




Academic Affairs Committee Meeting-20260210_081156-Meeting Recording


February 10, 2026, 1:11PM


1h 0m 18s


 **Shari Cantor** 0:00
sure, but I am. This is Shari Cantor. I'm vice chair of of the Academic Affairs Committee and.


 **Lohrey, Alexis** 0:06
Yes, he just joined us.


 **Shari Cantor** 0:08
Starting right at 8:30 and I will begin by doing roll call and Alexis is going to help me with that.

 **Lohrey, Alexis** 0:16
Good morning, everyone, starting with trustee Dennis Levine.
Don't think I've seen her yet. Trustee Sean Dunn.
Trustee Brian Pollard.

 **Pollard, Bryan** 0:30
Here.

 **Lohrey, Alexis** 0:31
Trustee Philip Rubin.

 **Rubin, Philip** 0:33
Here.

 **Lohrey, Alexis** 0:35
Trustee Rich Vogel.
And trustee Diane Whitney.

 **Rich Vogel** 0:38

Here.

 **Lohrey, Alexis** 0:42

Not yet, but I am confirming that we do have a quorum.

 **Pollard, Bryan** 0:42

H.

 **Shari Cantor** 0:46

OK. Thank you, Alexis. All right. And now I'll do a roll call for our Academic Affairs Committee Senate Reps, Karen Bresciano. Karen. Oh, great. And Lindsay Cummings.

 **Bresciano, Karen** 0:58

Here.

Don't see her yet, but I know she's planning to be here soon.

 **Shari Cantor** 1:05

OK, great. Thank you. All right.

 **Lohrey, Alexis** 1:09

And Trustee Cantor, just letting you know before you move in, Trustee Whitney just joined us as well.

 **Shari Cantor** 1:13


Terrific. Welcome, Diane. And before I go any further, I just want to welcome Trustee Whitney and Trustee Vogel to. They're new to the committee, they're new to the board. And thank you so much for your commitment and passion to the university. And we're really grateful to have you on this committee and on.

 **Rich Vogel** 1:34

Thank. Thank you.

DW **Diane Whitney** 1:43
It.

SC **Shari Cantor** 1:44
Our first agenda item is the opportunity for public comment. I and my understanding is no one has signed up to speak and I've just confirmed that with Alexis.

 **Lohrey, Alexis** 1:52
That's correct. No public comment today.

SC **Shari Cantor** 1:53
Correct. OK. So no member has signed up. So our first action item is to approve our minutes. And there's a number of trustees that were not on this committee before, so for the last meeting, but you're welcome to recuse yourselves. So I'll ask for a motion and a second to approve the minutes from December.
2nd 2025 Is there a motion? Thank you a second.

RP **Rubin, Philip** 2:15
So move, Ruben.

SC **Shari Cantor** 2:23
So I will second all those in favor. Any opposed? OK, motion carries.

RP **Rubin, Philip** 2:27
Hi.

PB **Pollard, Bryan** 2:32
I'd like to abstain. I was not present.

SC **Shari Cantor** 2:35
Yes, I.

DW **Diane Whitney** 2:35
As well, as well I.

SC Shari Cantor 2:39

Yes, understood. I've got a bunch of you. Understood. Thank you. All right. So that is passed. Interim Provost Alpay, will you walk us through the rest of the agenda so we can?

PB Pollard, Bryan 2:42

OK. Thank you.

RP Rubin, Philip 2:43

OK.

Alpay, Pamir 2:55

Of course. Thank you, Vice Chair Kanter and good morning all. Our next two items are standard business for this committee, so I will introduce them together. Agenda item 3 is designation of Emeritus status with six faculty members who met automatic eligibility criteria.

Agenda item 4 is our regular sabbatical requests and modifications. These are there are in total 37 new requests and one modification.

SC Shari Cantor 3:29

OK. So I thank you. Thank you, Provost Alpay. So we're going to take a motion and a second for this agenda item designation of Emeritus status and agenda item number 4, sabbatical leave. All those in favor.

Alpay, Pamir 3:29

Oh.

RP Rubin, Philip 3:45

You got to get your motion first.

SC Shari Cantor 3:45

I.

RV Rich Vogel 3:45
Hi.

Alpay, Pamir 3:46
Aye.

