

AGENDA

University of Connecticut Board of Trustees

Academic Affairs Committee Tuesday, April 28, 2026, at 8:30 a.m. Virtual Meeting

Public Streaming Link (live captioning, upon request): <https://techsupport.uconn.edu/bot>

(A recording of the meeting will be posted on the Board website, <https://boardoftrustees.uconn.edu/>, within seven days of the meeting.)

Call to order at **8:30 a.m.**

1. Public Participation*

* Individuals who wish to speak during the Public Participation portion, of the Tuesday, April 28, meeting, must do so 24 hours in advance of the meeting's start time (i.e., 8:30 a.m. on Monday, April 27) by emailing BoardCommittees@uconn.edu. Speaking requests must include a name, telephone number, topic, and affiliation with the University (i.e., student, employee, member of the public). The Committee may limit the entirety of public comment to a maximum of 30 minutes. As an alternative, individuals may submit written comments to the Committee via email (BoardCommittees@uconn.edu), and all comments will be transmitted to the Committee.

ACTION ITEMS

2. Minutes from the February 10, 2026, Meeting (Attachment 1)
3. Promotion & Tenure (Attachment 2)
4. Designation of Emeritus Status (Attachment 3)
5. Sabbatical Leave Recommendations (Attachment 4)
6. Reappointment of Professor Robert Day, Ph.D. to the Robert Cizik Professorship in Manufacturing and Technology Management in the School of Business (Attachment 5)
7. Reappointment of Professor David Weber, Ph.D. to the Deloitte Foundation Professorship of Accounting in the School of Business (Attachment 6)
8. Reappointment of Professor John Mathieu, Ph.D. as the GE Professor in Business in the School of Business (Attachment 7)
9. Reappointment of Professor Timothy B. Folta, Ph.D. to the Thomas John and Bette Wolff Family Chair in Strategic Entrepreneurship in the School of Business (Attachment 8)

10. Reappointment of Professor Karolina Heyduk, Ph.D. to the Rosalind Chair in the Department of Ecology and Evolutionary Biology in the College of Liberal Arts and Sciences (Attachment 9)
11. Appointment of Professor Steven L. Suib, Ph.D. as the Harold S. Schwenk, Sr. Distinguished Chair in Chemistry in the Department of Chemistry in the College of Liberal Arts & Sciences (Attachment 10)
12. Appointment of Professor James Waller, Ph.D. to the Gladstein Family Distinguished Chair in Human Rights in the Gladstein Family Human Rights Institute (Attachment 11)
13. Appointment of Professor David L. Richards, Ph.D. to the Wiktor Osiatyński Chair in Human Rights in the Gladstein Family Human Rights Institute (Attachment 12)
14. Appointment of Professor Alexis L. Boylan, Ph.D. to the Rhoda Shivers Chair in the School of Fine Arts (Attachment 13)
15. Reappointment of Professor Peter Siegelman, Ph.D. as the Phillip I. Blumberg Professor of Law in the School of Law (Attachment 14)
16. Reappointment of Professor Ángel Oquendo, J.D., Ph.D. as the George J. And Helen M. England Professor of Law in the School of Law (Attachment 15)
17. Reappointment of Professor Richard D. Pomp, J.D. as the Alva P. Loiselle Professor of Law in the School of Law (Attachment 16)
18. Reappointment of Professor Steven Wilf, J.D., Ph.D. as the Anthony J. Smits Professor of Global Commerce in the School of Law (Attachment 17)
19. New Program: Bachelor of Science in Linguistics in the College of Liberal Arts and Sciences (Attachment 18)
20. New Program: Graduate Certificate in Artificial Intelligence (Attachment 19)
21. Program Closure: Master of Fine Arts in Arts Leadership and Cultural Management (Attachment 20)
22. Program Closure: Bachelor of Science in Financial Technology in the School of Business (Attachment 21)
23. Program Closure: Graduate Certificate in Contaminated Site Remediation (Attachment 22)
24. Program Closure: Graduate Certificate in Oceanographic Science and Technology (Attachment 23)

INFORMATIONAL ITEMS

25. University Senate Representative Report

26. Academic Program Inventory

(Attachment A)

27. Faculty Consulting Program

(Attachment B)

- The University of Connecticut Consulting Program FY25 Annual Report
- Report on the University of Connecticut's compliance with CGS 1-84(r)
Faculty Consulting Program: Report Issued by the Faculty Consulting Oversight Committee

