011-12 research & creative activity

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- ❖ **\$253,000+** funded 65 SURF Awards in 2012
In process of confirming similar number of SURF Awards for 2013
- ❖ **\$42,000+** for 101 small travel and research materials grants
- ❖ **\$20,000** for SHARE research apprenticeships in the social sciences & humanities
- ❖ Almost 200 undergraduate researchers participated in Spring 2012 Frontiers Exhibition
- ❖ **\$40,000** awarded for Spring 2013 SHARE apprentices, *including additional \$20,000 for under-represented students*



The Office of Undergraduate Research...

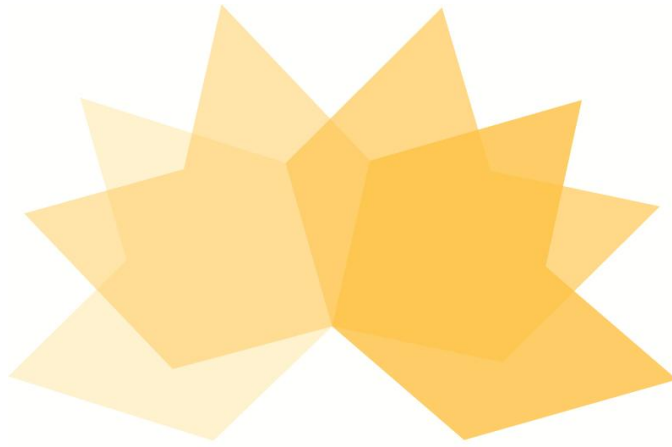
12/13 - A - 231

- ❖ **WELCOMED** Margaret Lamb as the OUR Director in December 2012
- ❖ **RECEIVED** 91 SURF Proposals (*February 1, 2013 deadline*)
- ❖ **REINSTATED** the Life Science Honors Thesis Awards
- ❖ **INTRODUCED** a pilot for UConn IDEA Awards in February 2013 -
First application deadline: April 1st



*This program will benefit students who wish to pursue
very broadly defined research
or
creative and entrepreneurial activities.*





NATIONAL SCHOLARSHIPS
Enrichment Programs

The Office of National Scholarships (ONS)
*recruits and mentors students to compete for
prestigious national and international
scholarships, including Rhodes, Marshall,
Goldwater and Udall.*

Completed Competition Candidate Assistance

Marshall Scholarship (UK)

- ❖ 6 Nominees
- ❖ Ethan Butler (ENGR '12) – named a Marshall Scholar

Rhodes Scholarship (Oxford, UK)

- ❖ 4 Nominees

Mitchell Scholarship (Ireland)

- ❖ 2 Nominees



Ongoing Competition Candidate Assistance

National Science Foundation –Graduate Research Fellowship Program

- ❖ **17 Candidates:** (1 alumni, 4 graduate students, & 12 undergraduates)
Results TBD

Glamour Top Ten College Women

- ❖ **1 Candidate:**
 - ☐ **Rebecca D'Angelo** *was a finalist*

National Security Education Program (NSEP) Boren Scholarship

- ❖ **2 Candidates - Results TBD**

Pickering Undergraduate Scholarship (Foreign Affairs)

- ❖ **1 Candidate - Results TBD**



Humanity in Action Fellowship

- ❖ **1 Candidate** - *Not selected*

Pickering Graduate Fellowship & Rangel Graduate Fellowship

- ❖ **1 Candidate** - *Results TBD*

Paul & Daisy Soros Fellowship for New Americans

- ❖ **1 Candidate** - *Not selected*

2013 Public Policy & International Affairs Summer Institute (Princeton)

- ❖ **1 Candidate**
 - ❑ **Carl D'Oleo-Lundgren** – *Selected*

Clinton Global Initiative University

- ❖ **1 Candidate** - *Not selected*



Goldwater Scholarship: *Faculty Chair: Joanne Conover [PNB]*

- ❖ **4 Candidates** (*maximum allowed*)
Results pending April 2013

Truman Scholarship: *Faculty Chair: Davita Silfen Glasberg [CLAS Assoc. Dean/Sociology]*

- ❖ **4 Candidates** (*maximum allowed*)
Results pending April 2013
 - ❑ **John Giardina** named a finalist

Carnegie Junior Fellows: *Faculty Chair: Susan Randolph [Economics]*

- ❖ **1 Candidate** (*allowed 2*) – *Not selected*

Udall Scholarship: *Faculty Chair: Eric Schultz [EEB]*

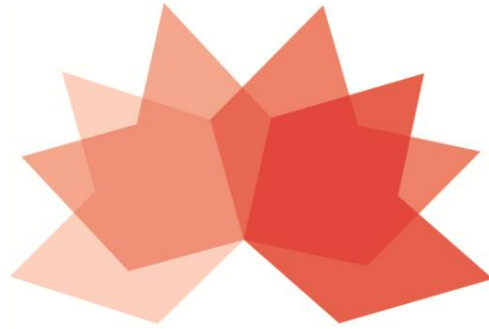
- ❖ **2 Candidates** (*allowed 6*)
Nominations still open: Results pending April 2013



The Office of National Scholarships...

- ❖ **WORKED** with the Office of the Provost & Graduate School to host a consultant to review pre-award support for all students at UConn & draft a plan for expansion of ONS to include pre-award support & scholar development (graduate students and post docs).
- ❖ **ADVISED** numerous students seeking scholarship support for current UConn experience & beyond.
- ❖ **PROMOTED** major scholarships to UConn community through class visits, student meetings, ONS website, flyers & other postings, social media, etc.
- ❖ **ADVERTISED and ADMINISTERED** competition for Holster First-Year Project Grant for Honors Freshman.
- ❖ **HOSTED** 2012 Holster Scholar presentations.





INDIVIDUALIZED & INTERDISCIPLINARY STUDIES
Enrichment Programs

The Individualized and Interdisciplinary Studies Program (IISP) works with undergraduates who wish to design their own majors or pursue interdisciplinary minors (including international studies and criminal justice). Individualized majors are based in the College of Liberal Arts and Sciences or College of Agriculture & Natural Resources, and may draw on courses in other schools and colleges.

- ❖ **Students working with IISP Advisors also worked last year with faculty advisors in 35 Academic Departments across 5 schools and colleges.**

❖ **150 (approx.) Individualized Majors**

113 Completed Plans of Study (2011-2012)



57
Individualized
Major
Graduates



17
Criminal
Justice
Minors



39
International
Studies
Minors



- ❖ **The largest number of individualized majors are in the Social Sciences.**
- ❖ **About 30% of individualized major students also complete a second major.**
- ❖ **The number of majors will remain in the current range...**

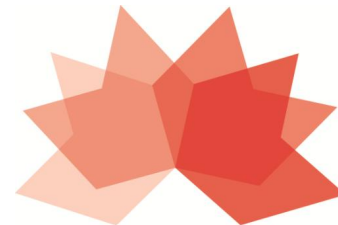
IISP will continue to focus on improving the quality of our students and their experience.

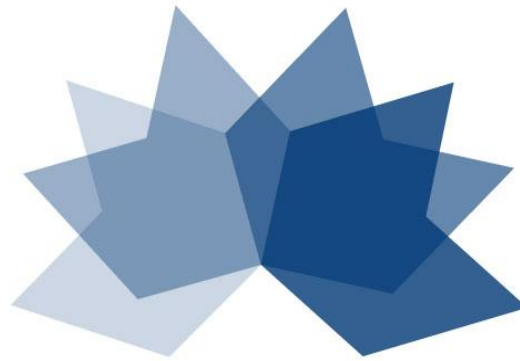


❖ ***The IISP attracts some of UConn's very talented students...***

❑ **20-25% are Honors Students**

❑ **Over 30% graduated with Latin Honors
(last 2 years)**





UNIVERSITY SCHOLAR PROGRAM
Enrichment Programs

*The **University Scholar Program**, is one of the most prestigious and distinguished programs for undergraduates at the University of Connecticut. Graduation as a **University Scholar** is one of the highest academic honors the University bestows on undergraduate students. No more than 30 University Scholars are selected each year.*

All University Scholars engage in intensive, focused research or project work culminating in a high-level piece of scholarship or creative accomplishment.

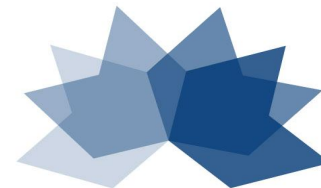
IN 2012...

19 University Scholars began research and creative projects focused on such areas as:

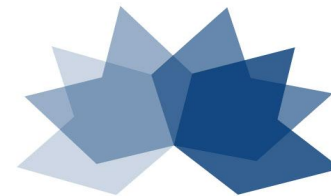
- ❖ *Development of a Computer Model for Melanoma Metastasis*
- ❖ *Remembering the Holocaust and Combating Indifference: the United States Holocaust Memorial Museum and the Jewish Museum Berlin*
- ❖ *Pre-Implantation Genetic Diagnosis: An Intersection of Science, Ethics, and Policy*

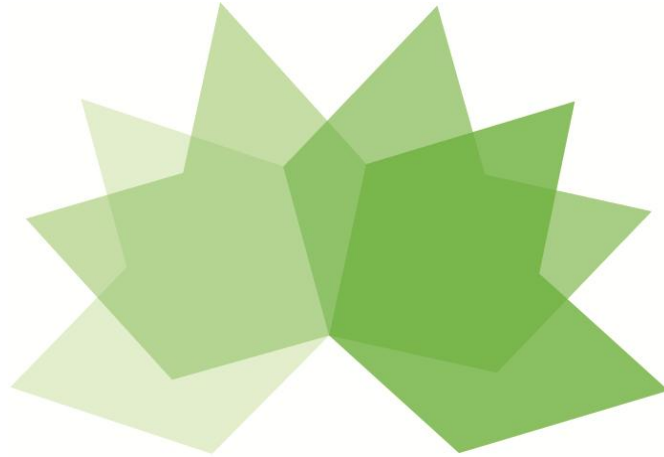
IN 2013...

23 students were selected to begin research projects



- ❖ **2011 University Scholar, Ethan Butler, was awarded a 2013 Marshall Scholarship.**
- ❖ **Several University Scholars are among the University's current nominees for national scholarships.**





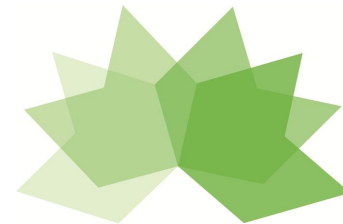
PRE-PROFESSIONAL PROGRAMS
Enrichment Programs

Pre-Law Program

This professional center offers education and services to all UConn students and alumni interested in legal careers as they establish and achieve professional school admission and career goals.

*The **Pre-Law Program** serves all students and alumni interested in a post-graduate legal education through:*

- ❖ **Workshops**
- ❖ **One-on-one counseling**
- ❖ **Guest speakers**
- ❖ **Law-related events**



*The **Pre-Law Center** coordinates the Special Program In Law for high achieving undergraduates.*

- ❖ Students in the Special Program in Law have preferred admission to UConn Law School if they successfully complete the program requirements.
 - **50 students** currently participate in the Special Program in Law



LSAT Score Data

153.9
LSAT
National Average
Score

157.2 *
LSAT
Average Score:

* *Students & Alumni who
worked with Pre-Law Center*

154.3 *
LSAT
Average Score:

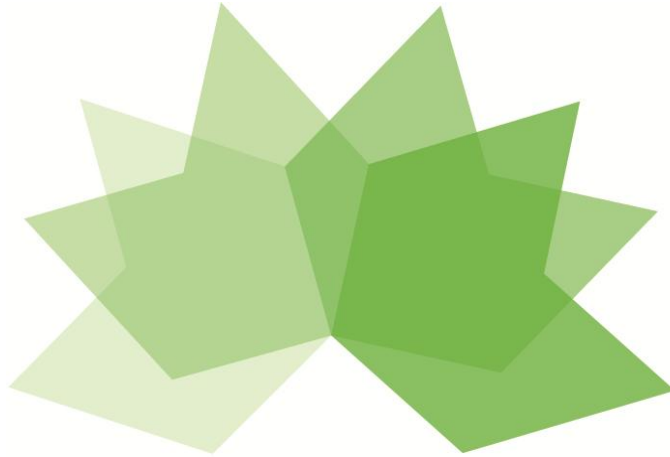
* *ALL UConn Students &
Alumni who took the LSAT*



Law School Matriculation

- ❖ **70** students who worked with the Pre-Law center matriculated to an ABA-accredited law school (Fall 2011).
- ❖ The UConn Law School enrolled the most UConn graduates, with **17** alumni.





PRE-PROFESSIONAL PROGRAMS
Enrichment Programs

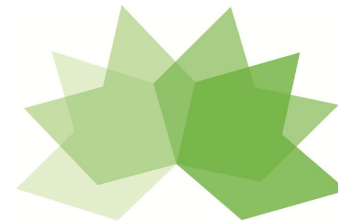
Pre-Med & Pre-Dental Program

This professional center offers education and services to all UConn students and alumni interested in medical or dental careers as they establish and achieve professional school admission and career goals.

Pre-Med & Pre-Dental Program Spring 2013 Updates:

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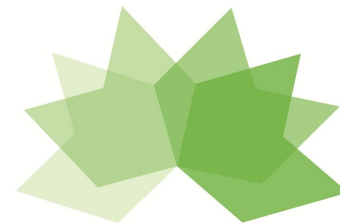
- ❖ ***An MCAT/DAT review course has been developed***
- ❖ ***A workshop series has been designed to acquaint students with all aspects of the professional school application process:***
 - ☐ *Orientation*
 - ☐ *Personal Statement*
 - ☐ *Secondary Application*
 - ☐ *School Selection*
 - ☐ *Interviewing*
 - ☐ *Mock Admissions*

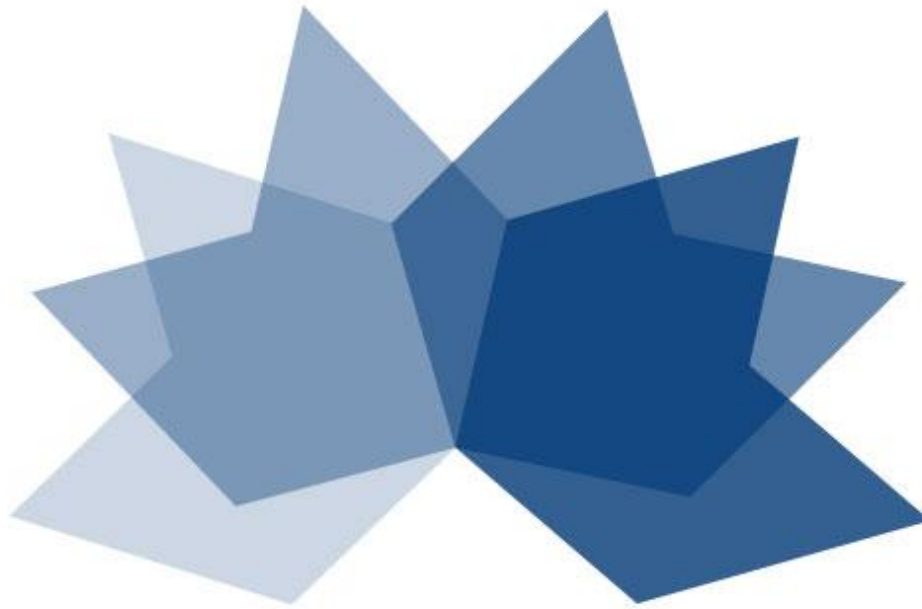


Pre-Med & Pre-Dental Program Spring 2013

Events *(planned):*

- ❖ **Spring Visits to UCHC** for Special Programs in Medicine and Dentistry Groups
- ❖ **Post Baccalaureate Dinner Session** to provide an opportunity for invited medical/dental school graduates to discuss & share their experiences.
- ❖ **Spring Conference** inviting Admissions Staff from various health profession schools.





HONORS and ENRICHMENT PROGRAMS

John W. Rowe Center for Undergraduate Education

honors@uconn.edu

860.486.2223

The Retention & Graduation Task Force

Annual Report to the University Senate



Monday, March 25th, 2013

**Prepared by the
Division of Enrollment Planning & Management**

Wayne Locust, Vice-President, Enrollment Planning & Management
Gary Lewicki, Assistant Vice-President, Enrollment Planning & Management

UConn Retention and Graduation Trend Update

Storrs

The University of Connecticut's graduation rates continue to be among the best in the nation for public research universities. Our four-year completion rate was 5th highest out of our set of 58 peer institutions according to the most recent national data available (for the Fall 2005 entering cohort). However, the table below shows that after steady growth in graduation rates between our Fall 2001 and Fall 2005 Storrs freshman cohorts, more recently we have remained fairly steady. This report addresses efforts being made by our Task Force to facilitate further growth of our already strong graduation rates.

1. Storrs Campus Graduation Rates of Fall 2001 – Fall 2008 Incoming Freshmen								
Fall	2001	2002	2003	2004	2005	2006	2007	2008
4-Year	54%	56%	61%	66%	68%	67%	68%	67%
5-Year	72%	74%	76%	79%	81%	81%	81%	
6-Year	75%	76%	78%	81%	83%	82%		

Source: OIR.