SC Shari Cantor 3:48
I'm sorry I.
Oh, I was sorry. OK, I'm calling for a motion. Sorry.

RP Rubin, Philip 3:54
So move second ribbon.

DW Diane Whitney 3:55
I'll move approval.

SC Shari Cantor 3:58
OK. Thank you so much. And this is again to approve agenda item number 3, designation of emeritus status and agenda item number 4, sabbatical leave. All those in favor, aye.

Alpay, Pamir 4:06
Right, bye.


DW Diane Whitney 4:07
Hi.


SC Shari Cantor 4:08
Aye, any opposed?
Motion carries. All right, Mr. Alpay, Provost Alpay.

Alpay, Pamir 4:17
Our next item is the proposed renaming of the School of Pharmacy to the School of Pharmacy and Pharmaceutical Sciences. Please know that the entire process went

through the regular channels. The proposal puts forward in renaming the School of Pharmacy to the School of Pharmacy and.

 **Shari Cantor** 4:18
Yes.

 **Alpay, Pamir** 4:37
Pharmaceutical sciences. This reflects the full scope of the school's mission. It's not just professional pharmacy education, but it also has a nationally recognized pharmaceutical sciences research enterprise.
This better aligns the school's name with its strengths in graduate education, research and interdisciplinary work. School of Pharmacy faculty voted unanimously in support in September 2025.
Please note that there's no impact on academic programs, accreditation, governance, or organizational structure. This has minimal operational impact implemented within existing resources.
I'm glad that Dean Phil Ritko is in attendance and I would like to ask if he'd like to share anything else that's beyond what I've tried to provide here.

 **Hritcko, Philip** 5:35
Thank you, Provost Alpay. You accurately described it, and the biggest reason for the request for the name change is to more accurately reflect what our school's mission is.
And the fact that, you know, feedback that I've been receiving, especially from outside entities, private sector, they didn't realize the strength and depth of our pharmaceutical science area within our School of Pharmacy. So our name currently has been misleading in in certain respects and therefore from a.
Marketing strategy as well designating that that we do have the pharmaceutical science component attached with our name and also the major schools and colleges of pharmacy across the country. R1 universities in most cases have that designation as well.
With and pharmaceutical sciences. So I think there's a lot of benefits to this name change. We just completed our or we are in our centennial year, I should say the academic year. So we've gone 100 years with our current name, but I think looking into the future and the direction that we want to go into.

Getting partnerships in particular in collaborations with our research faculty in the pharmaceutical sciences is going to be critical and so therefore the name change will help with this, especially from a marketing standpoint and a recognition standpoint. And I'm happy to answer any questions if anyone has any.

SC **Shari Cantor** 7:08

Thank you, Dean. Yeah. Yeah. All right. Well, thank you so much, Dean. That really does help us to understand the reason for it. And I I think it will be a very positive move, very excited to to move this along. So are there any comments or questions for the Dean or for the Provost?

 **Alpay, Pamir** 7:08

Thank you, Dean. I had to go.

SC **Shari Cantor** 7:27

OK. With that, I'll call for a motion and a second. Is there a motion?

DW **Diane Whitney** 7:33

I'll move approval.

RV **Rich Vogel** 7:33

Motion.

SC **Shari Cantor** 7:34

Thank you. Second.


PB **Pollard, Bryan** 7:36


Second Pollard.


SC **Shari Cantor** 7:38

Terrific. All those in favor, aye. Any opposed? All right, we will move that. Congratulations. And again, thank you for moving this forward. I think this will be really positive. All right, Provost Al Pay.


 **Rich Vogel** 7:39
Hi.


 **Pollard, Bryan** 7:40
I know.
Hi.

 **Hritcko, Philip** 7:48
Thank you.

 **Alpay, Pamir** 7:53
OK, our next item is the appointment of Professor Yooyong Park to the Stewart and John Sidney Professorship in Mathematics in the College of Liberal Arts and Sciences. Appointment to the Stewart and John Sidney Professorship in Mathematics is as is the Professorship.
Bishop itself was established in 2009 to support internationally recognized research mathematician with a strong commitment to teaching. Doctor Park is a visiting professor from the University of Seoul. He's internationally recognized scholar in representation theory.
Leader in monoidal categorification and quantum affine algebras. The appointment is recommended by the Dean, the department head, and the mathematics faculty. It's a one year term appointment starting in March 2026 and ending at the end of February.
February 28 in 2027.