28. Other Business

29. Executive Session (as needed)

30. Adjournment

PLEASE NOTE: *If you are an individual with a disability and require accommodations, please e-mail the Board of Trustees Office at boardoftrustees@uconn.edu prior to the meeting.*

ATTACHMENT 1

DRAFT MINUTES

University of Connecticut Board of Trustees

Academic Affairs Committee February 10, 2026 Virtual Meeting

Committee Trustees: Shari Cantor, Philip Rubin, Rich Vogel, Diane Whitney, Brian Pollard

University Senate Representatives: Karen Bresciano, Lindsay Cummings

University Staff: Radenka Maric, Pamir Alpay, Sarah Croucher, Nathan Fuerst, Nicole Gelston, Amy Gorin, Philip Hritcko, Philip Hunt, George Plesko, Daniel Schwartz, Leslie Shor, Tadarrayl Starke, Reka Wrynn

Vice-Chair Shari Cantor called the meeting to order at 8:30 a.m.

1. Public Participation

No members of the public signed up to address the Committee.

2. Minutes from the December 10, Meeting (Attachment 1)

On a motion by Trustee Rubin, seconded by Trustee Cantor, the Committee voted to approve the minutes of the October 28, 2025, meeting. Trustees Pollard, Whitney and Vogel abstained from voting.

3. Designation of Emeritus Status (Attachment 2)

4. Sabbatical Leave Recommendations (Attachment 3)

On a motion by Trustee Whitney, seconded by Trustee Rubin, the Committee Voted unanimously to recommend Agenda Item #3 and Agenda Item #4 to the full Board for approval.

5. Proposal to Rename the School of Pharmacy to the School of Pharmacy and Pharmaceutical Sciences (Attachment 4)

On a motion by Trustee Vogel, seconded by Trustee Pollard, the Committee voted unanimously to recommend Agenda Item #5 to the full Board for approval.

6. Appointment of Professor Euiyong Park to the Stuart and Joan Sidney Professorship in Mathematics in the College of Liberal Arts and Sciences (Attachment 5)

On a motion by Trustee Rubin, seconded by Trustee Whitney, the Committee voted unanimously to recommend Agenda Item #6 to the full Board for approval.

7. Appointment of Professor George Plesko to the KPMG Professorship in the Department of Accounting in the School of Business (Attachment 6)

On a motion by Trustee Vogel, seconded by Trustee Rubin, the Committee voted unanimously to recommend Agenda Item #7 to the full Board for approval.

8. Program Modification: Addition of Location and Modality for the Graduate Certificate in Child and Youth Behavioral Health in The Graduate School (Attachment 7)

On a motion by Trustee Whitney, seconded by Trustee Pollard, the Committee voted unanimously to recommend Agenda Item #8 to the full Board for approval.

9. Program Closure: Graduate Certificate in Life Story Research in The Graduate School (Attachment 8)

On a motion by Trustee Whitney, seconded by Trustee Pollard, the Committee voted unanimously to recommend Agenda Item #9 to the full Board for approval.

10. University Senate Representative Report

Senate Representative Cummings reported that implementation of the new Common Curriculum is proceeding smoothly, with positive initial feedback from students and advisors. She noted that the Senate has approved revisions to clarify admissions requirements in alignment with current practice and the State of Connecticut pre-college plan, and that work continues on revisions to the part-time Dean's List calculation. The Senate has formed a task force to examine next steps related to the previously suspended anti-Black racism course. She also reported that the Senate adopted a resolution seeking greater clarity regarding the impact of planned budget reductions on teaching and learning and expressed appreciation for the administration's engagement. Finally, she indicated the Senate's interest in participating in the University's AI Task Force given its academic implications.

11. Academic Program Inventory (Attachment A)

This item was provided to the Committee as an informational item.

12. Low Completion Program Review Update (Attachment B)

This item was provided to the Committee as an informational item.

13. Provost's Report

Interim Provost Pamir Alpay introduced Vice Provost for Student Success Tadarrayl Starke to provide an update on student retention and academic support initiatives. He reported strong fall-to-spring retention rates across the system, including 97% for first-year students and 98% for continuing students at Storrs, with gains at the regional campuses as well. He highlighted targeted outreach efforts, including registration support campaigns and cross-unit collaboration to remove enrollment barriers. Vice Provost Starke also outlined expanded tutoring and academic support services in high-DFW courses, increased satellite and online tutoring, and focused initiatives to support student success and close equity gaps. He emphasized ongoing efforts to coordinate academic support resources across campuses to improve effectiveness and efficiency.