The University's quality academic programs, cadre of academic enrichment and support programs and numerous student life opportunities provide a rich learning environment for our undergraduates. And, over the past decade, as indicated below, our diverse entering freshman profile continues to become even more diverse and more competitive.

2. UConn Storrs Incoming Freshman Cohort Profile (Fall 2003-2012)										
Fall	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
# Incoming Freshmen	3,208	3,247	3,260	3,241	3,179	3,604	3,221	3,339	3,327	3,114
Average SAT	1167	1177	1189	1195	1192	1200	1212	1221	1216	1226
Top 10% HS Class	30%	35%	37%	38%	40%	39%	44%	44%	43%	45%
% Minority Freshmen	17%	17%	20%	19%	19%	20%	21%	25%	25%	27%

Sources: OIR and Undergraduate Admissions

Our retention rate trends, shown in Table 3, are similar to what is occurring with our graduation rates: a pattern of steady growth that more recently have stabilized.

3. Storrs Campus Retention Rates of Fall 2003 - Fall 2011 Incoming Freshmen									
Fall	2003	2004	2005	2006	2007	2008	2009	2010	2011
1-Year Retention	90%	92%	93%	93%	93%	92%	93%	92%	93%
2-Year Retention	84%	85%	88%	87%	88%	87%	88%	87%	
3-Year Retention	80%	83%	86%	85%	86%	85%	85%		

Source: OIR

Table 4 illustrates that the achievement gap that exists at higher education institutions between students who are White or Asian and students who are African-American or Hispanic is present here, as well. Although retention rate comparisons between these groups during the first three years of matriculation show less divergence, there are graduation rate gaps.

4. Most Recent Retention & Graduation Rates by Race/Ethnicity						
	White	Asian	Af-Am	Hisp	Am Ind	Total
Fall 11: 1-Yr Retention	92%	93%	92%	93%	100%	92%
Fall 10: 2-Yr Retention	88%	88%	88%	87%	50%	88%
Fall 09: 3-Yr Retention	85%	88%	81%	87%	100%	85%
Fall 08: 4-Yr Graduation	70%	70%	48%	59%	55%	67%
Fall 07: 5-Yr Graduation	82%	80%	68%	74%	63%	81%
Fall 06: 6-Yr Graduation	85%	83%	65%	72%	89%	82%

Source: OIR

UConn has numerous initiatives in place that address these achievement gaps. Our Undergraduate Admissions office, in conjunction with our Center for Academic Programs (CAP), contacts first-generation and low-income students, many of whom are underrepresented minorities as early as middle school. CAP prepares students for successful entry into, retention in, and graduation from a post-secondary institution through its four constituent programs: Educational Talent Search, Gear Up and Upward Bound provide programming to increase college access and retention; and Student Support Services provides programming to facilitate students' retention in and graduation from UConn. And, all of our students benefit from the African-American, Asian-American and Puerto-Rican/Latino/a Cultural Centers and International, Women's and Rainbow Centers that offer programs and support for diverse students and provide a conduit for all to benefit from the presence of diverse individuals and cultures.

Our Science Technology Reaching Out to a New Generation in Connecticut (STRONG-CT) alliance targets first generation and historically underrepresented student populations to increase enrollment, retention and graduation of these students from Manchester, Quinebaug Valley, and Three Rivers Community Colleges and UConn. The Louis Stokes Alliance for Minority Participation (LSAMP) Leadership and Academic Enhancement Program is part of an alliance of New England institutions that received funding through NSF to strengthen preparation, representation, and success of historically underrepresented students in the Science, Technology, Engineering, and Mathematics (STEM) fields.

These diversity efforts have contributed to solid minority graduation rates, when compared nationally which have grown over time, but as is the case, nationally, have not grown as fast as White and Asian graduation rates, thus creating a larger gap.

Regional Campuses

Between Fall 2003 and Fall 2012, incoming freshman enrollment at our regional campuses grew by 43%, and the portion of incoming freshmen minority students increased by 11%-points (see Table below).

5. UConn Regional Campus Incoming Freshman Cohort Profile (Fall 2003-2012)										
Fall	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
# Incoming Freshmen	909	1,028	986	1,140	1,147	1,254	1,141	1,241	1,295	1,301
Average SAT	1018	1035	1033	1011	1019	1012	1038	1025	1022	
% Minority Freshmen	27%	27%	34%	30%	28%	31%	33%	37%	38%	38%

Sources: OIR and Undergraduate Admissions

Table 6 shows that growth in retention and graduation rates has occurred at the regional campuses, but like at Storrs, the rates have stabilized in recent years.

6. Regional Campus Retention & Graduation Rates (2001-2010 Entering Cohorts)											
Fall Entering Cohort	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
1-Year Retention	77%	76%	79%	79%	79%	79%	78%	80%	82%	81%	83%
2-Year Retention	60%	61%	66%	65%	62%	65%	66%	64%	69%	69%	
3-Year Retention	53%	56%	59%	59%	58%	58%	61%	62%	64%		
6-Year Graduation	46%	48%	52%	50%	51%	51%					

Source: OIR

Retention & Graduation Task Force 2012-13 Action Plan

The past year has been a busy one for the Task Force. Task Force members were charged by the group's chair to develop an action plan to improve graduation rates at UConn. Three subcommittees were set up to address priority issues identified by the Task Force members: *The Achievement Gap*, *Women in STEM Fields* and *Information Sharing*.

These three issues were selected as areas of focus based on a review of relevant research literature and best practices. The selection process was informed by findings from a decade's worth of quantitative, qualitative and survey analyses regarding who graduates and who leaves the University of Connecticut, why and when (see ten selected observations listed below):

1. Based on responses to our Entry Level Survey completed during Freshman Orientation, students have, historically have had, and continue to have, *very high expectations* of the University.
2. While an impressive 93% of Storrs freshmen return for Year 2, leavers tend to cite issues regarding our *campus location*. (The Mansfield Downtown Partnership will be a great asset, moving forward.)
3. Students who leave during or after Year 2 are more likely to point to issues associated with their *major*, e.g., not knowing what to choose for a major or not being accepted into their desired program.
4. *Out-of-state leavers* tend to transfer to an institution in their home state. *In-state leavers* tend to transfer to CSU or our state's community colleges.
5. *Females* are more likely to persist and graduate on time.
6. *Underrepresented minority (URM) students and males (particularly URM males)* are more likely to struggle and be academically dismissed.
7. Graduation rates for all *racial/ethnic groups* have increased, but the gap between White and Asian students on one hand and URM's on the other has grown, reflecting a national trend.
8. *Regional campus students* they tend to earn a lower GPA in their first Storrs semester than their previous semester, but, on the whole, recover and improve in future semesters.
9. Similar to national trends, in *some STEM fields*, there is a need for greater female participation and in *some non-STEM fields* there is a need for greater male participation.
10. The *overwhelming majority (97% in 2010) of respondents to our annual Recent Alumni Survey* would recommend UConn to friends or relatives.

The *action plan*, presented on the following pages, is a product of the Retention and Graduation Task Force subcommittee and overall committee efforts.

Task Force Action Plan Priority Initiatives

Activity/Objective	Timeline	Resources
Achievement Gap Subcommittee ACT Engage Survey to be completed by incoming freshmen during orientation measures 10 non-cognitive factors related to persistence. Research shows non-cognitive factors are more predictive of college success, especially for African-American students, than traditional cognitive factors like standardized tests. Survey results will generate a profile that identifies at-risk students and recommends interventions to allow for more efficient targeting of resources suited to students' need tendencies.	Grant proposal submitted by Michelle Williams & Crystal Park of the Psychology Department is being reviewed for preliminary notification of award status. Project Steps: Survey is administered. ACT analyzes results and prepares report. Supplementary questions from UConn are analyzed internally by the PI's and GAs. Students identified as at-risk will be referred to existing campus services such as ACES, other advisors, the Retention Outreach Coordinator, the Academic Achievement Center or UConn Connects.	The \$5 per survey x 3,000 freshmen \$15,000 cost will be funded by the grant if it is awarded. If not, alternative funding sources will be sought for the survey and for compensating GAs.
Coordinated Mentoring Programs , particularly those involving peer mentors, have improved URM STEM participation and success, nationally. UConn programs that connect new freshman/transfer mentees with student mentors include PAASS, METAS & AMP in the African American, Puerto Rican & Asian American Cultural Centers, and SSS' Peer Education Team. There exists a need for a coordinated, university-based peer mentoring program that reaches students not participating in current programs. It would be distinct from UConn Connects that provides academic support from an intervention perspective and will be framed within an academic excellence model, e.g., <i>Husky Excellence</i> or <i>Husky Scholars Program</i> .	Efforts could begin immediately, but, several components are needed to sustain the program, including a coordinator to work with our academic advising centers to identify students not currently involved in peer mentoring activities and for whom such activities may be beneficial, e.g., first-gen, URM. A model using elements of existing programs needs to be developed (e.g., minimal GPA requirement, mentor training, enrollment in INTD); multi-level mentorship experiences; and, assessment focused on graduation, not just retention. Also, some administrative support would be needed to assist with data collection, report writing, recruitment and training of mentors and mentees.	Resources for a full time coordinator, part time administrative support, peer mentor trainers, assessment and evaluation would be provided by the aforementioned grant if funded. If it is not funded, alternative plans would be made utilizing the current Retention Officer in the Registrar's Office.
Women in STEM Subcommittee Assessment of UConn Undergraduate Women's Participation in STEM Programs: Comprehensive examination and report identifying and addressing factors that lead women to persist or not in STEM, including quantitative analyses of retention and graduation & qualitative reviews of barriers facing women to persist in STEM.	Review women's persistence rates in STEM by major including D, F, W rates in gateway courses. Conduct qualitative survey of STEM female students regarding their UConn experience. Convene focus groups and conduct benchmarking. Complete quantitative data analysis that informs qualitative survey and focus groups in the Spring and Summer.	GA to conduct statistical analyses and work directly with the subcommittee.

Activity/Objective	Timeline	Resources
Information Sharing Subcommittee Husky Help Desk: Create a center that responds to student inquiries for assistance in person, via web form, or email, (potential for other technologies) during business hours and provides outreach to students identified as at risk, in coordination with current Retention efforts. One important distinction between existing similar information resources is that these transactions will be stored and tracked to identify trends which might inform new or ongoing initiatives that improve the student experience at UConn.	Refocus, redirect and expand the role of the current information desk housed in a very visible location at the main entrance to the Wilbur Cross building to ensure more effective referral services for students. Logistics include getting an email account from UITS (done); securing and building a web site: www.huskyhelp.uconn.edu , and developing a communication plan to inform students of its availability.	Time for advertising and creating a web site. Staffing: experienced orientation group leaders or Visitor's Center guides will serve as a valuable resource to staff positions associate with this initiative.

Additional Potential Initiatives

Activity/Objective	Timeline	Resources
Achievement Gap Subcommittee Expanded Outreach to Urban Schools and Communities: Forge alliances, review feeder school academic profiles and offer programs to increase financial literacy and financial aid awareness. Provide outreach, exposure and access to prospective students and parents, e.g., front load parent orientation and provide online resources with FAQs, financial aid resources, answers regarding academic concerns, etc.	Conduct an inventory of these types of programs currently in existence at UConn. Convene meeting with coordinators of those programs for their input. Meet with selected school district representatives.	Administrative costs associated with running these programs.
Re-engaging Dropouts: Similar to "Finish in Four" developed several years ago, implement a campaign to re-engage students to finish their degree. We currently contact students, but efforts could be enhanced through a dedicated website and aggressive advertising, e.g., billboards, newspaper features, a "catchy" name: "finish what you started," "it's never too late."	Set up the website and discuss advertising campaign with staff in University Communications.	Advertising costs and staff time devoted to the website.

Activity/Objective	Timeline	Resources
Achievement Gap Subcommittee		
<i>Intrusive Advising:</i> Several programs, nationally, identify intrusive and intensive advising coupled with coordinated resources as an effective strategy. Many are re-instituting academic centers with support services such as career services, counseling, mentoring, skill development, financial assistance, learning disabilities, and support services into a single unit so students can easily access resources.	Meet with Academic Deans, faculty and staff from Academic Advising Centers on campus to discuss the feasibility of this initiative.	Training and staff time.
<i>External Support for URM STEM Participation:</i> Successful programs focusing on URM STEM students have benefitted from a significant investment by private and corporate foundations and university support. LSAMP at UConn, funded by NSF, has a high URM completion rate, but impacts only a few dozen students. This may be an opportune time to engage in private fundraising and corporate sponsorship in light of CT Bioscience, the UConn Tech Park and Jackson Labs initiatives to develop and support programs geared to a broader population of URM students and workforce diversity.	Meet with the UCONN Foundation, Academic Deans and senior leadership regarding the possibility of implementing this effort.	Cost of developing and administering these programs.
Information Sharing Subcommittee		
<i>Centralized Up-to-Date Checklist for Faculty and Staff:</i> Create a place for faculty and staff to plug into in order to get up-to-date information regarding a student that would help them address his or her needs.	A list of users would need to be developed and appropriate software identified.	System administrator/analyst or resource person, and software.
<i>Enhancements to the Early Warning System for Academic Advising:</i> Use HuskyCT, the Student Administration System and the Four-Year Planner to provide advisors with data regarding students' entering characteristics, level of use of UConn learning resources and their four-year plan.	Modifications need to be made to HuskyCT and Student Administration System. The Four-Year Planner would need to be developed.	Time necessary to develop, build and test these systems, and possibly a consultant to help in doing so.

Retention & Graduation Task Force Members, 2012-13

Brian Boecherer, Associate Director, UConn Early College Experience
Chantal Bouchereau, Director of Student Interventions
Gabe Castro, Undergraduate Student
Lauren DiGrazia, University Registrar
Patti Fazio, Director, Marketing Communications
Pam Fischl, Assistant to the University Registrar for Retention and Graduation Outreach
Nathan Fuerst, Director of Undergraduate Admissions
Eva Gorbants, Assistant Dean for Academic Affairs & Director of Advising, School of Fine Arts
David Gross, Associate Department Head, Undergraduate Programs, Mathematics
Kathleen Holgerson, Director, Women's Center
Lauren Jorgensen, Research Analyst, Office of Institutional Research
Jennifer Lease Butts, Assistant Vice Provost and Director of the Honors Program
Gary Lewicki, Assistant Vice-President for Enrollment Planning and Management
Wayne Locust, Chair, Vice-President for Enrollment Planning and Management
Mona Lucas, Director, Student Financial Aid Services
Jean Main, Director, Summer and Intersession Programs
Maria Martinez, Assistant Vice Provost, Institute for Student Success
Mike Menard, UConn Greater Hartford Campus Director
Jeffrey Ogbar, Vice Provost for Diversity
David Ouimette, Executive Director, First Year Programs and Learning Communities
Willena Price, Director, African American Cultural Center
Pamela Robinson-Smey, Executive Assistant to the Vice-President, Enrollment Planning & Management
Maria A. Sedotti, Program Director, Orientation Services
Ellen Tripp, Interim Director, Counseling Program for Intercollegiate Athletes
Michelle Williams, Associate Dean, College of Liberal Arts & Sciences, Associate Professor, Psychology

Attachment A

Table A1. University of Connecticut vs. Other Public Research Peer Universities: Four-Year Graduation Rate		
Rank	Institution	Rate
1	U. of Virginia	87%
2	U. of North Carolina at Chapel Hill	75%
3	U. of Michigan-Ann Arbor	73%
4	U. of California-Berkeley	71%
5	U. of Connecticut	68%
5	U. of California-Los Angeles	68%
7	U. of California-Santa Barbara	66%
7	U. of Illinois at Urbana-Champaign	66%
7	University of Maryland-College Park	66%
10	U. of California-Irvine	65%
11	Pennsylvania State University	63%
12	U. of Pittsburgh	61%
13	U. of Washington	59%
13	U. of Florida	59%
15	Virginia Polytechnic Institute	56%
16	U. of California-San Diego	56%
17	U. of Georgia	54%
18	Rutgers State U. of New Brunswick, NJ	53%
18	U. of Texas at Austin	53%
20	U. of Massachusetts at Amherst	52%
20	U. of Wisconsin at Madison	52%
22	Ohio State University	51%
22	U. of California-Davis	51%
24	Texas A&M University-College Station	50%
24	Indiana U. at Bloomington	50%
26	Florida State University	49%
27	Michigan State University	48%
28	U. of Minnesota-Twin Cities	47%
28	U. of Iowa	47%
28	University at Buffalo	47%
31	Stony Brook University	45%
31	University of Missouri-Columbia	45%
33	North Carolina State University	41%
34	University of Colorado at Boulder	40%
35	Purdue University-West Lafayette	38%
36	U. of Arizona at Tucson	36%
36	Temple University	36%
38	Colorado State University	35%
39	U. of Kentucky	34%
39	U. of Tennessee	34%
41	Iowa State University	33%
42	West Virginia University	32%
42	University of Kansas	32%
42	Arizona State University at Tempe	32%
42	U. of Nebraska at Lincoln	32%
46	Georgia Institute of Technology	31%
47	Louisiana State U. A & M-Baton Rouge	29%
47	Oregon State University	29%
49	U. of Illinois at Chicago	27%
50	Virginia Commonwealth University	26%
50	Utah State University	26%
52	U. of Alabama at Birmingham	23%
53	U. of Cincinnati	22%
54	U. of Utah	21%
55	U. of Hawaii at Manoa	18%
56	New Mexico State University	16%
57	U. of New Mexico	12%
58	Wayne State University	10%