 **Diane Whitney** 8:52
Yeah.

 **Shari Cantor** 8:54
Thank you, Provost Alpay. Are there any questions or comments?

 **Diane Whitney** 9:00
Question. Is it normal to appoint a visiting professor to an appointment like this?



Alpay, Pamir 9:09

Yes, it is. It is for Uh for internationally recognized research mathematicians that are that are with us. This is a typical procedure in in mathematics for this particular award.



Shari Cantor 9:23

OK.



Diane Whitney 9:23

Thank you.



Shari Cantor 9:25

All right. Any other comments, questions?

OK, so I'll call for a motion and a second to approve agenda item 6, appointment of Professor Yoo Young Park to the Stewart and Joan Sidney Professorship in Mathematics in the College of Liberal Arts and Sciences. Is there a motion?



Rubin, Philip 9:44

So move, Ruben.



Shari Cantor 9:45

Thank you. Second, thank you so much. All those in favor. Aye. Any opposed motion carries. Thank you so much and congratulations. All right, Mr. Provost Alpe.



Diane Whitney 9:46

Second, Whitney.



Rubin, Philip 9:50

Hi.

Hi.



Diane Whitney 9:51

Alright.

 **Alpay, Pamir** 9:59

Another appointment to an to an endowed professorship. Our next item is the appointment of George Plesko, Professor George Plesko to the KPMG Professorship in the Department of Accounting.

It was established in December of 2025 by KPMG and the KPMG Foundation. It is created to support excellence in accounting, education, research and professional engagement. George Plesko is a tenured full professor and head of the accounting department. He's a

Nationally recognized scholar in tax policy and accounting. Um He played a key role in strengthening the school's relationship with KPMG and a key role in securing the actual endowment. The appointment has been recommended by the interim Dean following faculty review. This is a five-year.

Term appointment from March 1st, 2026 to February 28th in 2031. I'd like to note that I think George has joined us. I can see George here. Thank you for being with us, George.

 **Shari Cantor** 11:12

Thank you, Provost Alpay. Are there any comments or questions on this item?

OK. Well, I want to say congratulations in being a graduate of the accounting. I'm very, very excited to see this. This is exactly the kind of partnership and leadership that we want to see. And congratulations, Professor Plesko. Appreciate your all you do.

 **Alpay, Pamir** 11:27

But.

 **Shari Cantor** 11:40

All right. Is there a motion to approve?

 **Rich Vogel** 11:44

So moved.

 **Shari Cantor** 11:46

Thank you. OK. I think we have a motion and a second. All those in favor, aye. Any

opposed motion carries. OK, congratulations and thank you. All right, back to you.
Back to you, Provost.

RV Rich Vogel 11:51
Hi.

11:52
Alright.
OK.

Alpay, Pamir 11:59
Congratulations, George.

Our next item is a program notification, including the addition of a location and modality for the Graduate Certificate in Child and Youth Behavioral Health. This was a certificate that was approved by the Board in February of 2025.

Originally offered to MSW students at the Hartford campus, modification expands the certificate to Stanford and to an online modality. The goal here is to make the program more accessible to MSW students across campuses and.

Online, there are no changes to curriculum, credit requirements or academic standards.

SC Shari Cantor 12:50

Thank you, Provost Alpay. OK, I this also seems like a very, very important, you know, change and having increased accessibility, especially with the environment that we're in. So I much appreciate the the thoughtfulness of that. All right. Any questions or comments?

All right, I'll ask for a motion and a second to approve item number 8, program modification, including addition of a location and modality for the Graduate Certificate and Child and Behavior and Youth Behavioral Health.

DW Diane Whitney 13:24
I'll move approval, Whitney.

SC Shari Cantor 13:26
Thanks. Thank you.

PB **Pollard, Bryan** 13:28
Second power.


SC **Shari Cantor** 13:29
Thank you very much. All those in favor. Aye. Any opposed? I didn't ask for any abstentions, but I'm sure you'll tell me. All right. With that, the motion is passed and we will go to Professor Alpay. I mean, Provost Alpay again.

RV **Rich Vogel** 13:32
Hi.

RP **Rubin, Philip** 13:32
Hi.

PB **Pollard, Bryan** 13:32
I.

SC **Shari Cantor** 13:46
8.