14. Other Business

Trustee Whitney announced that UConn violinist Solomiya Ivakhiv will perform with the Hartford Symphony Orchestra March 13–15 as part of ongoing collaboration between the Orchestra and the University. She noted that student tickets will be available at a reduced rate.

15. Executive Session

There was no Executive Session.

16. Adjournment

On a motion by Trustee Rubin, seconded by Trustee Whitney, the Committee voted unanimously to adjourn. The meeting was adjourned at 9:12 a.m.

Respectfully submitted,

Alexis Lohrey
Secretary to the Committee

ATTACHMENT 2

UNIVERSITY OF CONNECTICUT – COLLEGE OF AGRICULTURE, HEALTH & NATURAL RESOURCES
PROMOTION AND TENURE RECOMMENDATIONS
PRESENTED TO THE BOARD OF TRUSTEES - April 29, 2026

NAME

DEPARTMENT

PROMOTION TO PROFESSOR

Amalaradjou, Mary Anne	Animal Science
Andreyeva, Tatiana	Agricultural and Resource Economics
Raudales, Rosa	Plant Science and Landscape Architecture
Reed, Sarah	Animal Science
Rittenhouse, Tracy	Natural Resources and the Environment

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE

Brandt, Jessica	Natural Resources and the Environment
Connolly, Cristina	Agricultural and Resource Economics
Glaviano, Neal	Kinesiology
Knighton, James	Natural Resources and the Environment
Kwon, Oh Sung	Kinesiology
Srinivasan, Sudha	Kinesiology

PROMOTION TO ASSOCIATE PROFESSOR IN-RESIDENCE (NON-TENURE TRACK)

Smith, James	Kinesiology
--------------	-------------

PROMOTION TO SENIOR COOPERATIVE EXTENSION EDUCATOR (NON-TENURE TRACK)

Dickson, David	Extension
----------------	-----------

UNIVERSITY OF CONNECTICUT - SCHOOL OF BUSINESS
PROMOTION AND TENURE RECOMMENDATIONS
PRESENTED TO THE BOARD OF TRUSTEES - April 29, 2026

NAME

DEPARTMENT

PROMOTION TO PROFESSOR

Bergman, David	Operations & Information Management
Gu, Zheyin (Jane)	Marketing

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE

Cardonha, Carlos	Operations & Information Management
Murphy, Francis	Accounting
Xu, Fasheng	Operations & Information Management

TENURE AS ASSOCIATE PROFESSOR

Baloria, Vishal	Accounting
-----------------	------------

UNIVERSITY OF CONNECTICUT – NEAG SCHOOL OF EDUCATION
PROMOTION AND TENURE RECOMMENDATIONS
PRESENTED TO THE BOARD OF TRUSTEES - April 29, 2026

NAME

DEPARTMENT

PROMOTION TO PROFESSOR

Back, Michele

Curriculum and Instruction

Stewart, Saran

Educational Leadership

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE

Caemmerer, Jacqueline

Educational Psychology

Collier, Zachary

Educational Psychology

Lynch, Kathleen

Educational Psychology

UNIVERSITY OF CONNECTICUT – SCHOOL OF FINE ARTS
PROMOTION AND TENURE RECOMMENDATIONS
PRESENTED TO THE BOARD OF TRUSTEES - April 29, 2026

NAME

DEPARTMENT

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE

Benbrahim, Dina Art & Art History

Sancomb, Christopher Art & Art History

PROMOTION TO ASSOCIATE PROFESSOR IN-RESIDENCE (NON-TENURE TRACK)

Goldberg, Daniel Music

Mastroianni, John Music

Worwood, Matthew Digital Media & Design

UNIVERSITY OF CONNECTICUT – SCHOOL OF LAW
PROMOTION AND TENURE RECOMMENDATIONS
PRESENTED TO THE BOARD OF TRUSTEES - April 29, 2026

NAME

PROMOTION TO PROFESSOR AND TENURE

Faucon, Casey

PROMOTION TO CLINICAL PROFESSOR (NON-TENURE TRACK)