Source: IPEDS Peer Analysis System, 2011 Graduation Rate Survey for 2005 entering freshman cohort. OIR/November 2012

Table A2. University of Connecticut vs. Other Public Research Peer Universities: Average Time to Graduate Among Students Earning Baccalaureate Degrees Within Six Years

Rank	Institution	Average Time to Graduate
1	University of Virginia	4.1
2	University of North Carolina at Chapel Hill	4.2
3	University of California-Santa Barbara	4.2
4	University of Connecticut	4.2
5	University of Michigan-Ann Arbor	4.2
6	University of Maryland at College Park	4.2
7	University of Illinois at Urbana-Champaign	4.2
8	University of California-Berkeley	4.2
9	University of Pittsburgh	4.3
10	University of California-Irvine	4.3
11	University of Massachusetts-Amherst	4.3
12	University of California-Los Angeles	4.3
13	U. of Washington-Seattle Campus	4.3
14	Pennsylvania State University	4.3
15	U. of Florida	4.3
16	Virginia Polytechnic Institute State	4.3
17	Indiana U. at Bloomington	4.4
18	Florida State University	4.4
19	U. Iowa	4.4
20	U. of Minnesota-Twin Cities	4.4
21	Stony Brook University	4.4
22	U. of Georgia	4.4
23	University of California-San Diego	4.4
24	University of Missouri-Columbia	4.4
25	Rutgers State U. of New Brunswick, NJ	4.4
26	U. of Texas at Austin	4.4
27	U. of Wisconsin at Madison	4.4
28	University at Buffalo	4.4
29	Ohio State University	4.4
30	University of California-Davis	4.4
31	Texas A&M University-College Station	4.4
32	Michigan State University	4.4
33	U. of Arizona at Tucson	4.5
34	University of Colorado at Boulder	4.5
35	University of Kentucky	4.5
36	West Virginia University	4.5
37	North Carolina State University	4.5
38	Colorado State University	4.5
39	Purdue University-West Lafayette	4.5
40	Temple University	4.5
41	Arizona State University-Tempe	4.5
42	U. of Tennessee at Knoxville	4.5
43	U. of Kansas	4.6
44	Iowa State University	4.6
45	University of Illinois at Chicago	4.6
46	University of Nebraska at Lincoln	4.6
47	Louisiana State U. A & M-Baton Rouge	4.6
48	Oregon State University	4.6
49	University of Alabama at Birmingham	4.6
50	Virginia Commonwealth University	4.6
51	Georgia Institute of Technology-Main Campus	4.7
52	Utah State University	4.7
53	University of Cincinnati	4.7
54	New Mexico State University	4.9
55	U. of Utah	4.9
56	U. of Hawaii at Manoa	4.9
57	Wayne State University	4.9
58	U. of New Mexico	4.9

Source: IPEDS Peer Analysis System: 2011 Graduation Rate Survey, 2005 entering freshman cohort.
Average time to graduate derived from 2011 Graduation Rate data for 2005 cohort.
OIR/November 2012

Table A3. Storrs Campus vs. Other Public Research Peer Universities
Average Freshman to Sophomore Retention Rate (%), Fall 2011

1	U. of California at Berkeley	97
1	U. of California at Los Angeles	97
1	U. of North Carolina-Chapel Hill	97
1	U. of Virginia	97
5	U. of Florida	96
5	U. of Michigan	96
7	U. of California at San Diego	95
8	Georgia Institute of Technology	94
8	U. of California at Irvine	94
8	U. of Georgia	94
8	U. of Illinois at Urbana-Champaign	94
8	U. Maryland at College Park	94
8	U. of Wisconsin at Madison	94
14	Ohio State University	93
14	U. of Connecticut	93
14	U. of Washington	93
17	Pennsylvania State University	92
17	Rutgers University - New Brunswick, NJ	92
17	Texas A & M University-College Station	92
17	U. of California at Davis	92
17	U. of Pittsburgh	92
17	U. of Texas at Austin	92
23	Florida State University	91
23	Michigan State University	91
23	North Carolina State University	91
23	U. of California at Santa Barbara	91
23	Virginia Polytechnic Institute	91
28	Indiana U. at Bloomington	90
29	Stony Brook University	89
29	U. of Minnesota - Twin Cities	89
31	Purdue University-West Lafayette State	88
31	Temple University	88
31	State U. of New York at Buffalo	88
31	U. of Massachusetts - Amherst	88
35	Iowa State University	86
36	U. of Cincinnati	85
36	U. of Iowa	85
36	U. of Missouri at Columbia	85
36	U. of Tennessee at Knoxville	85
36	U. of Utah	85
36	Virginia Commonwealth U.	85
42	Louisiana State U. A & M-Baton Rouge	84
42	U. of Colorado at Boulder	84
42	U. of Nebraska at Lincoln	84
45	Colorado State University	83
46	Arizona State University at Tempe	82
46	Oregon State University	82
48	U. of Kentucky	81
49	U. of Alabama at Birmingham	80
49	U. of Illinois at Chicago	80
49	West Virginia University	80
52	U. of Kansas	79
53	U. of Arizona at Tucson	78
53	U. of Hawaii at Manoa	78
55	U. of New Mexico	77
56	Wayne State University	75
57	New Mexico State University	72
57	Utah State University	72

Retention rate: Average percent of 2007-2010 freshmen returning the following fall.

Source: *U.S. News and World Report: 2013 Edition America's Best Colleges*. Fall 2011 data was requested.

OIR: November 2012

Table A4. Storrs Campus vs. Other Public Research Peer Universities					
Six-Year All Freshman Graduation Rate			Six-Year Minority Freshman Graduation Rate		
1	U. of Virginia	94	1	U. of Virginia	93
2	U. of California at Berkeley	90	2	U. of California at Berkeley	90
2	U. of California at Los Angeles	90	2	U. of California at Los Angeles	90
2	U. of Michigan at Ann Arbor	90	4	U. of Michigan at Ann Arbor	87
2	U. of North Carolina-Chapel Hill	90	5	U. of California at Irvine	86
6	Pennsylvania State University	87	6	U. of California at San Diego	85
7	U. of California at Davis	86	7	U. of North Carolina-Chapel Hill	83
7	U. of California at Santa Barbara	86	8	U. of Florida	81
9	U. of California at Irvine	85	9	U. of California at Davis	80
9	U. of California at San Diego	85	10	Pennsylvania State University	79
11	U. of Florida	84	11	U. of Washington	79
12	U. of Connecticut	83	11	Ohio State University	78
12	U. of Georgia	83	13	U. of Maryland at College Park	77
12	U. of Wisconsin at Madison	83	13	U. of Illinois at Urbana-Champaign	77
15	U. of Illinois at Urbana-Champaign	82	13	Georgia Institute of Technology	77
15	U. of Maryland at College Park	82	13	Rutgers State U. of New Brunswick,NJ	77
15	Virginia Polytechnic Institute	82	13	U. of Georgia	77
18	U. of Texas at Austin	81	13	U. of Texas at Austin	77
19	Ohio State University	80	19	U. of California at Santa Barbara	76
19	Texas A & M University-College Station	80	20	Virginia Polytechnic Institute	75
19	U. of Washington	80	21	U. of Connecticut	74
22	Georgia Institute of Technology	79	22	U. of Wisconsin at Madison	72
22	U. of Pittsburgh	79	22	Texas A & M University-College Station	72
24	Michigan State University	77	22	State U. of New York at Stony Brook	72
24	Rutgers State U. of New Brunswick,NJ	77	25	Florida State University	71
26	Florida State University	74	26	U. of Pittsburgh	70
27	Indiana U. at Bloomington	72	27	State U. of New York at Buffalo	69
27	North Carolina State University	72	28	North Carolina State University	65
29	State U. of New York at Buffalo	71	29	Temple University	64
29	U. of Iowa	71	29	Michigan State University	64
31	U. of Minnesota - Twin Cities	70	31	Iowa State University	62
32	U. of Missouri at Columbia	69	32	U. of Colorado at Boulder	60
33	Iowa State University	68	32	U. of Missouri at Columbia	60
33	Purdue University-West Lafayette	68	32	Oregon State University	60
33	Temple University	68	32	U. of Nebraska at Lincoln	60
33	U. of Colorado at Boulder	68	36	U. of Massachusetts at Amherst	59
37	State U. of New York at Stony Brook	67	36	Indiana U. at Bloomington	59
37	U. of Massachusetts at Amherst	67	38	U. of Hawaii at Manoa	58
37	U. of Nebraska at Lincoln	67	38	U. of Iowa	58
40	Colorado State University	64	38	U. of Tennessee at Knoxville	58
41	U. of Tennessee at Knoxville	63	38	Colorado State University	58
42	Louisiana State U. A & M-Baton Rouge	62	42	Purdue University-West Lafayette	57
43	Oregon State University	61	42	U. of Arizona at Tucson	57
43	U. of Arizona at Tucson	61	44	U Louisiana State U. A & M-Baton Rouge	55
43	U. of Kansas	61	44	Virginia Commonwealth	55
46	U. of Cincinnati	59	44	U. of Kentucky	55
46	U. of Kentucky	59	47	U. of Minnesota - Twin Cities	53
48	Arizona State University at Tempe	57	48	U. of Illinois at Chicago	52
48	West Virginia University	57	49	U. of Kansas	50
50	U. of Hawaii at Manoa	55	49	Arizona State University at Tempe	50
50	U. of Utah	55	51	U. of Utah	49
52	U. of Illinois at Chicago	54	52	Utah State University	47
53	Utah State University	53	53	U. of Cincinnati	45
53	Virginia Commonwealth	53	54	U. of Alabama at Birmingham	43
55	New Mexico State University	46	55	West Virginia University	41
56	U. of Alabama at Birmingham	45	56	U. of New Mexico	40
56	U. of New Mexico	45	56	New Mexico State University	40
58	Wayne State University	26	58	Wayne State University	14

Source: U.S. News and World Report: 2013 Edition America's Best Colleges. Fall 2011 data was requested.

Source: IPEDS Peer Analysis System, 2011 Graduation Rate Survey, 2005 entering freshmen cohort. OIR/September 2012

Table A5. Storrs Campus vs. Other Public Research Peer Universities, Fall 2011 Entering Freshmen							
SAT 75th Percentile				Top 10% of High School Class			
1	U. of California at Berkeley	1490		1	U. of California at Davis	100	
2	U. of Virginia	1460		1	U. of California at San Diego	100	
3	Georgia Institute of Technology	1450		3	U. of California at Berkeley	98	
4	U. of California at Los Angeles	1440		4	U. of California at Los Angeles	97	
5	U. of North Carolina-Chapel Hill	1400		5	U. of California at Irvine	96	
5	U. of Maryland at College Park	1400		5	U. of California at Santa Barbara	96	
7	U. of Pittsburgh	1380		7	U. of Michigan at Ann Arbor	95	
7	U. of Texas at Austin	1380		8	U. of Washington	92	
9	U. of Florida	1360		9	U. of Virginia	91	
9	U. of California at Santa Barbara	1360		10	Georgia Institute of Technology	83	
9	U. of California at San Diego	1360		11	U. of North Carolina-Chapel Hill	79	
12	U. of Washington	1350		12	U. of Florida	78	
13	U. of California at Davis	1340		13	U. of Texas at Austin	73	
14	State U. of New York at Stony Brook	1330		14	U. of Maryland at College Park	70	
15	U. of Connecticut	1310		15	U. of Wisconsin at Madison	58	
15	U. of Georgia	1310		16	Ohio State University	55	
15	Virginia Polytechnic Institute	1310		16	Texas A & M University-College Station	55	
15	Rutgers State U. of New Brunswick,NJ	1310		18	U. of Pittsburgh	54	
15	U. of California at Irvine	1310		19	U. of Illinois at Urbana-Champaign	52	
20	Texas A & M University-College Station	1300		20	U. of Georgia	47	
20	Pennsylvania State University	1300		21	Pennsylvania State University	45	
20	Purdue University-West	1300		21	U. of Minnesota - Twin Cities	45	
23	North Carolina State University	1280		23	U. of Tennessee at Knoxville	44	
23	U. of Massachusetts at Amherst	1280		24	North Carolina State University	43	
23	Indiana U. at Bloomington	1280		24	U. of Connecticut	43	
26	State U. of New York at Buffalo	1260		24	Virginia Polytechnic Institute	43	
26	Oregon State University	1260		27	Florida State University	40	
28	Arizona State University at Tempe	1240		27	State U. of New York at Stony Brook	40	
29	U. of Arizona at Tucson	1220		29	Purdue University-West Lafayette	39	
30	Temple University	1210		30	Indiana U. at Bloomington	37	
31	U. of Hawaii at Manoa	1190		30	Rutgers State U. of New Brunswick,NJ	37	
31	Virginia Commonwealth U.	1190		32	U. of Kentucky	33	
	<u>ACT Scores (ranked individually)</u>			33	U. of Arizona at Tucson	30	
1	U. of Michigan at Ann Arbor	32		34	State U. of New York at Buffalo	29	
2	U. of Illinois at Urbana-Champaign	31		35	Arizona State University at Tempe	28	
3	Ohio State University	30		35	Michigan State University	28	
3	U. of Wisconsin at Madison	30		35	U. of Hawaii at Manoa	28	
3	U. of Minnesota - Twin Cities	30		35	U. of Illinois at Chicago	28	
6	U. of Tennessee at Knoxville	29		39	U. of Kansas	27	
7	Florida State University	28		40	Oregon State University	26	
7	U. of Colorado at Boulder	28		40	U. of Massachusetts at Amherst	26	
7	Louisiana State U. A & M-Baton Rouge	28		40	U. of Nebraska at Lincoln	26	
7	Michigan State University	28		43	Iowa State University	25	
7	U. of Iowa	28		43	U. of Missouri at Columbia	25	
7	U. of Kentucky	28		45	Louisiana State U. A & M-Baton Rouge	24	
7	U. of Missouri at Columbia	28		45	U. of Alabama at Birmingham	24	
7	Iowa State University	28		45	U. of Colorado at Boulder	24	
7	U. of Kansas	28		45	U. of Iowa	24	
7	U. of Nebraska at Lincoln	28		45	U. of Utah	24	
17	Colorado State University	27		50	Wayne State University	23	
17	U. of Cincinnati	27		51	Colorado State University	22	
17	U. of Alabama at Birmingham	27		51	U. of Cincinnati	22	
17	U. of Utah	27		53	New Mexico State University	21	
21	U. of Illinois at Chicago	26		53	Utah State University	21	
21	West Virginia U.	26		55	University of New Mexico	20	
21	Utah State University	26		55	West Virginia U.	20	
24	University of New Mexico	25		57	Temple University	18	
24	Wayne State University	25		57	Virginia Commonwealth U.	18	
26	New Mexico State University	24					

Source: U.S. News and World Report: 2013 Edition America's Best Colleges. Fall 2011 data was requested.
OIR/December 2012