 **Alpay, Pamir** 13:46
Thank you so much, Vascea Canter. Our final action item is the program closure. It is the closure of the Graduate Certificate in Life Story Research. There are no students that are enrolled in this certificate program since fall 2022. There are no current students currently.
Enrolled in the program. The closure will not affect students, faculty appointments or accreditation. Teach out plan is also not required due to 0 enrollment. This allows the school to better align offerings with current demand.

SC **Shari Cantor** 14:24
OK. Thank you. I mean, Provost Alpay, I this doesn't obviously have a lot of, I don't think a lot of discussion. So I'll call for a motion and a second.

DW **Diane Whitney** 14:36
Move approval, Whitney.

SC **Shari Cantor** 14:37
Thank you, Trustee Whitney, second.

PB **Pollard, Bryan** 14:41
2nd Pollard.

SC **Shari Cantor** 14:43
Thank you. All those in favor, aye. Any opposed? OK, motion carries. All right, Provost Alpay, we're gonna now brings us. This is the end of our action items. So now we'll turn to the report for our University Senate representatives. So, Karen, would you like to?


DW **Diane Whitney** 14:46
Hi.

RP **Rubin, Philip** 14:46
I.

PB **Pollard, Bryan** 14:46
Bye.

SC **Shari Cantor** 15:03
Start.
Or.

CL **Cummings, Lindsay** 15:06
At.

 **Bresciano, Karen** 15:06
Go ahead, Lindsay.

CL Cummings, Lindsay 15:07

Yeah. Hi. That's that's quite all right. Mostly I'm doing the reporting these days because I'm co-chair of Scholastic Standards. But you know, Karen and I are team members. I also wanted to say thank you for allowing us to move this item a little earlier in the agenda than it normally is. My teaching schedule means that that the.

SC Shari Cantor 15:08

Either I've got sorry.

I've got you. OK. Sorry, Alexis. OK.

Yes.

CL Cummings, Lindsay 15:27

End of the meeting is difficult for me. So first we want to report that the common curriculum rollout just seem the new common curriculum seems to be going extraordinarily well. You've heard already from Senate Executive Committee reports about the work developing the new common curriculum for the undergraduates. And initial reports seem to be that not only are the class offerings going well, but that students are finding the process. If they decide they want to transition from the old general education to the new common curriculum, they're finding that transition process very easy. I can also speak from my own observations.

That advisors are doing a phenomenal job of helping students understand whether that's going to be effective for them or not to transition. So we've already said that the development, you know, went well and we can now say that the implementation is actually going rather smoothly, which is always an exciting thing to report.

We in the Senate, we have passed the motion that I mentioned in the last meeting to clarify admissions requirements to meet current practice and to align with the state of Connecticut pre-college plan. We are still in the process of revising the how the part-time Dean's list will be calculated.

But that is ongoing. The Senate has formed a task force to explore the logistics of the anti black racism course that was suspended and they are due to report in spring on how that might be able to move forward under all of both the logistics within the university and in our nation at large.

And the Senate has also passed a resolution asking for greater clarity from the administration on the impact of planned budget cuts on teaching and learning. And

we've been very, very pleased with the administration's response thus far on following up with specific requests on those.

Those impacts. The only other thing that I would say is to my knowledge as of yet, no one from Scholastic Standards has been asked to participate in the AI Task Force, and I don't know if the Senate Executive Committee has been asked to, but the Senate is very eager to participate in that task force as it has direct implications. On on teaching and learning, Karen, is there anything that you would add?



Bresciano, Karen 17:49

No, just that I know that Bob Day is involved with the A I task force and that he's been talking about how to hopefully get interested folks involved so that we have folks at all the appropriate levels that are that are there. But yeah, it's it certainly comes up a lot at scholastic standards as one could imagine the implications.



Cummings, Lindsay 17:55

Thanks.



Bresciano, Karen 18:09

Both teaching, learning, research and the administration of our university. Thanks, Lindsay.



Cummings, Lindsay 18:14

Thank you. Yep.



Shari Cantor 18:17

Thank you both very much. And I just want to make a note that as Lindsay mentioned, she has to run to teach. And so we were moving through the agenda items and we did adjust where they are on the agenda. So we can spend more time without having you miss your clients.