Reeves, Rachel

PROMOTION TO ASSOCIATE CLINICAL PROFESSOR (NON-TENURE TRACK)

Yantz, Christine

Psychological Sciences

UNIVERSITY OF CONNECTICUT – UCONN LIBRARY
PROMOTION AND TENURE RECOMMENDATIONS
PRESENTED TO THE BOARD OF TRUSTEES - April 29, 2026

NAME

PROMOTION TO LIBRARIAN 3

Flynn, Kara

Schaefer, Jennifer

**UNIVERSITY OF CONNECTICUT – ELISABETH DELUCA SCHOOL OF
NURSING**
PROMOTION AND TENURE RECOMMENDATIONS
PRESENTED TO THE BOARD OF TRUSTEES - April 29, 2026

NAME

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE

Xu, Wanli

PROMOTION TO ASSOCIATE CLINICAL PROFESSOR (NON-TENURE TRACK)

DiLeone, Christine

McNeil, Brenda

Parekh de Campos, Amisha

**UNIVERSITY OF CONNECTICUT – SCHOOL OF PHARMACY AND
PHARMACEUTICAL SCIENCES
PROMOTION AND TENURE RECOMMENDATIONS
PRESENTED TO THE BOARD OF TRUSTEES - April 29, 2026**

NAME

DEPARTMENT

PROMOTION TO PROFESSOR

Bahal, Raman	Pharmaceutical Sciences
Hernandez-Diaz, Adrian	Pharmacy Practice
Sobieraj, Diana	Pharmacy Practice

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE

Li, Na	Pharmaceutical Sciences
--------	-------------------------

UNIVERSITY OF CONNECTICUT – SCHOOL OF SOCIAL WORK
PROMOTION AND TENURE RECOMMENDATIONS
PRESENTED TO THE BOARD OF TRUSTEES - April 29, 2026

NAME

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE

Iacono, Gio

Parekh, Rupal

PROMOTION TO RESEARCH PROFESSOR (NON-TENURE TRACK)

Matarese, Marlene

ATTACHMENT 3

University of Connecticut Department of Human Resources

Emeritus Retirees

April 29, 2026 Board of Trustees Meeting

<u>NAME</u>	<u>TITLE</u>	<u>DEPARTMENT</u>	<u>SCHOOL/COLLEGE</u>	<u>RETIRED</u>	<u>HIRED</u>
<i>Faculty meeting "automatic" criteria for emeritus status</i>					
McMahon, Ann (Nancy)	Clinical Professor	Speech, Language, and Hearing Sciences	College of Liberal Arts & Sciences	3/1/2026	8/23/2013

ATTACHMENT 4

University of Connecticut Office of the Provost
Sabbatical Leave Recommendations Requiring Board of Trustees Approval
April 29, 2026, Board of Trustees Meeting

SABBATICAL MODIFICATIONS/POSTPONEMENTS

<u>NAME</u>	<u>TITLE</u>	<u>DEPARTMENT</u>	<u>SCHOOL/COLLEGE</u>	<u>PAY</u>	<u>PERIOD</u>
Harel, Ofer	Dean	Liberal Arts and Sciences	Liberal Arts and Sciences	Full Change to Full	Fall 2025 Spring 2028
Kuzovkina-Eischen, Yulia	Department Head & Professor	Plant Sci and Landscape Arch	Agriculture, Health, Natural Rcs	Full Change to Full	Fall 2025 Fall 2026
Park, Stephen	Assoc Professor	Marketing	Business	Half Change to Full	AY 2026-2027 Spring 2027

SABBATICAL LEAVE REQUESTS

<u>NAME</u>	<u>TITLE</u>	<u>DEPARTMENT</u>	<u>SCHOOL/COLLEGE</u>	<u>PAY</u>	<u>PERIOD</u>
Brenick, Alaina	Assoc Professor	Human Dev and Family Sciences	Liberal Arts and Sciences	Full	Spring 2027
Bilal, Osama	Asst Professor	Mechanical Aerospace Mfg Engr	Engineering	Full	Fall 2026
Carbone, Francesco	Asst Professor	Mechanical Aerospace Mfg Engr	Engineering	Full	Fall 2026
Cerrai, Diego	Asst Professor	Civil and Environ Engineering	Engineering	Full	Fall 2026
Cohen, Matthew	Professor	Dramatic Arts	Fine Arts	Full	Spring 2027
Csizmadia, Annamaria	Assoc Professor	Human Dev and Family Sciences	Liberal Arts and Sciences	Full	Spring 2027
Fitch, Roslyn	Professor & Director	Psychological Sciences	Liberal Arts and Sciences	Full	Spring 2027
Gordon, Jane	Professor Department Head & Dist	Political Science	Liberal Arts and Sciences	Full	Fall 2027
Gordon, Lewis	Professor	Philosophy	Liberal Arts and Sciences	Full	Fall 2027