Table A6. Storrs Campus vs. Other Public Research Peer Universities, Fall 2011 Entering Freshmen SAT 25th Percentile			Top Quarter of High School Class		
1	Georgia Institute of Technology	1260	1	U. of California at Berkeley	100
2	U. of California at Berkeley	1250	1	U. of California at Davis	100
3	U. of Virginia	1240	1	U. of California at Irvine	100
4	U. of North Carolina-Chapel Hill	1200	1	U of California at Los Angeles	100
5	U. of Maryland at College Park	1190	1	U. of California at San Diego	100
6	U of California at Los Angeles	1180	6	U. of Michigan at Ann Arbor	99
7	U. of Pittsburgh	1170	7	Georgia Institute of Technology	98
8	U. of Florida	1160	7	U. of California at Santa Barbara	98
9	State U. of New York at Stony Brook	1130	7	U. of Virginia	98
9	U. of Connecticut	1130	7	U. of Washington	98
11	U. of California at Santa Barbara	1120	11	U. of Florida	97
11	U. of Georgia	1120	11	U. of North Carolina-Chapel Hill	97
11	U. of Texas at Austin	1120	13	U. of Wisconsin at Madison	94
14	U. of California at San Diego	1110	14	U. of Texas at Austin	91
14	Virginia Polytechnic Institute	1110	15	Texas A & M University-College Station	90
16	Texas A & M University-College Station	1100	15	U. of Illinois at Urbana-Champaign	90
17	North Carolina State University	1100	17	Ohio State University	89
17	Pennsylvania State University	1090	17	U. of Georgia	89
17	U. of California at Davis	1090	17	U. of Maryland at College Park	89
17	U. of Massachusetts at Amherst	1090	20	U. of Tennessee at Knoxville	88
21	Rutgers State U. of New Brunswick	1080	21	Pennsylvania State University	87
21	U. of Washington	1080	22	U. of Pittsburgh	86
23	State U. of New York at Buffalo	1060	23	Virginia Polytechnic Institute	85
23	U. of California at Irvine	1060	24	U. of Minnesota - Twin Cities	84
25	Indiana U. at Bloomington	1050	25	North Carolina State University	83
26	Purdue University-West Lafayette	1040	26	U. of Connecticut	82
27	Temple University	1010	27	Florida State University	78
28	Oregon State University	990	28	Indiana U. at Bloomington U.	74
29	U. of Hawaii at Manoa	980	28	Purdue University-West Lafayette	74
29	Virginia Commonwealth U.	980	30	State U. of New York at Stony Brook	73
31	Arizona State University at Tempe	970	31	Rutgers State U. of New Brunswick	72
31	U. of Arizona at Tucson	970	32	Michigan State University	68
<u>ACT Scores (ranked individually)</u>			33	U. of Massachusetts at Amherst	67
1	U. of Michigan at Ann Arbor	28	34	U. of Hawaii at Manoa	63
2	Ohio State University	26	34	State U. of New York at Buffalo	63
2	U. of Illinois at Urbana-Champaign	26	36	U. of Kentucky	62
2	U. of Wisconsin at Madison	26	37	U. of Illinois at Chicago	60
5	Florida State University	25	38	Arizona State University at Tempe	58
5	U. of Minnesota - Twin Cities	25	38	U. of Arizona at Tucson	58
7	U. of Colorado at Boulder	24	40	Oregon State University	56
7	U. of Tennessee at Knoxville	24	40	U. of Iowa	56
9	Louisiana State U. A & M-Baton Rouge	23	40	U. of Missouri at Columbia	56
9	Michigan State University	23	43	Iowa State University	55
9	U. of Iowa	23	43	Wayne State University	55
9	U. of Kentucky	23	45	U. of Colorado at Boulder	54
9	U. of Missouri at Columbia	23	46	Colorado State University	53
14	Colorado State University	22	46	Temple University	53
14	Iowa State University	22	46	U. of Kansas	53
14	U. of Cincinnati	22	46	U. of Nebraska at Lincoln	53
14	U. of Kansas	22	50	Louisiana State U. A & M-Baton Rouge	51
14	U. of Nebraska at Lincoln	22	50	U. of Utah	51
19	U. of Alabama at Birmingham	21	52	U. of Alabama at Birmingham	50
19	U. of Illinois at Chicago	21	52	U. of Cincinnati	50
19	U. of Utah	21	54	Virginia Commonwealth U.	48
19	West Virginia U.	21	55	New Mexico State University	47
23	Utah State University	20	55	Utah State University	47
24	U. New Mexico	19	57	West Virginia U.	46
25	New Mexico State University	18	58	U. New Mexico	44
25	Wayne State University	18			

Source: U.S. News and World Report: 2013 Edition America's Best Colleges. Fall 2011 data was requested. OIR/December 2012

**Table A7. University of Connecticut
Most Recent Retention and Graduation Rates
for Entering Freshman Classes by Campus as of Fall 2012**

Storrs	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.					
Fall 2011	93				Please Note: Retention percentages include early graduates. Graduation rates are calculated according to Federal Student Right to Know legislation and the NCAA Graduation Rates Policy. Graduation rates include students graduating in the summer session of the sixth year of study. Beginning Fall 2005, retention rates are calculated based on full-time, baccalaureate entering classes.				
Fall 2010	92	87							
Fall 2009	93	88	85						
Fall 2008	92	87	85						
Fall 2007	93	88	86						
Fall 2006	93	87	85	82					
Fall 2005	93	88	86	83					
Fall 2004	92	85	83	81					
Fall 2003	90	84	80	78					
Fall 2002	88	82	79	76					
Fall 2001	88	81	78	75					
Total Regionals	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.	Stamford	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	83				Fall 2011	86			
Fall 2010	81	69			Fall 2010	78	69		
Fall 2009	82	69	64		Fall 2009	81	67	66	
Fall 2008	80	64	62		Fall 2008	81	60	57	
Fall 2007	78	66	61		Fall 2007	83	75	69	
Fall 2006	79	65	58	51	Fall 2006	79	74	67	53
Fall 2005	79	62	58	51	Fall 2005	80	67	66	57
Fall 2004	79	65	59	50	Fall 2004	82	70	64	55
Fall 2003	79	66	59	52	Fall 2003	81	72	60	55
Fall 2002	76	61	56	48	Fall 2002	71	61	59	49
Fall 2001	77	60	53	46	Fall 2001	78	67	62	55
Avery Point	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.	Torrington	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	81				Fall 2011	75			
Fall 2010	80	70			Fall 2010	71	61		
Fall 2009	77	61	55		Fall 2009	85	73	67	
Fall 2008	79	63	62		Fall 2008	73	57	54	
Fall 2007	76	59	55		Fall 2007	63	53	45	
Fall 2006	82	64	56	47	Fall 2006	70	50	43	40
Fall 2005	75	56	52	48	Fall 2005	67	54	44	43
Fall 2004	75	59	56	45	Fall 2004	73	63	47	39
Fall 2003	80	65	60	53	Fall 2003	82	73	66	55
Fall 2002	81	60	52	44	Fall 2002	74	62	50	47
Fall 2001	70	43	37	32	Fall 2001	75	53	49	47
Hartford	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.	Waterbury	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	86				Fall 2011	81			
Fall 2010	83	69			Fall 2010	83	70		
Fall 2009	85	74	68		Fall 2009	82	68	64	
Fall 2008	79	66	64		Fall 2008	81	69	63	
Fall 2007	80	71	65		Fall 2007	78	62	57	
Fall 2006	81	70	65	59	Fall 2006	76	56	49	44
Fall 2005	83	65	59	52	Fall 2005	77	60	57	50
Fall 2004	79	69	62	54	Fall 2004	81	62	56	46
Fall 2003	77	63	59	52	Fall 2003	79	64	55	46
Fall 2002	80	65	63	56	Fall 2002	66	53	42	38
Fall 2001	82	67	61	51	Fall 2001	73	57	47	43

OIR/As of November 1, 2012

**Table A8. University of Connecticut
Most Recent Retention Rates and Graduation Rates for Entering Freshman Classes
By Ethnicity of Freshmen as of Fall 2012**

Storrs Campus - Minority¹ Freshmen

Freshmen Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	91			
Fall 2010	92	85		
Fall 2009	92	85	81	
Fall 2008	94	88	85	
Fall 2007	92	88	86	
Fall 2006	91	83	82	77
Fall 2005	91	85	81	74
Fall 2004	93	82	77	72
Fall 2003	89	82	77	72
Fall 2002	88	78	75	70
Fall 2001	87	78	76	68

Total Five Regional Campuses - Minority¹ Freshmen

Freshmen Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2011	86			
Fall 2010	80	66		
Fall 2009	86	73	67	
Fall 2008	81	66	63	
Fall 2007	79	67	61	
Fall 2006	80	69	61	52
Fall 2005	83	64	58	49
Fall 2004	78	64	60	45
Fall 2003	81	74	63	56
Fall 2002	81	65	61	53
Fall 2001	80	68	57	47

Storrs Campus – Latest Retention and Graduation Rates by Ethnic Category

Rate	Entering Freshman Class	Asian American	African American	Hispanic American	Native American ¹	Native Hawaiian/ Other Pac Islander ^{1,2}	Two or More Races ²	All Minority ³	Non Res Alien	White ⁴	Total
Retention after 1 yr.	Fall 2011	93	90	90	50	100	89	91	93	93	93
Retention after 2 yr.	Fall 2010	88	84	82	100	100	89	85	83	88	87
Retention after 3 yrs.	Fall 2009	86	74	82	50			81	78	86	85
Graduated in 4 yrs.	Fall 2008	67	44	62	80			59	53	69	67
Graduated in 5 yrs.	Fall 2007	87	71	77	91			79	82	82	81
Graduated in 6 yrs.	Fall 2006	83	71	76	63			77	75	83	82

¹ Entering freshman classes of Native Americans and Native Hawaiian/Other Pacific Islanders have less than 15 students.

² Beginning in Fall 2010 for Federal Reporting, multiple races can be reported, Native Hawaiian/Other Pacific Islander was added, and the definition for reporting race/ethnicity changed. For more information refer to http://nces.ed.gov/ipeds/news_room/ana_Changes_to_10_25_2007_169.asp

³ Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 cohort also includes Native Hawaiian/Other Pacific Islander and Two or More Races

⁴ White category includes self reported white, other, and "refused to indicate".

ATTACHMENT B: UConn's Academic Enrichment and Support Programs

Our university's academic enrichment and support programs and initiatives foster student success. A brief overview of some of the many programs is presented below:

Freshman Orientation provides incoming students the opportunity to come to campus in the summer to learn about college life, meet with an academic advisor, tour campus and stay in a dorm overnight. We regularly have among the highest participation rates in the nation. Hossler, Ziskin and Gross (2009) noted that campuses with higher orientation participation rates have higher retention rates. Students tell us they enjoy our program, value insights provided by the student orientation leaders and like knowing that other new students have the same kinds of questions and concerns that they do. When students arrive in the fall, they also experience the *Week of Welcome*, a series of events that bridge the gap between orientation and starting their college career.

First-Year Programs & Learning Communities facilitate student transition by providing guidance, opportunities and resources for student engagement and learning with a purpose. Through an *FYE* course taken by freshmen and a *Peer Education* program, students discover the value of the intellectual, social and cultural dimensions of the university. The *Academic Support Program* offers coaching in attitudes, skills and strategies that work at UConn to foster academic excellence. At the *Academic Achievement Center*, students speak with trained peer coaches regarding time management, study skills, motivation, and stress management. *UConn Connects* matches students on academic probation with trained peer facilitators who mentor them throughout the semester to help them improve their grades and overall experience. Our analyses have shown that *UConn Connects* participants benefit from this program as indicated by higher spring semester GPAs than those who decline participation. Cuseo (2010), Chickering (1993), and Upcraft and Gardner (1989) stressed the importance of holistic, student-centered first-year seminars in promoting success because they help students progress toward achieving key goals like:

- developing academic and intellectual competence;
- establishing and maintaining interpersonal relationships;
- developing an identity;
- deciding on a career and life-style;
- maintaining personal health and wellness; and,
- developing an integrated philosophy of life.

Living and learning communities at UConn in emerging areas of interdisciplinary excellence increase opportunities for small-group, experiential, and service learning. Deans, faculty, staff, and student leaders make up *Learning Community Teams* that work closely with the student cohorts. Participants benefit from a themed-first year experience course based on a major and shared interest such as sustainability, the arts, or public health. Incoming *Honors Program* students are required to live in the *First-Year Honors Learning Community*.

School of Pharmacy Dean Robert McCarthy and Associate Dean Andrea Hubbard, faculty and the Pharmacy Librarian teach small pharmacy-themed *FYE* seminars for students living in the (*Pre-*) *Pharmacy Learning Community*. First-semester students meet other students in their major, and interact with key people from their program who can help jump start their education and address issues critical for successful transition to college.

Students living in *Community Service House, EcoHouse, and Public Health House*, the majority in their first semester, are involved in service learning work. *WiMSE (Women in Math, Science and Engineering)* students took a lab tour seminar with *Professor Heather Read*, visiting over a dozen labs on campus to learn about research fields while connecting with research opportunities in their first and second year.

The Academic Center for Exploratory Students (ACES) at UConn advises more than one-third of entering freshmen exploring academic choices, planning to apply to specific programs or enrolled in pre-professional majors. Habley & McClanahan (2004) found from results of a national *ACT* survey of public four-year institutions that practices considered most tied to retention were advising centers, advising selected populations, first-year programs and learning communities, summer BRIDGE programs and tutoring. Those considered as having the most impact, were freshman seminar for credit, learning communities and advising selected populations

The Institute for Teaching & Learning provides pedagogical and technology support for faculty, graduates, and undergraduate students and houses the *Q Center* and *W Center* which offer tutoring for students who would like to improve their quantitative and writing skills.

Enrichment Programs: *The Honors Program* enables intellectually gifted and highly motivated students to receive the richest possible education. *The Individualized and Interdisciplinary Studies Program* enhances the academic experience with interdisciplinary and unique learning opportunities. *The Office of National Scholarships* recruits and mentors high-achieving students to compete for prestigious national and international scholarships. *The Office of Undergraduate Research* provides opportunities to students interested in engaging in independent or collaborative research with faculty and research professionals. *Study Abroad* offers over 300 programs in 65 countries on six continents. And, the *Pre-Law Program* assists students interested in exploring careers in law and gaining admission to law school.

Experiential Learning includes internships linked to an academic department or done independently. Academic *internship* guidelines and requirements vary by major; *non-credit, non-academic internships* are usually done independently to supplement formal education and gain practical work experience.

Student Support Services (SSS) facilitates enrollment, retention, and graduation of low income and first generation college students. Selected students are contingently accepted to UConn based on their successful attendance and completion of a 6-week pre-collegiate program for which they can earn up to 7 credits prior to fall matriculation. The program introduces students to rigors of university life, helps them develop the discipline and skills required to succeed academically, and provides orientation to the campus community and facilities. *SSS staff* act as liaisons between faculty, students and campus resources, and each student is assigned an *SSS counselor* who provides support and advocacy for the student throughout their tenure at UConn. The Center also offers academic support services like individual and group tutoring; peer advising; academic, personal and professional developmental workshops; study groups; FYE courses; supplemental instruction; and, academic, cultural and social group activities.

The Counseling Program for Intercollegiate Athletes (CPIA), which reports to the Provost, provides academic counseling, and is a liaison between academics and athletics that promotes retention, progress toward a degree and graduation for student-athletes. CPIA aims to provide students with a successful academic and social transition from high school to college, a positive academic experience, opportunities and strategies to help students reach their educational goals, and information and skills to make a successful transition to graduate studies or professional life.

The Division of Student Affairs (DSA): provides programs, services and co-curricular experiences that enhance student success. *DSA*'s efforts support the academic mission of the university and the development of each student by fostering an awareness of lifelong learning and promoting the development of skills for effective citizenship in a diverse world. *DSA* delivers services to meet students' basic needs of housing, dining, and wellness (physical and mental); enhances students' academic experiences through support of residential learning communities; provides opportunities to be involved in 500+ clubs and organizations; encourages service to the community through a vibrant community outreach operation; offers career coaching job search preparation assistance with interview skills and resume enhancement and access to employers who are registered to list positions exclusively for UConn

graduates. Internship placement and career fairs provide additional opportunities for UConn students to be competitive in the job market. National Association of Colleges and Employers, www.nacweb.org, benchmarking studies have shown there is a highly positive correlations to student retention and persistence to graduation when there is early and continued career development counseling provided for undergraduates; support for students with disabilities; support for students with respect to administrative and academic processes; counseling for students regarding resources that encourage retention; and guides for students wanting to return to campus on strategies for successful readmission. Staff also work to ensure students' statuses are accurate in order to assure better tracking and retention statistics. *The Division of Student Affairs* plays a vital role in the retention of students by providing students with referrals to the appropriate academic support offices, high quality services, programs and activities that compel students to stay involved, engaged and successful as they progress towards graduation. *Residential Life* sponsors the *First Five Weeks*, a combination of programs and outreach to help students adjust early in the fall semester. Student peer leader Resident Assistants (RAs) sponsor *academic success programs* in the residence halls and professional Hall Directors participate in the university's mid-semester warning program by assessing students' needs and assisting students in finding the appropriate university academic resources. UConn's *Senior Transition and Engagement Programs (STEP)* offer a *Senior Year Experience* one credit, 10 week course that enrolls about 180 students in a combined lecture and discussion format. Students attend lectures delivered by content experts on a number of topics and participate in small 15 person discussion sections. Typically, lecture speakers address such topics as résumé writing, job searching, interviewing, job offers, personal financial management, car buying, retirement investing, and transitional issues. This program, balanced with academic and programmatic initiatives, provides an opportunity for reflection to determine the meaning and value of the undergraduate experience and the student's growing role as a productive and valued citizen and university alumnus.

The Department of Recreational Services recognizes many freshmen were on teams in high school and encourages continued involvement through intramural athletics and exercise. Research by the National Intramural-Recreational Sports Association (2002) showed involvement in recreational sports is a determinant of student satisfaction and success. Huesman, et.al. (2007) examined the relationship of student use of campus recreation facilities on GPA, persistence and graduation at a large public university and found recreational facility use, controlling for other important academic, financial and social fit factors, was positively associated with academic success.