And appreciate your being here. Thank you very much. All right. Are there questions? I, I'm really, really glad to hear about the implementation of the, you know, of the transition and how that's working. Thank you. There was a lot of thought given to this in the preparation for it and now the.

CL Cummings, Lindsay 18:36

Thank you. Mm-hmm.

Alpay, Pamir 18:36

Right, right.

SC Shari Cantor 18:56

And how it's actually working is really good to hear. So I'm grateful for that. I know our students are are very, I'm sure appreciate it very much. Any questions or comments for our Senate Reps?

OK. I don't see any. All right. Have a great class and we'll see you. We'll see you later.

OK. All right. So if there's no questions and I'm just going to ask one more time. Well, Karen's here. OK, we will now go back to Provost Alpeg.

And walk us through the remainder of our informational items, Provost.

Alpay, Pamir 19:35

Thank you so much, Vice Chair Cantor. As you know, the academic program inventory is something that we keep an eye on. It's required for state reporting and catalog accuracy. We we do routine updates to program names, CIP codes and modalities.

The changes that are going through that that are being implemented here are already proved through faculty and academic governance. This the academic program inventory includes program pauses and suspensions both to notify board and have.

DW Diane Whitney 20:11

OK.

Alpay, Pamir 20:14

Clear documentation history. That's work that's that's ongoing and I just wanted to provide this as an informational item to to this committee. The second informational item is an update on our low completion program review process.

As you know, this is a formal faculty government process to monitor programs with low completions. It uses consistent published thresholds by credential level. Reviews

are based on five years of completion data updated annually in this cycle. We have identified 20 new programs and we're working on 61. We're receiving 61 follow up reports on similar activities that were initiated last year. Many programs cleared after review, others moved to suspension or closure. All actions developed through school, college and faculty governance. Programs that move to suspension or closure are brought to the board for approval. There are. Please note that there are some getting paused or suspended on the program inventory. The purpose of this is essentially academic portfolio management. It's not a one time action. This is a process that's ongoing, it's cyclical and it is embedded in the normal academic operations.

 **Shari Cantor** 21:44

Thank you, Provost Alpay. So this is a has been long in the works, right? But and we expect, could you just tell us a time frame of when you think you will be bringing this to the board?
Word.

 **Alpay, Pamir** 21:59

I'm hoping that this will be presented to the Academic Affairs Committee in our next meeting and and then to the Board in the April meeting.

 **Shari Cantor** 22:10

OK. Thank you. All right, I'll open up to the floor. Any comments or questions on on either of those informational items?

OK. I'm sure there will be, you know we will be, there will be interest when that comes out and and and it it there's again a very consistent and thoughtful process and and how those are are being analyzed for the low completion.

All right. Any. So one more time around. Any questions?

OK. Our last report on the agenda is the Provost report, Provost, Alpay.

 **Alpay, Pamir** 22:54

Thank you. I'm instead of giving you a full report today, I thought it would be great to talk about student success. And that's the reason why I have the Beryl Stark, a vice Provost overseeing our student student success activities here in the Provost.

Office and I'd like to turn it over to him, with your permission, Vice Chair Cantor, so that he can tell us a lot of the good stuff that's happening within within our schools and colleges. Adele.

 **Shari Cantor** 23:27

Great. Welcome, Vice Provost Starke. Well, go ahead.

 **Starke, Tadarrayl** 23:32

Good morning. Thank you for having me. I want to talk a little bit first about our fall to spring enrollment and where we're standing there. Across our system, we see about 94% of our undergraduate students returned from fall to spring. Stores alone earned over 98% of our students returned from fall to spring.

When we look at and break that down between our first year students, 97% of our stores, first year students returned and 92% of our regional campus students returned who were first year students. For our continuing students, 98% of them returned in stores and 84% of those continuing students.

Did for our regional campus students, which puts our re-enrollment across the system compared to last year, slightly above for both 1st and continuing students for about a point for each of those populations. Now in looking in terms of how that compares to our past in stores for our.

 **Diane Whitney** 24:26

It.

 **Starke, Tadarrayl** 24:31

First.

Students, we are slightly down by 8 tenths of a point compared to last year, but we're up over five points for our continuing students compared to spring of last year. Now if we look two years back, that's seven points higher than the first year students two years ago and 12 points higher for our continuing students. So trending.