<u>NAME</u>	<u>TITLE</u>	<u>DEPARTMENT</u>	<u>SCHOOL/COLLEGE</u>	<u>PAY</u>	<u>PERIOD</u>
Kaufman, Douglas	Assoc Professor	Ed Curriculum and Instruction	Education	Full	Spring 2027
Kaufmann, Johanna	Assoc Professor	Linguistics	Liberal Arts and Sciences	Full	Spring 2027
Kaufmann, Stefan	Assoc Professor	Linguistics	Liberal Arts and Sciences	Full	Spring 2027
Leahey, Tricia	Director & U Professor	Allied Health Sciences	Agriculture, Health, Natural Rcs	Half	AY 2027-2028
Libal, Kathryn	Professor & Director	Social Work Instruct and Rsrch	Social Work	Full	Fall 2026
Mauldin, Laura	Assoc Professor	Social and Critical Inquiry	Liberal Arts and Sciences	Full	Spring 2027
Mitra, Debanjan	Professor	Marketing	Business	Full	Fall 2027
Prescod, Diandra	Assoc Professor	Educational Psychology	Education	Full	Fall 2026
Qin, Yang	Assoc Professor	Chem and Biomolecular Engr	Engineering	Full	Spring 2027
Robinson, Victoria	Assoc Professor	Molecular and Cell Biology	Liberal Arts and Sciences	Full	Spring 2027
Russell, Beth	Professor	Human Dev and Family Sciences	Liberal Arts and Sciences	Full	Spring 2027
Shrestha, Roman	Assoc Professor	Allied Health Sciences	Agriculture, Health, Natural Rcs	Half	AY 2027-2028
Snyder, William	Department Head & Professor	Linguistics	Liberal Arts and Sciences	Full	Spring 2027
Showers, Fumilayo	Asst Professor	Sociology	Liberal Arts and Sciences	Full	Spring 2027
Vernal, Fiona	Assoc Professor	History	Liberal Arts and Sciences	Full	Spring 2027
Werkmeister Rozas, Lisa	Professor	Social Work Instruct and Rsrch	Social Work	Full	Fall 2026
Zhang, Na	Asst Professor	Human Dev and Family Sciences	Liberal Arts and Sciences	Full	Spring 2027

ATTACHMENT 5

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Professor Robert Day, Ph.D. to the Robert Cizik Professorship
in Manufacturing and Technology Management in the School of Business



RECOMMENDATION:

That the Board of Trustees approve the reappointment of Professor Robert Day, Ph.D. to the Robert Cizik Professorship in Manufacturing and Technology Management in the School of Business for the period August 23, 2026, through August 22, 2029.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees reappoint Professor Robert Day, Ph.D. to the Robert Cizik Professorship in Manufacturing and Technology Management in the School of Business for the period August 23, 2026, through August 22, 2029."

BACKGROUND:

The Robert Cizik Professorship in Manufacturing and Technology Management in the School of Business was established to support a professor who is nationally and internationally eminent in manufacturing and technology who will foster leadership development, educate manufacturing professionals with engineering and business skills as well as collect a cohort of multi-disciplinary faculty to advance the Connecticut region as leaders in global manufacturing competitiveness.

The decision to reappoint was made following the recommendation of Interim Dean Greg Reilly. His recommendation is based on consultation with the relevant associate deans, department heads, and the Department Head of Accounting in the School of Business.

Professor Day received his Ph.D. from University of Maryland, College Park, and joined the UConn faculty in 2004. He was promoted to the rank of Professor in 2020. His research examines auctions, combinatorial (Package) auctions, airport landing-slot auctions, bidding languages, core allocations, matching and allocation problems, healthcare management, operations research, mathematical programming, and optimization. His research has been published in many of the top journals including Management Science, Production and

Operations Management, Operation Research, Decision Support Systems, and many other leading academic journals. He has served as the President of INFORMS Section of Auctions and Market Design and has won several best paper, service, and teaching awards throughout his career including the INFORMS Computing Society Prize in 2008 and the Dantzig Dissertation Award in 2005.