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University of Connecticut

Financial Aid and Retention and Graduation Task Force Presentation to the University Senate

March 25, 2013

Wayne Locust, Vice President, Task Force Chair
Gary Lewicki, Assistant Vice President
Enrollment Planning and Management

Entering Freshman Cohort

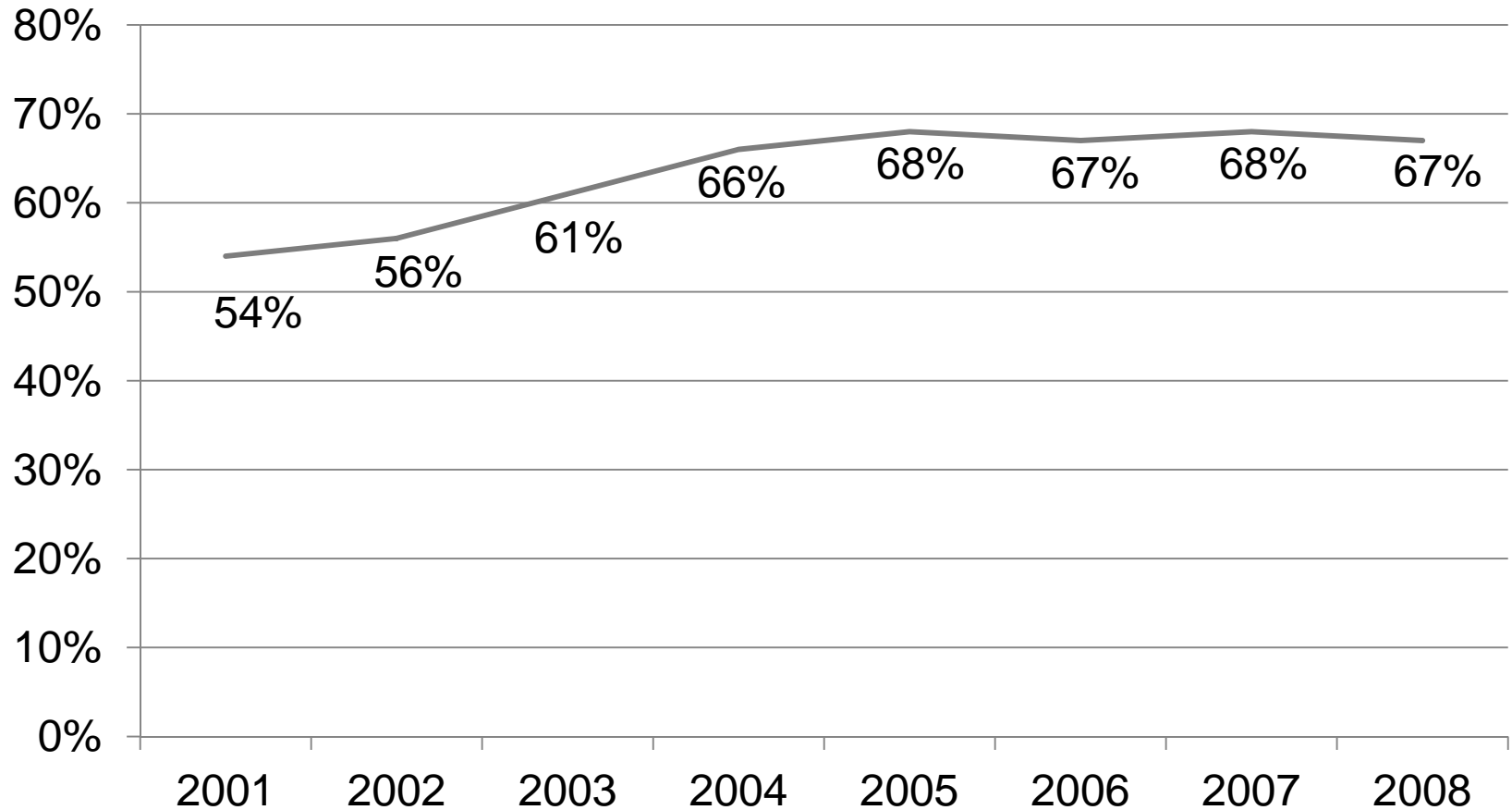
Storrs					
Fall Semester	1997	2002	2007	2012	97-12 Change
Applications	9,928	13,760	21,105	29,966	201%
Incoming Freshmen	2,759	3,186	3,179	3,114	13%
Average SAT	1112	1149	1192	1226	+114 pts
Top 10% HS Class	21%	26%	40%	45%	+24% pts
Minority Freshmen	14%	15%	19%	27%	+13% pts

Regional Campuses					
Fall Semester	1997	2002	2007	2012	97-12 Change
Applications	784	917	1,250	1,397	78%
Incoming Freshmen	560	849	1,147	1,301	132%
Average SAT	998	1012	1019	1028	+30 pts
Top 10% HS Class	10%	8%	11%	16%	+6% pts
Minority Freshmen	23%	26%	28%	38%	+15% pts

UConn “Need-Based Aid” Measures vs. Other Top 50 Public National Universities

Tuition & Mandatory Fees 2012-13	Number	Rank
In-State	\$11,362	23
Out-of-State	\$29,194	20
Need-Based Aid		
Students with Need	57%	14
Students Received Need-Based Aid	56%	15
Average Need-Based Aid Package	\$12,739	26
Completion Rate		
6-Yr Grad Rate for Pell Recipients	78%	14
Indebtedness		
Average Student Debt	\$23,822	24

Storrs 4-Year Graduation Rate Trend



5-yr & 6-yr rates: similar pattern, now at 81% & 82%, respectively.

Retention & Graduation Rates by Race/Ethnicity

Fall Semester - Storrs	White	Asian	Af-Am	Hisp	Nat Am	Total
Fall 2011 One-Yr Ret	93%	93%	90%	90%	50%	93%
Fall 2010 Two-Yr Ret	88%	88%	84%	82%	100%	87%
Fall 2009 Three-Yr Ret	86%	86%	74%	82%	50%	85%
Fall 2008 Four-Yr Grad	69%	67%	44%	62%	80%	67%
Fall 2007 Five-Yr Grad	82%	87%	71%	77%	91%	81%
Fall 2006 Six-Yr Grad	83%	83%	71%	76%	63%	82%

Source: OIR

Graduation rate gaps between URM's & White/Asian students are a national issue.

R&G Task Force Action Plan

1. Reviewed Research and Best Practices
2. Identified Issues
3. Prioritized Issues
4. Selected Topics to Address
5. Set up 3 Subcommittees:
 - a. Achievement Gap
 - b. Women in STEM
 - c. Information Sharing

Annual Research Report

Suman Singha
Vice President for Research
March 25, 2013

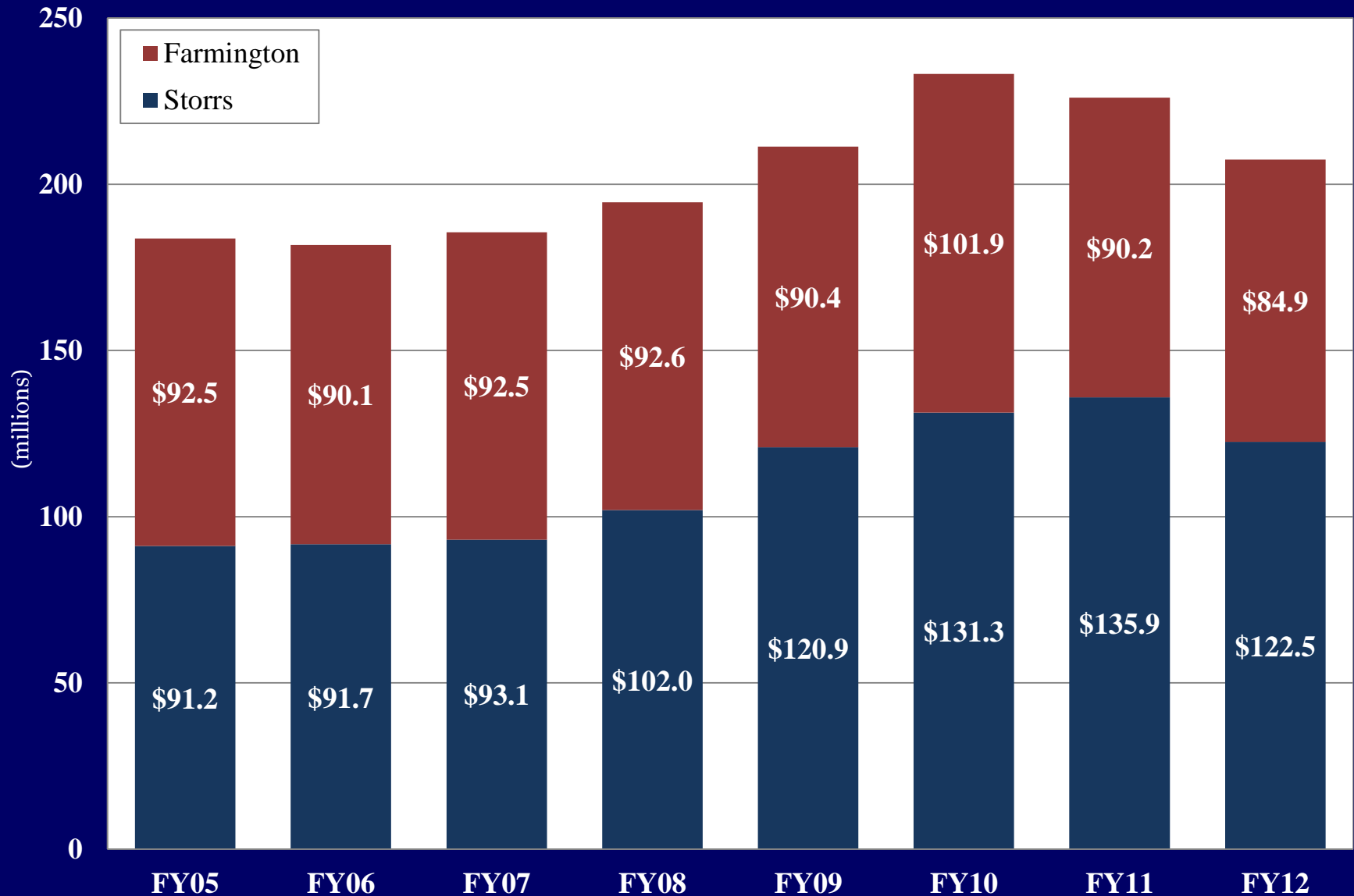


Organizational Units

- Office for Sponsored Programs
- Office of Research Compliance
- Office of Animal Care
- Office of Internal Programs
- University Research Centers
- Biotechnology-Bioservices Center

External Awards FY05 – FY12

12/13 - A - 281





Vice President for Research
Office for Sponsored Programs

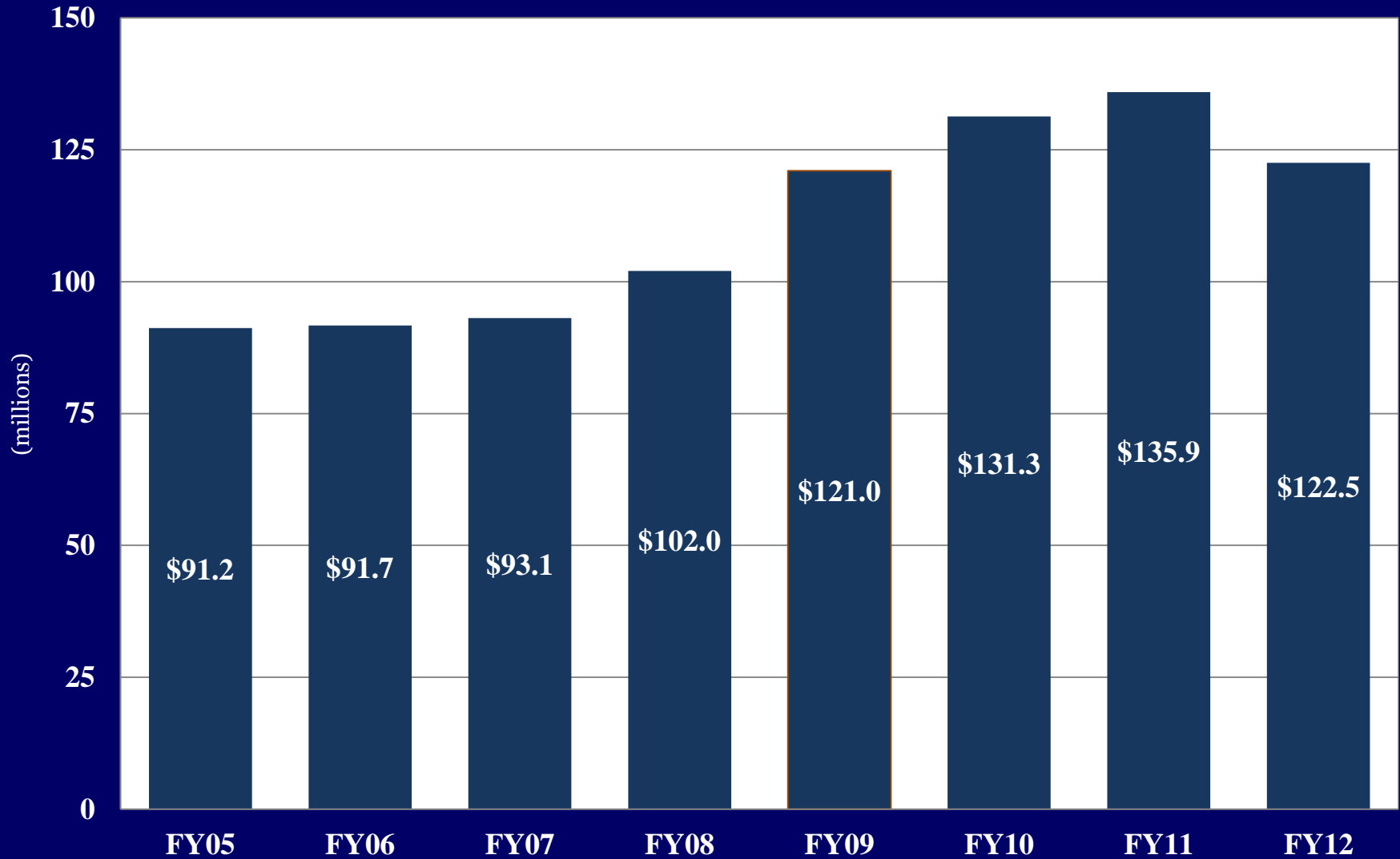


2012 REPORT
of
SPONSORED PROJECT ACTIVITY

External Awards FY05 – FY12

Storrs & Regionals

12/13 - A - 283



Proposals and Awards

FY08-FY12

Storrs & Regionals

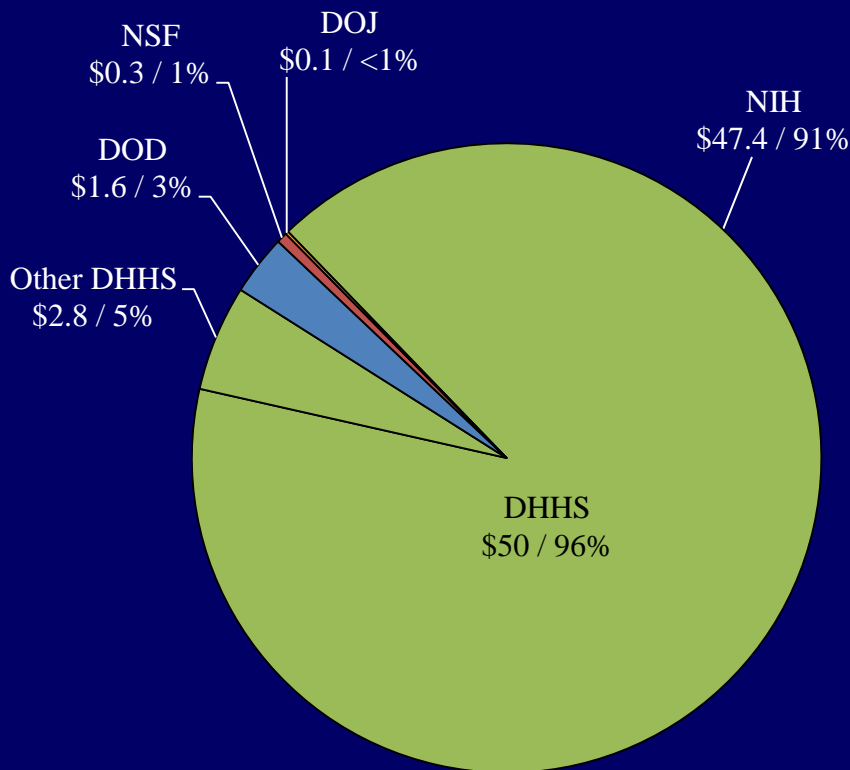
<u>FY</u>	<u>Submitted</u>	<u>Requested</u>	<u>Awarded</u>
8	1,219	\$433.8M	\$102.0M
9	1,562	\$606.9M	\$120.9M
10	1,563	\$660.0M	\$131.3M
11	1,473	\$496.7M	\$135.9M
12	1,476	\$599.5M	\$122.5M

Federal Awards by Agency FY12

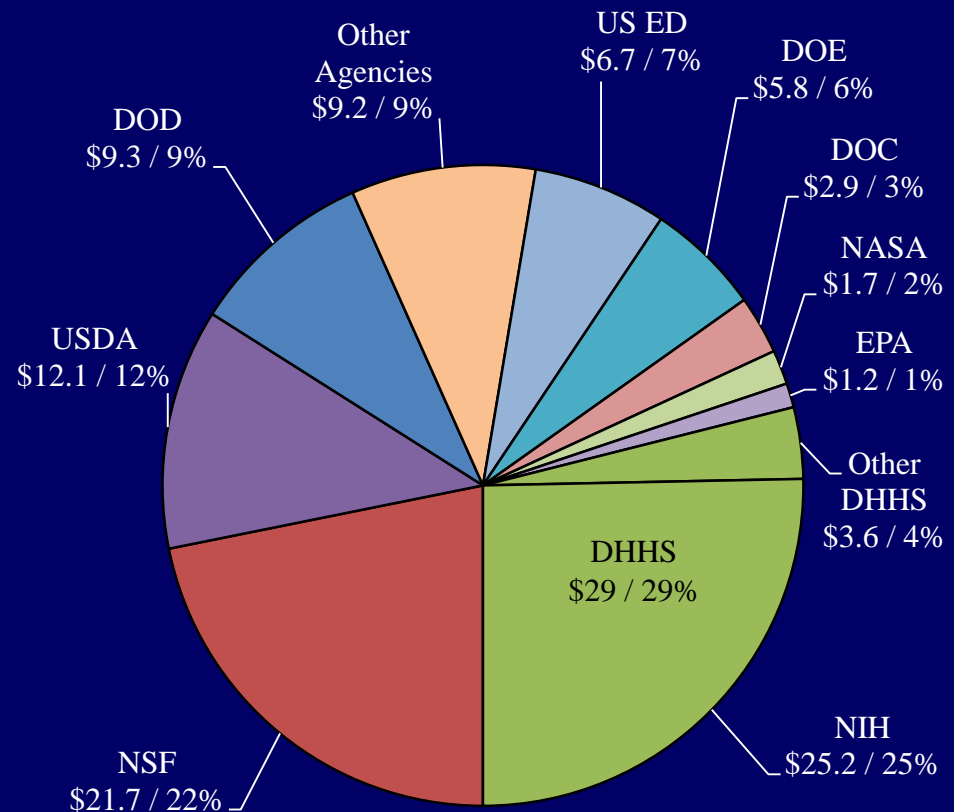
12/13 / A - 285

(Total dollars in millions and percent)

Farmington



Storrs



* USDA awards include formula funds (e.g. Smith-Lever and Hatch Act), which are distributed as individual awards to multiple PIs.