Still in that positive direction for our stores for a regional campus, first year students are actually up by 4 points compared to the previous year and continuing students up by 5 points compared to the previous year. So regional campus still showing strong re-enrollment.

And so although we're slightly down in terms of our first year students in stores, I

think it's still strong in terms of our re-enrollment. What we are doing is definitely working with the Dean of Students office to see where those students we started to lose them.

Prior to January 1st, we actually were ahead of the previous year and after the new year we started to see withdrawals and students de enrolling. And so we're working with the Dean of Students Office to be able to kind of really get into the data and see who those students were.

With with that retention so high at 98%, it's really looking at the couple students and seeing are there any small trends that we can do to better be able to support students, be able to kind of get ahead of students issues and needs to be able to help them be able.

To stay enrolled there with fall to spring, I do want to highlight some of the great work that was being done, you know, across the university to kind of help us keep these numbers and to strengthen some of our numbers. This year we partner our undergraduate advising office, Dean of Students, One Stop.

Bursar partner to implement a solutions lab. It's where we our staff work with students who had registration holes to get them resolved, to get them registered. Very successful endeavor that you know, I think we would be able to continue and really impact our retention rates, particularly our first generation students and our first year students.

Along with we had a huge heavy push bar by our advisors really shouldered a lot of the work to get our our students to re enroll. But our one stop office also implemented a calling campaign and a texting campaign that reached over 1000 students to get them enrolled and so that personal outreach and touch.

Was very impactful in getting these numbers as well. We're also looking in terms of our academic standing. One of the things that we're doing, we're looking at how we can better be able to support. We're tracking that students who are actively engaged in some type of our system, our academic support.

System, our academic success system, they do better than the students who don't actively engage. And so one of the things that we're exploring now is how do we build a more formalized system with our students who are in subject to dismissal or academic notice to help them to return to good academic standing, but somehow we can connect them to the people and resources.

For them to be successful. We know that'll help the fall to spring, but it definitely will help our first year retention and our graduation rates if we can really make sure our

students are engaged in that space, I know at the last meeting.

Provost Alpay mentioned about implementing an academic support surge, so I want to talk a little bit about that as well. So at the end of the last term, we implemented academic support surge to really bring tutoring and academic support to spaces where the students were rather than wait on them to come to us in the.

Or in the row building. And so we added satellite tutoring temporarily in our cultural centers and a dining hall and then increase the number of hours that our tutors in our Q Center for our STEM major, our students needing STEM support and our W and our AAC. We have decided we're going to continue that search.

Throughout the spring we are we've increased the number of tutors through key gateway courses that have high DFW rates and other courses that are foundational to students progress to that next course sequence. We're meeting and we've been meeting and working with chemistry to increase academic support in.

Get key chemistry courses. What we do know is that chemistry is one of those courses that stops for multiple different majors and multiple multiple different pathways to graduation. And so we're working with chemistry directly to be able to support what they are currently doing and implementing new.

Support there. We have additional math tutoring in our AACC. We are doing additional tutoring in the library, additional tutoring in towers, dining hall and exploring more online tutoring for our Q Center. So that way students can have access at different times. Our student leaders approached us and.

That they want more of the online opportunities and so we're doing that, but it also will allow for us to better be able to support our regional campus students, especially with their commuter nature, being able to provide additional online options for those students. We think it will be very successful in that regard and helping our students and proactively help them instead of.

Trying to respond after the fact. Another thing we are implementing in focusing on our black student retention and graduation rate. We have been working with the African American Cultural Center. We are adding actual satellite tutoring in the Cultural Center, but we're also doing a.

Student peer coaching mentoring program that we're trying to launch there that will really target helping our students to to get across the finish line in terms of graduation, to close some of these gaps in terms of academic performance by directing them to resources. The tutors and the mentors who will be in the AACC are actually student leaders.

In their space. So it's it's they're working with students who they're familiar with seeing around and hoping that'll draw even more students. What we do know is our African American Cultural Center is one of the top, I want to say 4th most used facility in terms of academic support or academic engagement on campus.

Actually on all of across the system and with that, you know, knowing that's where they're going to be. If we put the services there, we hope this becomes a pilot that we can expand to our other cultural centers and supporting them in that space as well. And then the last piece I want to highlight is this new academic support collaborative.

Know.