In addition to research, Professor Day served as the Associate Dean for Undergraduate Programs in the School of Business and teaches operations management and project management to undergraduate, masters, and Ph.D. level students. Professor Day previously served as the Director of the Management and Engineering for Manufacturing (MEM) Program offered jointly by the School of Business and the College of Engineering. Professor Day also serves on UConn's Delta General Education committee, a multi-year committee tasked with redesigning the Universities general education curriculum. He has most recently served as the chair of the University Senate Executive Committee.

ATTACHMENT 6

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Professor David Weber, Ph.D. to the Deloitte Foundation Professorship of Accounting in the School of Business for the period August 23, 2026, through August 22, 2029



RECOMMENDATION:

That the Board of Trustees approve the Professor David Weber, Ph.D. to the Deloitte Foundation Professorship of Accounting in the School of Business for the period August 23, 2026, through August 22, 2029.

RESOLUTION:

“Be it resolved that the University of Connecticut Board of Trustees reappoint Professor David Weber, Ph.D. to the Deloitte Foundation Professorship of Accounting in the School of Business for the period August 23, 2026, through August 22, 2029.”

BACKGROUND:

The Deloitte Foundation Professorship of Accounting was established to recognize a researcher, scholar, and teacher who has made significant contributions to the field of accounting. The decision to reappoint Professor Mathieu was made following the recommendation of Interim Dean Greg Reilly. His recommendation is based on consultation with the relevant associate deans, department heads, and the Department Head of Accounting in the School of Business.

Professor Weber received his Ph.D. from the University of Colorado and joined the UConn faculty in 2005. He received tenure in 2013, and was promoted to Professor in 2021. His academic interests center on financial reporting and taxation, and he has been honored with awards for both his research and his teaching. His research has been published in leading journals such as *Journal of Accounting Research*, *The Accounting Review*, *Contemporary Accounting Research*, *Review of Accounting Studies*, and others. He has served on the Editorial Board of the *Journal of the American Taxation Association* and as a Trustee of the American Taxation Association. He is a member of the American Accounting Association, the American

Taxation Association, the National Tax Association, and the American Institute of Certified Public Accountants. Professor Weber is also a CPA and worked in public accounting prior to his academic career.

In addition to his research, Professor Weber is an outstanding teacher and has received the Undergraduate Accounting Teaching Award, 2014–2015, 2007–2008, and named Beta Alpha Psi Professor of the Year, 2021–2022. He is actively engaged in the training and research of Ph.D. students and has served on twelve doctoral dissertation committees, chairing or co-chairing five.

ATTACHMENT 7

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Professor John Mathieu, Ph.D. as the GE Professor in Business
in the School of Business



RECOMMENDATION:

That the Board of Trustees approve the reappointment of Professor John Mathieu, Ph.D. as the GE Professor in Business in the School of Business for the period August 23, 2026, through August 22, 2029.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees reappoint Professor John Mathieu, Ph.D. as the GE Professor in Business in the School of Business from August 23, 2026, through August 22, 2029."

BACKGROUND:

The GE Professor in Business was established in 2001 to support a professor who is a nationally recognized researcher, scholar, teacher, or business leader who has made significant contributions to the field of commerce. The decision to reappoint Professor Mathieu was made following the recommendation of Interim Dean Greg Reilly. His recommendation is based on consultation with the relevant associate deans, department heads, and the Department Head of Accounting in the School of Business.

Professor Mathieu received his Ph.D. from Old Dominion University and joined the UConn faculty in 1999. In 2016, he was awarded as a Board of Trustees Distinguished Professor of Management. His research focuses on the dynamics of teamwork; the management of new organizational forms (e.g., complex teams arrangements, Multi-Team Systems); interfaces with various forms of technology (e.g., virtuality, space flight, team optimization routines); and an emphasis on the Scientist/Practitioner model of learning and application. His research has been published in many of the top journals including Journal of Clinical Oncology, Journal of Management, Military Psychology, Academy of Management Journal and Journal of Applied

Psychology. He was named the recipient of the Academy of Management, Research Methods Division, Career Award. This is a prestigious award recognizing a lifetime achievement for advancing research methods, analysis, and inference.