Office for Sponsored Programs

- Reorganization
- Distribution of Credit
- Electronic Routing

Office of Research Compliance

protocols reviewed FY12

IRB	1279
IACUC	296
SCRO	103
IBC	51

Office of Animal Care

Provides for the care, health and welfare of over 8,000 animals housed in 40,556 square feet of animal facilities.

AAALAC

- Full accreditation obtained in 2010
- Re-accreditation review conducted last week

Office of Internal Programs

- Faculty large grant competition
- Faculty small grants
- Interdisciplinary colloquia
- Short-term guest professorships
- Faculty and graduate student travel
- Limited submission opportunities

Internal Program Support FY12

Program	Number of Awards	Award Amount
Large Grant	67	\$1.1M
Small Grant	31	\$40K
Interdisciplinary Colloquia	19	\$30K
Guest Professorship	6	\$51K
Faculty Travel - UCRF	872	\$475K
Graduate Travel	174	\$174K
Doctoral Dissertation Fellowships	117	\$324K

UCHC-Storrs Incentive Grants

- Started in 2008
- Jointly funded by UCHC and Storrs
- Third cycle in 2012
- Total of 23 projects worth \$1.8M

Research Centers and Institutes

- Center for Health, Intervention, and Prevention (CHIP)
- Center for Environmental Science and Engineering (CESE)
- Roper Center
- Connecticut Sea Grant
- Northeast Underwater Research Technology and Education Center (NURTEC)

The Changing Federal Landscape

- ARRA
- Federal Earmarks
- Sequestration

Transformational Initiatives

- Bioscience Connecticut
- Jackson Laboratory
- Technology Park
- New Faculty Hiring

University of Connecticut Graduate School

Annual Report to the University Senate – March 25, 2013

The global competitiveness of the United States and our capacity for innovation hinges fundamentally on a strong system of graduate education.

The Path Forward: The Future of Graduate Education in the United States,
Council of Graduate Schools & Educational Testing Service, pp. 1-2.

Research, scholarship, and creative activity at the University of Connecticut have a national and international impact, and excellence in these areas is inseparable from excellence in graduate education. The University of Connecticut is a great research university because it has both world-class scholars and world-class graduate programs, awarding 17 graduate degrees (4 research doctorates, 2 clinical doctorates, 11 masters) in nearly 70 fields of study. The Graduate School administers admissions, maintains records, issues initial immigration documents (I-20/DS-2019), and confers degrees for all of these programs (approximately 6750 students). With the Graduate Faculty Council and its Executive Committee, it also ensures the academic integrity of graduate programs, oversees the development of new programs, and develops new ideas and new approaches to graduate education. In addition, the Graduate School provides financial support for graduate students through fellowships administered by individual graduate programs and through its own Multicultural Scholar, Outstanding Multicultural Scholar, and Outstanding Scholar programs. It is responsible for resolving cases of academic misconduct that are referred to it, and it works with the Graduate Student Senate and the Graduate Students of Color Association to enhance support for the graduate student community at the University.

Highlights

- Established a new full-time position focusing on recruitment, retention, and support of students from underrepresented minorities
 - Represented the University at national meetings for recruitment of underrepresented minorities, e.g., SACNAS, ABRCMS, the Compact for Faculty Diversity
 - Established orientation and mentorship program for entering recipients of Multicultural Scholar awards

- Coordinating career and professional development workshops for graduate students and post-doctoral scholars
 - Afternoon workshops on academic writing resources, personal mental health and well-being, preparing for academic job interviews, and individual development programs
 - Co-sponsored half-day professional development symposium with the Graduate Student Senate (February 28).
 - Co-sponsoring graduate fellowship workshop with Office of National Scholarships, the Office of Global Affairs, the Human Rights Institute, and the Department of Political Science.
- Collaborating with the Writing Center to provide support for graduate student writing
- Enhancing internal operations and service
 - Thesis and dissertation submission fully online (effective Spring Semester 2013)
 - Assuming responsibility for all degree-bearing post-baccalaureate certificates
 - Revising policies and procedures associated with scholarly integrity in graduate education, dismissal from graduate programs, and complaint resolution

Recruitment

The University of Connecticut welcomed 1473 students in Fall 2012, of which 403 were doctoral students. Data on the number of applications and the number of admissions per academic year since 2004 (July 1, 2003 through June 30, 2004) are provided in the following table.

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Applications	6964	7281	7823	8326	9145	9105	9794	9708	9896
Admissions	2754	3038	3160	3293	3348	3253	3464	3339	3713
% Admitted	40%	42%	40%	40%	37%	36%	35%	34%	38%

Applications for the academic year 2013 stand at 8613 as of March 19, 2013.

Enrollment

The University of Connecticut enrolled 6759 graduate students in Fall 2012. Of these, 6125 are enrolled in a degree or certificate program, a very slight increase over the 6109 enrolled in Fall 2011. The number of students enrolled in doctoral programs increased from Fall 2011 to Fall 2012, while the number of masters, certificate, and non-degree students declined.

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Non-degree	577	561	723	702	718	660	710	674	634
Certificate	170	183	195	201	229	230	237	239	228
Masters	3166	3255	3261	3393	3490	3525	3518	3454	3435
Doctorate	2242	2231	2184	2185	2220	2292	2395	2416	2462
Total	6155	6230	6363	6481	6657	6707	6860	6783	6759

The number of international students continues to grow (1437 in Fall 2012 *versus* 1327 in Fall 2011), but after more than a decade of small increases in the number of graduate students from an underrepresented minority,¹ there was a small decline from 678 in Fall 2011 to 657 in Fall 2012.

	2004	2005	2006	2007	2008	2009	2010	2011	2012
US non-URM	4345	4483	4603	4645	4778	4819	4928	4778	4656
US URM	508	515	542	605	603	638	665	678	657
International	1302	1232	1218	1231	1276	1250	1267	1327	1437
% US URM	8%	8%	9%	9%	9%	10%	10%	10%	10%
% International	21%	20%	19%	19%	19%	19%	18%	20%	21%

Enrichment

The Graduate School sponsors or co-sponsors a variety of activities to enrich the experience of graduate students and post-doctoral scholars. We offer a series of career and professional development workshops (e.g., an introduction to resources for academic

¹ Following the National Science Foundation definition: "Underrepresented minorities include blacks, Hispanics, and American Indians/Alaska Natives" (<http://www.nsf.gov/statistics/seind12/c5/tt05-09.htm>)

writing, personal mental health and wellness, preparing for academic job interviews, individual development plans, applying for national fellowships)², and we co-sponsor the annual professional development symposium organized by the Graduate Student Senate.

In addition, the Graduate School provides funding support to the Writing Center that enables it to offer three new programs for graduate students:

- Graduate seminars in academic writing (4 per year, 15-20 students per seminar)
- Writing retreats for graduate students (monthly)
- Dissertation boot camps (January 2013, Spring break 2013, maybe May 2013)

Degrees

The University of Connecticut offer graduate degrees in approximately 70 fields of study, representing 4 research doctorates, 2 clinical doctorates, and 11 masters degrees. The Graduate School is responsible for verifying that students meet all of the applicable degree requirements and conferring the degrees. More than 1900 masters and doctoral degrees were awarded in 2011/2012, approximately 100 more than were awarded in 2010/2011. As recently as 2004, the University awarded fewer than 1400 masters and doctoral degrees.

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Masters	1119	1469	1374	1426	1417	1504	1443	1475	1574
Doctorate	257	261	306	339	285	267	313	323	341

² The workshop on applying for national fellowships on April 16 is co-sponsored with the Office of National Scholarships, the Office of Global Affairs, the Human Rights Institute, and the Department of Political Science.



University of Connecticut

Graduate School

Annual Report to the University Senate
25 March 2013



Highlights 2012/2013

- Full-time Graduate Diversity Officer
- Career and professional development workshops
- Support for graduate student writing
- Enhancing internal operations and service

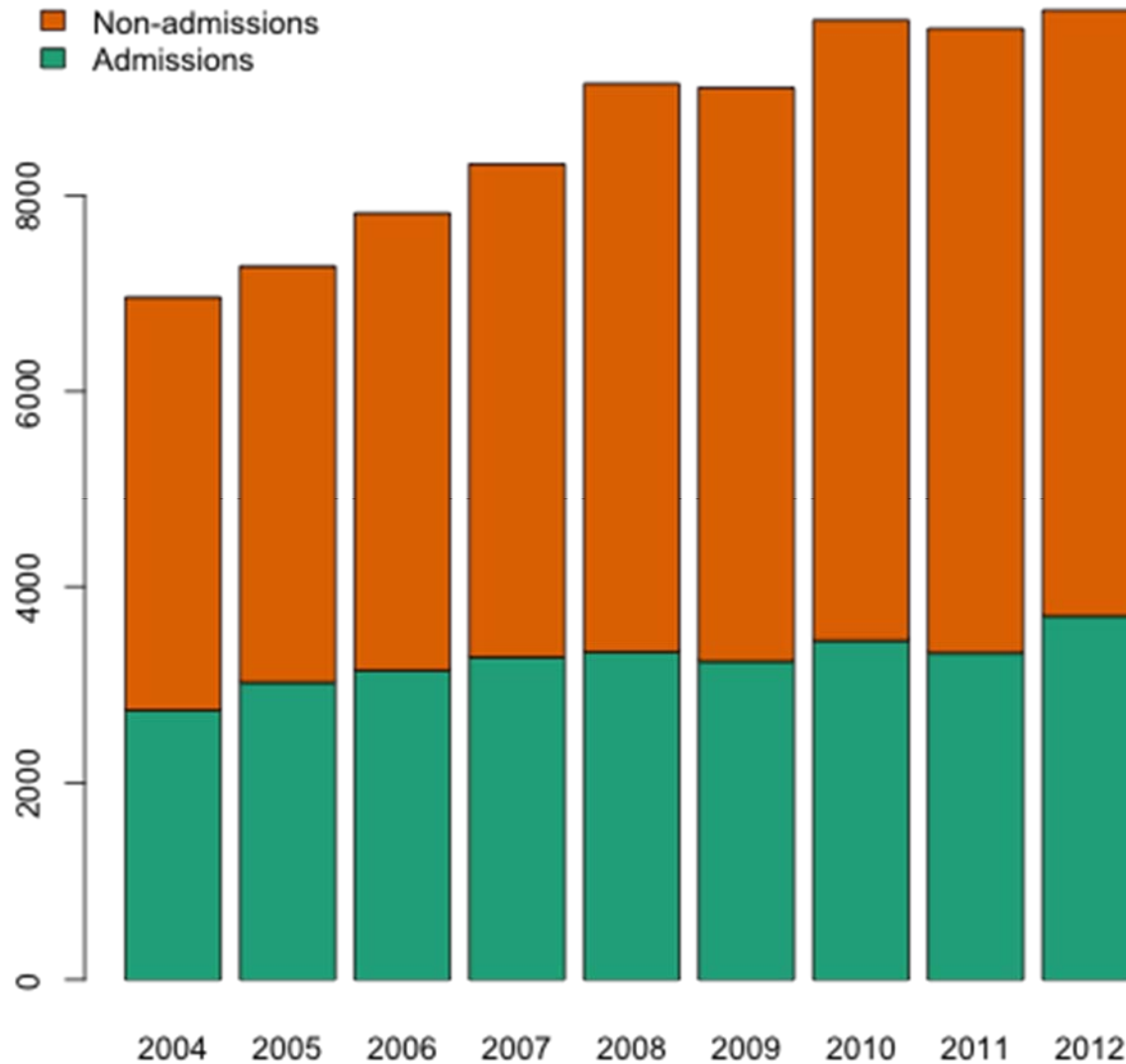


Degree Programs

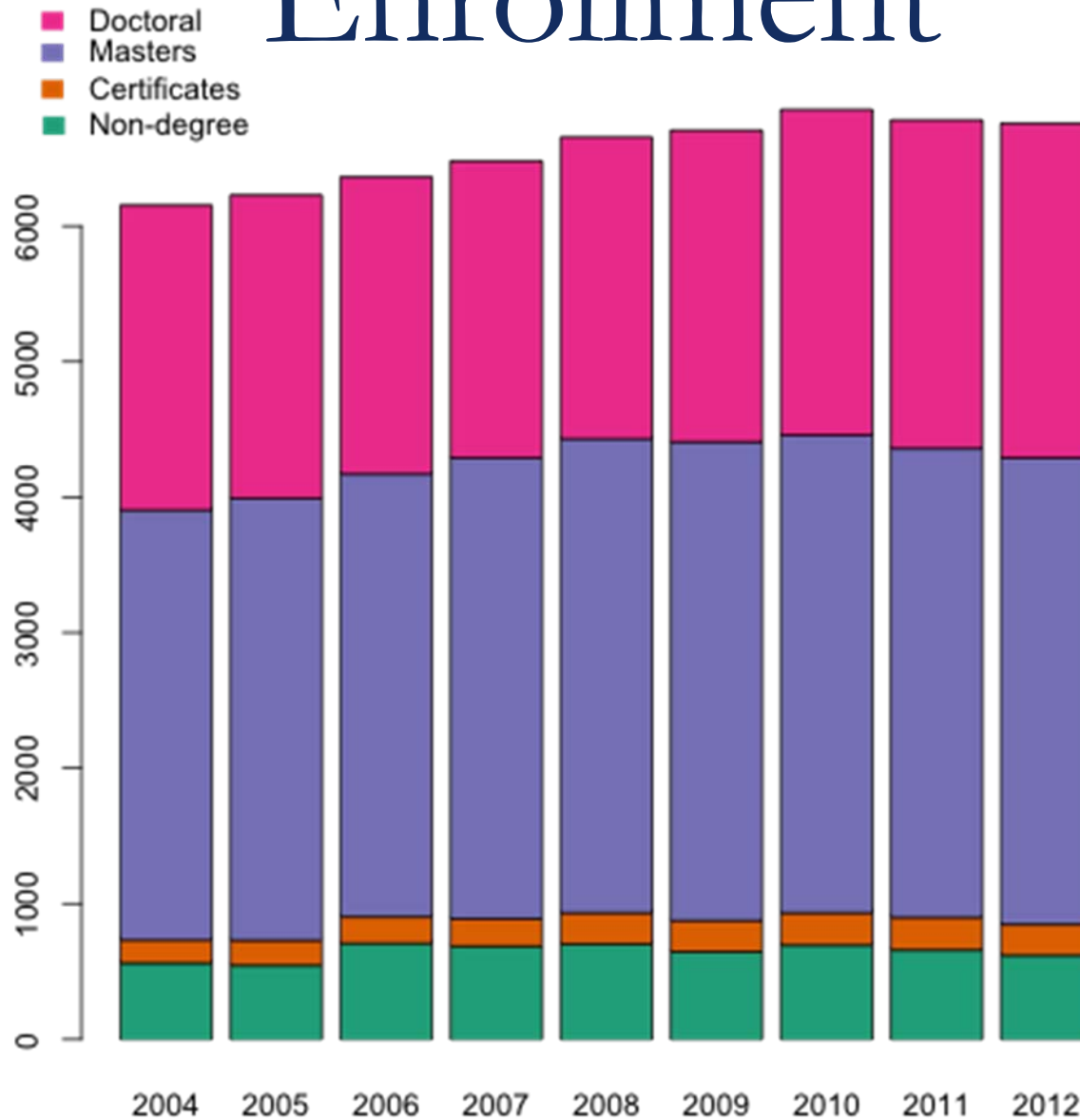
- Nearly 70 fields of study
- 17 graduate degrees
 - 4 research doctorates
 - 2 clinical doctorates
 - 11 Masters