Is that across our system, there are so many different ways students are getting tutoring. There's many smaller tutoring programs, whether it's in chemistry or engineering and things of that nature. And So what we what we're doing now is bringing all of those voices together so that we can have some commonality in terms of training, in terms of messaging, but also share.

Our resources, as we know with the budget the way it is, we want to make sure we're not duplicating efforts. We can become more efficient and become more effective at the same time. And so we're bringing all of those voices together to make sure that students can get high quality support.

But also get the type of support they need and so that we know what's happening in other areas and we can direct students to those supports rather than duplicating those efforts. So overall, we are really trying to hone in on the academic pieces, supporting our students in being able to navigate the resources.

Navigating how to be successful in the classroom, connecting them to those supplemental pieces like supplemental advising, supplemental mentoring, coaching, so that they're engaged with some of those out of the classroom experiences as well and believe that this will help us to to maintain and or increase, hopefully increase our first.

Year and our continued retention rates across the system.

sc **Shari Cantor** 32:31

That is a really, it's such important work and remarkable and I am really impressed with the retention rate. I think it's a it's, it is, it is really something to be proud of, but it doesn't happen. You know, it's very intentional and it's there's been a lot of effort put in.

Into it. I'm going to open up for questions, but I do want to ask to recruit tutor. I mean, is it something that is a hard thing to do to recruit tutors or is it or do people volunteer and you have plenty of tutors or how does that work?



Starke, Tadarrayl 33:08

I think it it it is hard-ish. I think we have. We've been going so long with the QW Center, with our AACC, our AAC Academic Consumer Center and other systems across all of our campuses that they're able to do it. I think one of the things we want to do is better define what should be a tutor our students we we assess.

Our students and they talked about quality control, if you will, making sure that students did that, you know if there's a tutor somewhere that they can expect the same level of training, the same level of ability no matter where they go. And that's one of the things that we've been really focused on. I know in our president's survey was the number one thing our students said.

One, it was academic support and well prepared academic support. So I think that's one of the pieces is making sure that whoever comes out to seek tutoring, that we're giving them the training to be able to effectively deliver the service and not just say, oh, you got a good grade in the class, go to work. So we're, I think we're always looking.

For additional well prep tutors to be able to support us so that I think that'll never we'll never say no if we can find a very well qualified person to do.



Shari Cantor 34:21

And and are the tutors mostly they're student undergraduate students or are they grad students? What? What are they did? Is there a pattern?



Starke, Tadarrayl 34:29

So most of our tutors are undergraduate students. Sometimes we're a little bit hampered by some of the graduate union rules in terms of what who can do that. However, in many of the cases, like the Q Center is a great example. We have grad assistants who are providing some of those services or in some of the grad assistant roles they are doing some of those pieces.

Of tutoring as well to be able to make sure that that expertise is also provided. A lot of times we use our grad students to be content kind of experts to help our undergraduates so that the front line may become our undergraduates and the

graduate students are able to kind of be able to if there's a higher level. Need. It's great to have someone who may also have the experience of teaching the subject to be able to really relay that to the student and to help that undergraduate.

 **Shari Cantor** 35:18

Thank you. And just to confirm, the tutors are not paid or are they?

 **Starke, Tadarrayl** 35:24

No, we actually do pay our tutors. They are paid, yes.

 **Shari Cantor** 35:25

Oh, you too. Okay.

 **Starke, Tadarrayl** 35:26

Yeah.

 **Shari Cantor** 35:27

OK. All right.

 **Maric, Radenka** 35:29

Shari, if I just can provide one comment of the academic.

 **Shari Cantor** 35:33

Oh, please, President Mary. I didn't know you were on. Sorry.

 **Maric, Radenka** 35:36

No, the academic excellence is one that we want to emphasize. No matter where is the budget, no matter because that means student first. So we want our students to succeed. We want our our success rate, graduation rate to go up. So if I think of. One key performance indicators that I will say it's success is a student's graduation. We have the challenges. We lost number of the graduate students. This year we recruited 400 less due to the federal dollars cuts. Due to the state cuts. So I won't ask when we think of the budget to think how important our graduate students for our success and and another thing that is very difficult that we have to keep in mind how little our graduate students are paid. You

still can't keep them on the 50% pay.

And 50% pay translate to \$13,000, so annually. OK, so we really have to do and this is where Amy is trying to help with support and fundraising for the graduate students, assistance to students and.

everything that we do in the content of student success.

SC Shari Cantor 36:57

OK. Thank you so much, President. It is absolutely putting students 1st and academic success is critical for our success. So opening and Vice Provost Starke, thank you again for your your, you know, tireless work on on.

Student success and supporting our our students questions and comments still opening the floor. If I can't see you, just speak up.

 **Bresciano, Karen** 37:29

Hi, I I wanted to say thank you to the Writing Center. Excuse me, they had an open house last week and if anybody was able to stop by, it was really remarkable and it always is remarkable about what the Writing Center does for our students.

MR Maric, Radenka 37:29

Yeah.

 **Bresciano, Karen** 37:45

Including that they have significant services for graduate students, which I really appreciate and I and I hope to see that spread to the other places that provide academic support for students because our our graduate students, you know, we might think that they don't ever need any support because they're so smart and they are smart and we all need support. So. So I just wanted to say a shout out to the writing center.

Because really, what they do is remarkable. And I'll shout out for the Q Center too, because, you know, they got my son through a lot of stuff. So thanks, Q.

SC Shari Cantor 38:14

That, yeah. And then that rings true. I also, yes, thank you so much. And our graduate students surely need support.

And as the president said, they are, they're, you know, it's it's academically so

challenging.

All right. Any other questions or comments? OK, if Phil, did you raise your hand, Joshi? OK, sorry. All right. Anybody else?

OK, back to you, Provost Alpay. I don't know if there was more to your.

 **Alpay, Pamir** 38:50

This actually concludes my report. Vizer Kanter. I'd like to thank Tadelles and his team as well. They've been doing amazing work since Tadelles started here. It's not just not just what he presented today, but what he's doing with our with our honors program. With our veterans programs, with our student athletes and with the Center for Learning, the our CL activities, it's it's a very bright spot for the university. I'm grateful.

 **Shari Cantor** 39:25

Yeah. And the I was gonna say that you're you're the breadth and the depth of what you do is is amazing and thank you so much Vice Provost Starke cause we really we are the the success every day the student success reflects on the efforts that you put in so.

 **Alpay, Pamir** 39:42

Yeah.

 **Shari Cantor** 39:44

And much of it is below the radar because if students are succeeding, we don't hear about it. It's those other stories that we hear about. So again, thank you so much.

 **Alpay, Pamir** 39:51

Right.

 **Shari Cantor** 39:54

All right. OK. With that, I I don't think that is there any other business?

 **Diane Whitney** 40:02

I I have one announcement that I think is of interest.

SC **Shari Cantor** 40:06

Sure, Trustee Whitney, go ahead.

DW **Diane Whitney** 40:09

The weekend of March 13th through 15, UConn's wonderful violinist Solomiya Ivakov will be performing with the Hartford Symphony Orchestra.

We are the Hartford Symphony Orchestra is trying to establish more linkage with with UConn. Last year composer Kenneth Fuchs played with the orchestra and and our we played one of his pieces and this week this year it will be.

And if you know, if you've heard her, you know that she's superb and it would be worth coming to Hartford for that that performance. And if students are interested, any student ticket is \$10.

SC **Shari Cantor** 40:59

That's that's great. And what a wonderful collaboration and a wonderful way to honor our student. And she's so gifted. It would be a real treat to be able to attend that. So and students, \$10. It's awesome. Thank you so much for sharing.

OK, any other?

All right. I don't see any. So with that, I'd like to, I don't think there's a need for executive session and I'd like to call for a motion and a second to adjourn. Is there a motion? Thank. Thank you. Second.

RP **Rubin, Philip** 41:32

So move, so move, Ruben.

DW **Diane Whitney** 41:38

Second.

SC **Shari Cantor** 41:38


Thank you. All those in favor, aye.

● 41:39

I.

SC **Shari Cantor** 41:40
Any opposed? All right, stay warm and enjoy this beautiful day and we'll see you soon. Bye.

DW **Diane Whitney** 41:41
Alright, thanks.

 **Alpay, Pamir** 41:45
Thank you.

RV **Rich Vogel** 41:47
Thank you. Thank you.

PB **Pollard, Bryan** 41:47
Take care everyone.

RP **Rubin, Philip** 41:48
I know.

● **Board of Trustees** stopped transcription