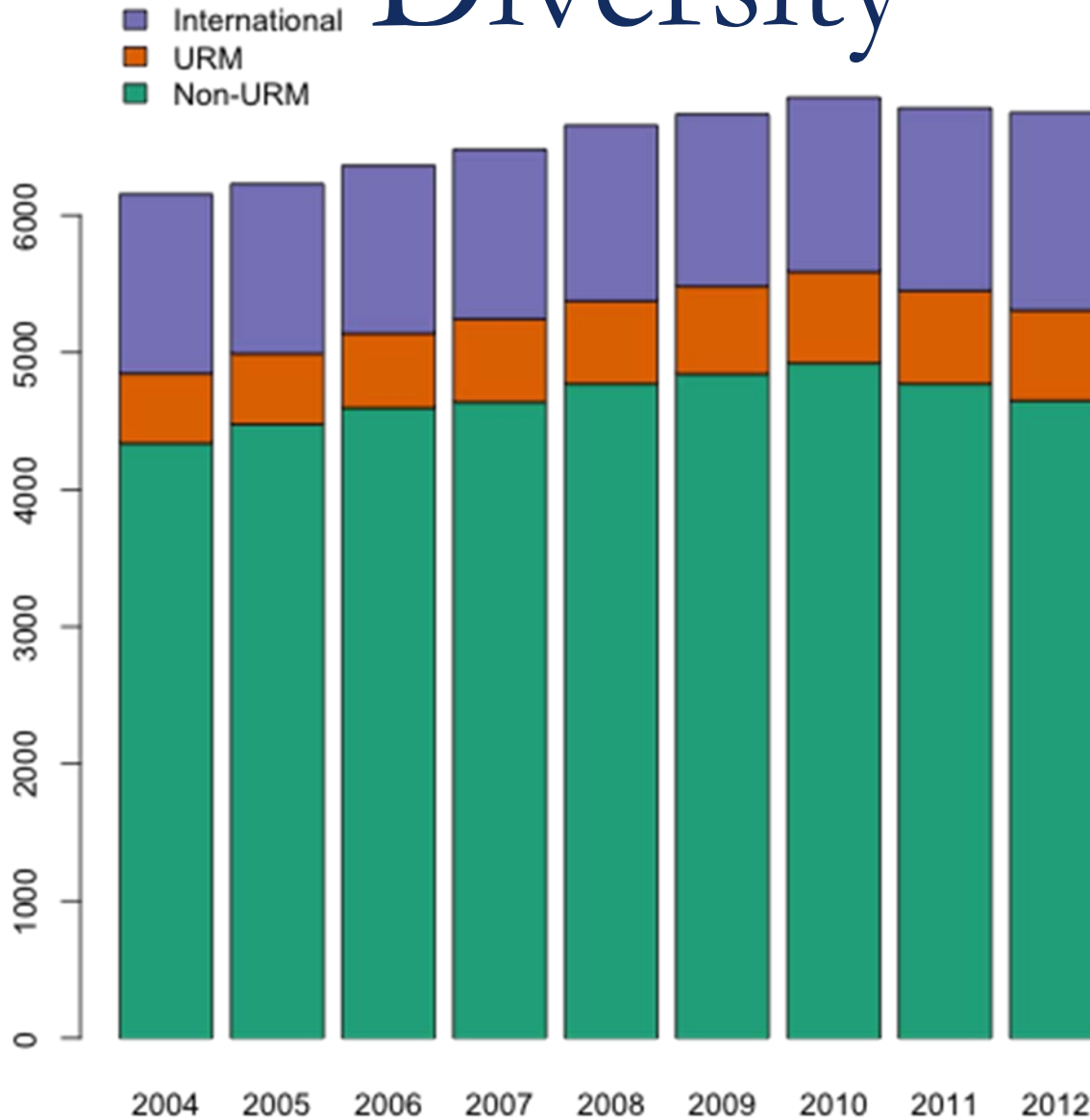
Applications



Enrollment



Diversity



Diversity

- Full-time Graduate Diversity Officer
- Represents UConn at SACNAS, ABRCMS, Compact for Faculty Diversity
- Orientation and mentoring for multicultural scholars



Graduate Assistants

- Definitions clarify that GAs provide teaching or research support.
- Otherwise, tuition payments over \$5250 subject to Federal income tax.



Graduate Assistants

- Definitions clarify that GAs provide teaching or research support.
- Otherwise, tuition payments over \$5250 subject to Federal income tax.
- **GA appointments must be initiated by academic departments**



Professional development

- Academic writing resources
- Personal mental health
- Preparing for academic job interviews
- Individual development plans
- Co-sponsor annual GSS professional development symposium



Professional development



APPLYING FOR NATIONAL FELLOWSHIPS

- April 16 – Fellowship applications
 - 3:30 – 4:45: Social sciences & humanities
 - 5:00 – 6:30: Natural sciences



Academic writing

With the Writing Center

- Four 5-week seminars (15-20 students)
- Writing retreats for graduate students
- Dissertation boot camps

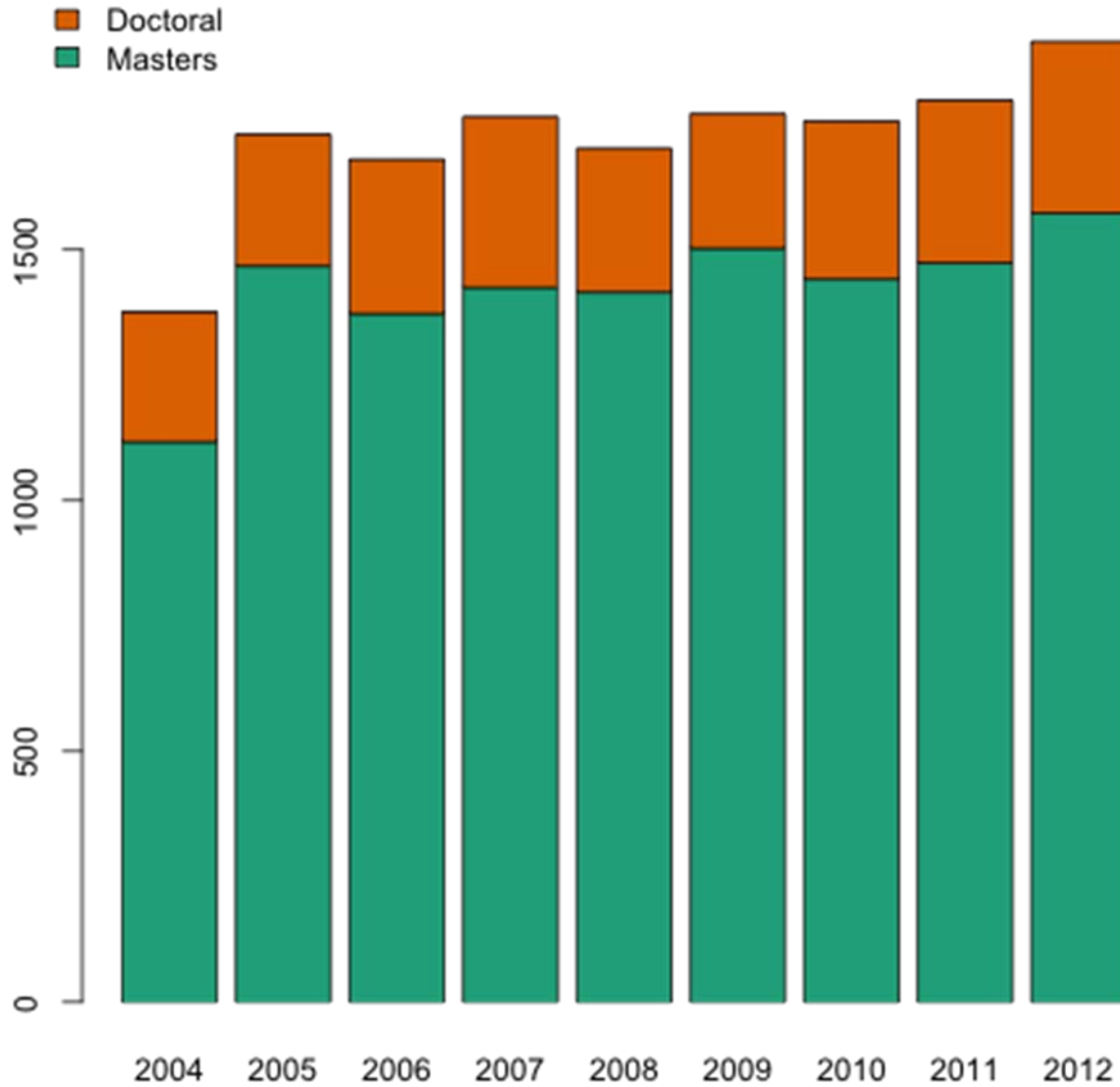


Electronic theses

- Digital Commons@UConn
- Masters theses
- Doctoral Dissertations



Degrees conferred





Report to Senate: University Interdisciplinary Courses Committee

Hedley Freake, Chair March 25, 2013

The University Interdisciplinary Courses Committee (UICC) consists of voting members and alternates representing the 8 undergraduate schools and colleges and additional regional campus representatives. In addition, ex-officio, non-voting members represent academic and student affairs units that offer relevant courses, as well as other stakeholders. The UICC oversees the interdepartmental and interdisciplinary and/or program-based, non-departmental curriculum and advises faculty members and staff on these course proposals. Administrative support for UICC and routine matters related to INTD and UNIV courses are dealt with by IISP (Individualized & Interdisciplinary Studies Program).

The committee has met 6 times in the current academic year and this report summarizes its activities.

Division into INTD and UNIV courses

The principles for separation of the existing INTD curriculum into INTD and UNIV sections developed by the committee were approved by the Senate in the prior academic year (Senate meeting 2/27/12) including a by-law change to require Senate approval for all UNIV courses (Senate meeting 3/26/12). The INTD designation is used for courses offered by more than one department from within the schools and colleges, whereas UNIV is used for those courses that originate from units that report to the Provost outside of the schools and colleges. The latter require careful oversight since they arise outside of the normal departmental and school/college curricula and courses review structures. The mechanisms developed for oversight for UNIV courses were built on the principle of faculty governance of the curriculum and attempt to replicate those used within the schools and colleges (see Senate minutes 2/27/12 for details).

The UICC completed its review of the existing INTD curriculum and brought forward to the Senate Curricula and Courses Committee (SCCC) a complex set of proposals to modify or delete existing INTD courses and to create new UNIV ones. In addition to the separation of INTD and UNIV, these revisions also sought to rationalize and simplify the curriculum, which had developed over decades in a somewhat piecemeal fashion. Those proposals were approved by the SCCC and brought to the Senate in December and February of this academic year (see Senate minutes 12/10/2012 and 2/25/13), when they were approved as part of the Consent Agenda. The resulting curriculum now comprises 19 INTD and 21 UNIV courses and will be operational for the fall semester.

Other issues

As part of the curricular revision, the UICC in coordination with the SCCC developed guidelines on the levels of approval required for offering INTD and UNIV special topics and independent study courses. Following approval of the faculty board within the unit offering the course, the proposals will be given final approval by UICC, with subsequent reporting of this action to SCCC and, in the case of UNIV courses, also to the Senate.

The UICC is also developing procedures to govern grade appeals for INTD and UICC

courses. Since INTD courses arise from departments within the schools and colleges, the usual procedures of those units can be utilized. Thus the issue lies with UNIV courses. The UICC continues to receive a number of requests from students to accredit courses taken while studying abroad. Given the value of study abroad to student learning and development, the UICC has been reviewing these applications and awarding INTD 1993/3993 credit for courses that meet the appropriate academic standards. This allows students to receive credit even though these credits will likely not count towards major requirements.

New courses

One new course was approved UNIV 1981 Documented Internship Experience. This is a 0 credit course developed by Career Services that will allow students to have internship experiences included on their transcripts. In addition, the new course UNIV 1840 Learning Community Service Learning was approved by UICC as well as a name/catalog change for UNIV 1820 (from FYE Faculty/Student Seminar to First Year Seminar) to reflect the fact that non-faculty staff members also teach this course. Both changes have been forwarded to the SCCC for action.

The UNIV Curriculum

Offering unit	Course number	Course title
First Year Programs and Learning Communities	1800	FYE University Learning Skills
	1810	FYE Learning Community Seminar
	1820	FYE Faculty/Student Seminar
	1998	Variable Topics
Honors Program	1784	Freshman Honors Seminar
	3784	Interdisciplinary Honors Seminar
Student Affairs	1991	Supervised Internship Experience
	3991	Interdisciplinary Internship Field Experience
	4800	Senior Year Experience
African American Cultural Center	2230	The PA²SS Program, Mentoring African American Students
Q Center	2300	Tutoring Principles for Quantitative Learning
Individualized & Interdisciplinary Studies Program	4600W	Capstone Course
	4697W	Senior Thesis
Other courses	1985/3985	Special Topics S/U
	1993/3993	International Study
	1995/3995	Special Topics (graded)
	1999/3999	Independent Study

INTD Course Statistics (2011-2012, with comparison to 2010/2011 and 2009/2010)
 PeopleSoft listings of INTD course sections (based on data supplied by OIR)

	2011-12		2010-11		2009-10	
	Sections	Seats	Sections	Seats	Sections	Seats
First Year Experience Program (INTD 1800, 1810, 1820, 3984 – each 1 cr.)	255	4178	305	4785	288	4419
Honors Program courses (INTD 1784, 3784 – 1 cr., and 3 cr. respectively)	29	440	28	483	29	484
Linkage through Language course (INTD 3222 – 1 cr.)	30	139	24	139	27	177
Student Affairs (INTD 1991, 4800 – 1 cr.; 3991 – var. cr.) (preAY11 data only includes 4800)	9	352	7	339	2	336
Departmental- and Program-based courses with individual catalog listings	20	182	19	189	22	237
Other INTD courses (including experimental, special topics, independent study, study abroad courses)	69	493	84	941	100	896
Total	412	5784	467	6876	468	6549

Every one of UConn's six campuses used at least two INTD courses to offer sections to its students.

2011-2012 instructors of INTD course sections were 42% faculty (tenured, untenured, adjunct), 13% graduate students, and 45% other professionals (10/11: 34%, 14%, 52% respectively; 09/10: 32%, 13%, 55% respectively).

UICC Members 2012-2013

Faculty (voting members and alternates)		
Chair	CANR/ NUSC	Hedley Freake
Member	CANR/ANSC	Gary Kazmer
Member	CLAS/ SOCI	Shannon Weaver
Member	NEAG/EKIN	Laura Burton
Member	SFA/ DRAM	David Stern
Member	SOB/ACCT	Larry Gramling
Member	SOE/ECE	Eric Donkor
Member	SON	Jennifer Telford
Member	SOP/ PHAR SCI	David Grant
Member	REGIONAL/URBN	Edith Barrett
Alternate	CANR/NRE	George Elliott
Alternate	CLAS/ HDFS	Ralf Schiffler
Alternate	NEAG/EDCI	Jason Irizarry
Alternate	SFA/DRAM	Tim Hunter/ Michael Bradford
Alternate	SOB/OPIM	Girish Punj
Alternate	SOE/CSE	Ion Mandoiu
Alternate	SON	Thomas Long
Alternate	SOP	Olga Vinogradova
Alternate	REGIONAL/MARN	Anelie Skoog

Administrative support was provided by Anabel Perez and Karen Piantek (from January 2013).

Ex-Officio (non-voting members and alternates)		
Member	Enrichment Programs	Jennifer Lease-Butts
Member	Inst. for Student Success	12/13 - A - 318 David Ouimette
Member	CETL	Kim Chambers
Member	Registrar's Office	Marianne Buck
Member	Senate C&CC	Eric Schultz
Member	Student Affairs	Daniel Doerr
Alternate	Enrichment Programs	Margaret Lamb
Alternate	Inst. for Student Success	Maria D. Martinez
Alternate	Registrar's Office	Lauren DiGrazia
Alternate	Student Affairs	Sue Sanders

Report of the University Budget Committee regarding graduate tuition charges to grants

March, 2013

In 2009, the University adopted a policy of charging graduate tuition to grants. Previously tuition for graduate research assistants (GRAs) was waived. The new policy went into effect on July 1, 2009 and requires that all proposals submitted by the Office of Sponsored Programs (OSP) include in their budget a line item for 60% of full time in-state graduate tuition for each graduate student assigned to the project, unless prohibited by the granting agency. The charge is included as a direct cost and is not subject to facilities and administrative costs (F&As, also known as indirect costs). Where tuition charges are prohibited by the sponsor, there is no charge to the investigator, the department, or the school/college. The policy also stipulates that funds received under the policy are to be used for research and/or graduate education.¹

As directed by the Senate on April 6, 2009, the University Budget Committee (UBC) monitored the impact of the policy change for the next three years (FY10-FY12). At this time, the UBC believes that there is insufficient data to draw any firm conclusions about the policy's impact on research or graduate education and recommends continued monitoring. The committee's findings are described in more detail below.

Background

A proposal to eliminate the tuition waiver for GRAs was first presented to the Senate by then-President Hogan on April 28, 2008. At the same meeting, the Senate approved a motion creating a task force "to examine the financial viability of the recent proposal to charge graduate student tuition to grants or other sources and the resulting financial and academic impact on the total university". The task force, officially known as the Senate Ad Hoc Committee to Review the Impact of Charging Graduate Tuition on Grants, delivered its report to the Senate on February 2, 2009. Whereas the administration had once suggested that eliminating the waiver would save the University approximately \$9 million per year (the full cost of the waiver in lost revenue), the Ad Hoc Committee projected the savings would be substantially less:

Using the best available information, we estimate that about \$2.5 million in new revenue could be acquired, and a reduction of 25% in the number of [grant-supported] research assistants could result, if the tuition waiver for graduate research assistants is eliminated. This estimate takes into account the fact that some major granting agencies do not allow tuition charges, and that there are maximum funding levels (caps) at some agencies that do allow tuition charges. The estimate of realized new revenue is generous; it is biased high to an unknown degree because it is not possible to account for how the tuition waiver affects the incentive to support graduate students on grants.²

¹ The policy is described more fully at <http://osp.uconn.edu/document.php?id=502>. Note that full time status for a graduate student without a research assistantship is 9 credits or more, whereas students with an assistantship are considered full time with a 6 credit-load, and tuition is prorated. Pre-award, 60% of tuition on 9 credits is budgeted for each student with a full assistantship. Post-award, the grant pays 60% of the student's actual tuition. If actual tuition is lower than budgeted, the balance may be re-budgeted.

² "Report of the Senate Ad Hoc Committee to Review the Impact of Charging Graduate Tuition on Grants" (2008), p. 1. *University Provost Reports*. Paper 10. http://digitalcommons.uconn.edu/uprovo_rpts/10. More precisely, the Report projects that charging 100% of full time in-state tuition to grants (Scenario 3) would generate \$2.5-2.75

The Report also recommends that if the tuition waiver is eliminated, any revenues collected from tuition charges “be used for new expenditures in research or graduate education rather than replacement funding to offset other sources”.³ As described in the Report, however, the faculty and student members of the Ad Hoc Committee were “firmly opposed to the proposal to eliminate the tuition waiver for graduate research assistants”.⁴ Strong opposition to the contemplated policy change was also registered by the Research Advisory Council, the Executive Committee of the Graduate School, and the Graduate Faculty Council.⁵

The Senate referred the Ad Hoc Committee’s report to the University Budget Committee on February 2, 2009. Meanwhile, the Provost announced on March 20 that the new policy would go into effect for all proposals submitted on or after July 1, 2009 as described above. At the next Senate meeting on April 6, 2009 (the March Senate meeting having been cancelled due to snow), the UBC presented the following motion, which was approved by the Senate:

Motion: In view of the recently announced policy change (Provost’s email of 3/20/09) with respect to graduate tuition charges for research assistants on grants, the University Senate (through the Senate Budget Committee) will monitor the financial impact of this change over the next three years. The Senate recommends that the Graduate Faculty Council perform a similar function with regard to the academic impact of this change.

Since then, the UBC has received annual reports from the Vice President for Research (in November 2009, November 2010, and March 2012) and/or the Dean of the Graduate School (in March 2012 and November 2012), with further data provided by the Office of the Associate Vice President of Finance and Budget. Specifically we have sought to answer three questions:

1. How much revenue has been generated by the new policy?
2. How have the funds collected from tuition charges been expended?
3. How has the policy change affected the number of GRAs at the University?

Our findings are described below.

1. How much revenue has been generated by the new policy?

Since the new policy went into effect in July 2009, approximately \$1.5 million in tuition charges has been collected with another \$1.1 million anticipated in FY13. (See Table 1, below.)

According to OSP, a total of 932 grant accounts have been created on which graduate tuition is an allowable charge. Of these, graduate tuition is actually budgeted on 475 such accounts.

Sponsors of these grants include federal agencies, state agencies, non-profits, and corporations. Federal sponsors include USDA, DOC, DOD, Education, Energy, DHS, DOS, DOI, DOT, VA, EPA, NSF, NAS, HRSA, NIH, and others. In addition, there are approximately 20 accounts with

million and also eventually reduce the number of *grant-supported* GRAs by anywhere from 110 to 165. According to the Report, the number of grant-supported GRAs in November 2007 stood at 597, making the projected reduction anywhere from 18% to 28%. If the tuition charge for ABD students is lowered to 50% of the pre-candidacy tuition rate (Scenario 4), the Report projects revenue of \$2.2-2.4 million. The policy as implemented differs from both scenarios.

³ *Ibid.*

⁴ *Ibid.*

⁵ *Ibid.* p. 2 and Appendix A.

new awards in FY12 that do not allow tuition charges. These grants are primarily from non-profit groups, but a few are federal.

Table 1 gives the amount collected and expended per year since the policy went into effect. All the expenditures are in support of students. Of the actual expenditures through FY 2012 \$291,148 are student aid fees and \$20,951 for student health insurance.

Table 1. Tuition charges collected and expended⁶

	Funds received	Expenditures
FY 2011	\$ 424,689	\$ 146,033
FY 2012	\$ 1,125,983	\$ 168,385
FY 2013 (est.)	\$ 1,100,000	\$ 500,000

Thus far, collections from tuition charges appear to be leveling off at approximately \$1.1 million per year, which is considerably less than the administration's early estimate (\$9 million) and less even than the Ad Hoc Committee's estimate (\$2.5 million). However the Ad Hoc Committee's projection was based on the assumption that 100% of the full time in-state graduate tuition would be charged to grants, whereas actual policy is that 60% is charged. Based on the Committee's projection therefore one would have expected that the 60% policy would collect approximately \$1.5 million, which is closer to but still higher than actual collections thus far.

There is insufficient data to determine whether tuition charges have any net effect on revenue to the University. Total research awards to the University did increase by 37% from FY08 to FY11, from \$102 million to \$136 million (Table 2). However, most if not all of this increase is attributable to the impact of the American Recovery and Reinvestment Act (ARRA), which according to Vice President Singha resulted in a 40% increase in federal grant submissions.⁷

Table 2. Research awards FY2008-FY2011⁸

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Federal	\$78	\$93	\$110	\$112	\$99
Non-federal	\$24	\$28	\$21	\$24	\$23
Total	\$102	\$121	\$131	\$136	\$123

The UBC has found no evidence whatsoever that tuition charges produce new revenue. Many grants are capped by the sponsor, as noted by the Ad Hoc Committee and others, in which case charging tuition merely shifts expenses from one budget line to another. Since tuition charges are not subject to F&As, furthermore, the policy may actually produce a net loss for the University by shifting expenses from budget lines that are subject to F&As.

There is also insufficient data to say whether the inclusion of a tuition line on a grant proposal actually makes the proposal less competitive. This may be the case, as the grantor knows that some of the funds would not be used for the research itself. However the presence or absence of

⁶ Courtesy of the Graduate School. Funds received in FY10 were negligible and are included in the total for FY11.

⁷ University Budget Committee minutes for meeting of November 16, 2009.

⁸ Based on Sponsored Project Activity Reports, 2008-2012, http://research.uconn.edu/annual_report_archive.

tuition charges is completely confounded with other factors, such as the program to which application is made.

2. How have the funds collected from tuition charges been expended?

The funds collected are handed over to the Graduate School, which uses them to supplement tuition and health benefits for students with nationally competitive fellowships and awards from federal agencies or prestigious organizations, as set forth in the Policy on Competitive Federal Graduate Awards⁹ and the Policy on Non-Federal Fellowship Awards¹⁰.

As explained by Suman Singha and Kent Holsinger, the University has in the past fared poorly in attracting national fellowship students. These awards provide students with a fellowship or stipend, usually between \$2K and \$10K per year. This covers some portion of tuition and health insurance premiums but usually leaves a significant shortfall (as much as \$15-20K per student per year) which the University was previously unable to make up. Since the University began supplementing fellowships and awards, however, the number of such students has steadily increased, from 7 in 2009 to more than 50 in 2012. The policy thus has the effect of redirecting a portion of the money previously spent on tuition waivers for GRAs to support an increase in the number of students on prestigious fellowships.

As Table 1 shows, the Graduate School has expended approximately \$314,418 through FY12, with another \$500,000 in estimated expenditures in FY13. The expenditures are thus significantly less than the funds collected from tuition charges. Because the University must make a multi-year commitment to fellowship students, however, the amount presently committed to fellowship students may actually exceed the funds collected thus far.

3. How has the policy change affected the number of GRAs at the University?

The policy's actual impact on GRA numbers is unfortunately difficult to evaluate, for several reasons. First, the policy has been in effect for a fairly short time, only affecting grants submitted since July 2009. Second, the available data do not distinguish between GRAs supported on grants submitted before the policy took effect and after. Third, there are other variables affecting the number of GRAs at the University, including of course the amount of research funding coming in through OSP.

According to data provided by the Graduate School (Table 3), the total number of GRAs at the University has declined by 86 (or 6.8%) since the policy went into effect, from 1258 in FY08 to 1172 in FY12.

⁹ <http://policy.uconn.edu/?p=966>.

¹⁰ <http://policy.uconn.edu/?p=2542>.

Table 3. Graduate students at the University of Connecticut, 2007-2012¹¹

	2007	2008	2009	2010	2011	2012
Research Assistants	1216	1258	1147	1189	1166	1172
Teaching Assistants	1012	1009	959	904	933	954
Split	252	234	295	298	310	297
Total Graduate Students	6483	6656	6707	6860	6783	6759
Post-docs	106	96	98	115	129	139

These numbers do not however distinguish between grant-funded and other GRAs. To estimate the number of grant-funded GRAs, we used the number of GRA stipends paid for out of restricted funds.¹² According to data provided by the Office of the Vice President of Finance and Budget (Table 4, below), the number of GRAs on restricted funds increased from 625 in FY08 to 698 in FY11 (an increase of 73, or 11.7%) before dropping back to 627 in FY13, leaving the number virtually unchanged.

Table 4. Graduate assistants by source of stipend, FY08-FY13¹³

	FY08	FY09	FY10	FY11	FY12	FY13
Unrestricted funds	1,672	1,680	1,514	1,474	1,545	1,566
Restricted funds	625	630	678	698	653	627
Total	2,297	2,310	2,192	2,172	2,198	2,193

The numbers in Tables 3 and 4 are consistent with a variety of hypotheses about the effect of tuition charges. For instance, it is possible that the tuition charges have no net effect on the number of grant supported GRAs, the number of GRAs on restricted funding in FY13 being virtually unchanged from the last two years before the policy went into effect.

However the numbers are also consistent with tuition charges having a strong effect, as total grant funding is a confounding variable. The period 2008-2012 coincides with a large increase in both federal grant submissions and awards due to the American Recovery and Reinvestment Act. During that period, total research funding to the University increased by \$34 million, or 37%, as shown in Table 2 (above). Since it is not known exactly how total research funding affects the number of GRAs, it is impossible from these data to estimate the effect of tuition charges. If one were to assume that the number of grant-supported GRAs increases in proportion to increases in total awards (when other factors are held fixed), then one would expect the number of grant-supported GRAs also to increase by 37%, or by about 231 (from 625 in FY08 to 856 in FY11); in fact that number increased by “only” 73 (or 12%) to 698 in FY11, and fell back from there. Thus in FY11 there were 158 fewer grant-supported GRAs than one might have

¹¹ Courtesy of the Graduate School, October 2012.

¹² Restricted funds are those provided to the University by some outside donor who places restrictions on the purposes for which the funds may be used. Most research grants, contracts, and gifts are restricted. Unrestricted funds are those whose use has not been restricted by outside donors.

¹³ Courtesy of the Office of the Vice President for Finance and Budget, January 2013. According to Associate VP of Finance and Budget Lysa Teal, most if not all GRAs paid for out of restricted funds are supported on federal or other grants. It should be noted that the Ad Hoc Committee found in 2009 that there were 597 grant-supported GRAs on campus as of November 7, 2007 (see Table 1, p. 12 of the Report), not 625 as reported here. The discrepancy may indicate that the Ad Hoc Committee used some other method to determine the number of grant-supported GRAs, or merely that the measurements were taken at different times during the fiscal year.

predicted based on the research dollars—a difference of 25%.

The assumption that a 37% increase in total awards should produce a corresponding increase in the number of GRAs is problematic at best. Other assumptions about the effect of total awards on GRA numbers would lead to different conclusions about the impact of the tuition policy. Still, these numbers do suggest that tuition charges create a significant drag on the number of GRAs supported on research grants. The size of the effect may become more evident as the impact of the ARRA recedes.

Further evidence that the tuition charges are having a negative impact on GRA numbers comes from the increasing number of post-docs. As the Ad Hoc Committee pointed out in its report, “charging tuition to grants will make graduate students more expensive and may affect their value to sponsored research relative to other personnel categories, such as technicians and post-docs”.¹⁴ As represented in Table 3, the number of post-docs increased by 34% from FY08 to FY11. Although less than the increase in awards during that same period (37%), it is significantly greater than the 12% increase in GRAs during that same period. Finally, it is worth observing that the number of post-docs continued to increase in FY12, whereas both total awards and the number of GRAs began to decline. These trends confirm the Ad Hoc Committee’s contention that tuition charges would decrease the incentive to support graduate students on grants while increasing the incentive to support post-docs.

The impact of tuition charges is furthermore unlikely to be evenly distributed across academic departments. The UBC has heard anecdotal reports of steep declines in the number of GRAs in some departments in the sciences. At this time however we have no hard data at the departmental level.

Another way to estimate the effect of tuition charges on GRA numbers would be to examine how the number of GRAs *requested* per grant proposal (not award) has changed since the tuition charges went into effect. As far as we know, however, OSP does not collect such data on proposals.

Conclusion

Based on the limited data available at this time, we conclude that: (1) less money is collected from tuition charges than originally projected, and there is no evidence that the charges generate any new revenue at all; (2) the funds collected are being used appropriately for new expenditures on graduate education (i.e., supporting graduate students on nationally competitive fellowships); and (3) the tuition charges have either no effect or possibly a significant negative effect on the number of GRAs at the University. However, the UBC believes that there is insufficient data at this time to make a reliable assessment of the policy’s impact and recommends that the Senate continue to monitor its effects on research and graduate education.

¹⁴ *Op. cit.*, p. 4.

Report of the University Budget Committee regarding graduate tuition charges to grants

Background (April 28, 2008):

- Proposal by President Hogan to charge graduate research assistantships 60% of full-time in-State tuition. The University estimated the action will generate \$9 million per year.
- The Senate created a taskforce “to examine the financial viability of the recent proposal to charge graduate student tuition to grants or other sources and the resulting financial and academic impact on the total university”. The taskforce concluded:
 - The tuition charge will at best generate \$2.5 million a year.
 - The policy could result in a 25% reduction in number of grant supported assistantships.
 - March 20, 2009 the Provost announced the policy will take effect on July 1, 2009.

April 6, 2009

The Senate approved the following motion:

In view of the recently announced policy change (Provost's email of 3/20/09) with respect to graduate tuition charges for research assistants on grants, the University Senate (through the Senate Budget Committee) will monitor the financial impact of this change over the next three years. The Senate recommends that the Graduate Faculty Council perform a similar function with regard to the academic impact of this change.

The UBC sought to answer the following questions:

1. How much revenue has been generated by the new policy?
2. How have the funds collected from tuition charges been expended?
3. How has the policy change affected the number of GRAs at the University?

Data on questions 1 & 2:

Table 1. Tuition charges collected and expended

	Funds received	Expenditures
FY 2011	\$ 424,689	\$ 146,033
FY 2012	1,125,983	168,385
FY 2013 (est.)	1,100,000	500,000

* The actual expenditures through FY 2012 \$291,148 are student aid fees and \$20,951 for student health insurance.

The funds enabled the University to compete for national fellowship students. The numbers increased from seven in 2009 to more than 50 in 2012.

Data on question 3:

Table 2. Research awards FY2008-FY2011

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Federal	\$78	\$93	\$110	\$112	\$99
Non-federal	\$24	\$28	\$21	\$24	\$23
Total	\$102	\$121	\$131	\$136	\$123

Most of the increase in Federal grants is from the American Recovery and Reinvestment Act.

Table 3. Graduate students at the University of Connecticut, 2007-2012

	2007	2008	2009	2010	2011	2012
Research Assistants	1,216	1,258	1,147	1,189	1,166	1,172
Teaching Assistants	1,012	1,009	959	904	933	954
Split	252	234	295	298	310	297
Total Graduate Students	6,483	6,656	6,707	6,860	6,783	6,759
Post-docs	106	96	98	115	129	139

Table 4. Graduate assistants by source of stipend, FY08-FY13

	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13
Unrestricted Funds	1,672	1,680	1,514	1,474	1,545	1,566
Restricted Funds	625	630	678	698	653	627
Total	2,297	2,310	2,192	2,172	2,198	2,193

Observations:

- Limited data to reach definitive conclusions on the impact of the tuition charge
- The collected funds are being used for the intended purposes.