In addition to research, Professor Mathieu is a mentor to Ph.D. students in a scientist/practitioner model whereby he engages them in his research and prepares them to conduct their own with the intention to contribute both to the scientific literature and to the welfare of organizations and their employees. He has received nearly all career awards in his field and remarkably has hit an h-index of 100, solidifying him as a top researcher in the world.

ATTACHMENT 8

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Professor Tim Folta, Ph.D. to the Thomas John and Bette Wolff Family Chair in Strategic Entrepreneurship the School of Business



RECOMMENDATION:

That the Board of Trustees approve the reappointment of Professor Tim Folta, Ph.D. to the Thomas John and Bette Wolff Family Chair in Strategic Entrepreneurship the School of Business for the period August 23, 2026, through August 22, 2029.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees reappoint Professor Tim Folta, Ph.D. to the Thomas John and Bette Wolff Family Chair in Strategic Entrepreneurship the School of Business for the period August 23, 2026, through August 22, 2029."

BACKGROUND:

The Thomas John and Bette Wolff Family Chair in Strategic Entrepreneurship was established to support a faculty member that is renowned in the field of strategic entrepreneurship who will provide leadership for teaching and research in the area of strategic entrepreneurship. The decision to recommend this reappointment was made following the School of Business policy; Interim Dean Reilly is making his recommendation based on consultation with the associate deans and department heads in the School of Business.

Professor Folta received his Ph.D. from Purdue University and joined the UConn faculty in August of 2013 as a Professor of Management and was appointed the Thomas John and Bette Wolff Family Chair in Strategic Entrepreneurship in the School of Business. Professor Folta research is in entrepreneurship, real options, and firm performance. He has received several awards honoring his research. He is a strong participant in the University's entrepreneurship effort and has an international reputation in his field. He co-founded the Entrepreneurship and Innovation Policy Virtual Research Seminar Series and has assembled a team of scholars and

policy makers from places like Stanford, NYU, ESADE (Barcelona), Instituto de Empresa (Madrid), Copenhagen Business School, Rutgers University, Oregon University, University of Washington, Cornell, University of Kansas, National Science Foundation, U.S. Patent Office, and Imperial College (London). He is active in research with publications over the last few years in top journals including *Management Science* and *Academy of Journal Review*.

He served as the Academic Director of Connecticut Center for Entrepreneurship and Innovation and was the Co-Founding Director of the Entrepreneurship Consortium at UConn. Further, he has made outstanding contributions to UConn through the Accelerate UConn programs.

ATTACHMENT 9

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Professor Karolina Heyduk, Ph.D. to the Rosalind Chair in the Department of Ecology and Evolutionary Biology in the College of Liberal Arts and Sciences



RECOMMENDATION:

That the Board of Trustees approve the reappointment of Professor Karolina Heyduk, Ph.D. to the Rosalind Chair in the Department of Ecology and Evolutionary Biology in the College of Liberal Arts and Sciences through December 31, 2027.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees reappoint Professor Karolina Heyduk, Ph.D. to the Rosalind Chair in the Department of Ecology and Evolutionary Biology in the College of Liberal Arts and Sciences through December 31, 2027."

BACKGROUND:

The Rosalind Chair, originally known as the Titania Chair, was established in September 2019 to support a nationally or internationally recognized researcher, scholar and teacher who will have made significant contributions in the field of Ecology and Evolutionary Biology. The endowment name change from Titania to Rosalind was requested and approved under a separate action item for the Board of Trustees on the date of December 9, 2020.

Professor Heyduk held this appointment for a three-year term from January 1, 2023 to December 31, 2025. Upon review and the recommendation of the department head, the Dean has recommend Professor Heyduk's appointment be extended for an additional two years, bringing the conclusion of her term to December 31, 2027.

Dr. Karolina Heyduk was recruited to UConn from the University of Hawaii in January 2023 as the inaugural Rosalind Endowed Chair. An evolutionary physiologist, she studies variation in photosynthetic pathways in flowering plants and is advancing fundamental knowledge of plant

diversification and adaptation. Since arriving at UConn, Dr. Heyduk has maintained an exceptionally productive research trajectory. She has published in leading journals and secured significant external funding from the National Science Foundation. As Rosalind Chair, Dr. Heyduk has built a dynamic research program that includes undergraduate and graduate students, postbaccalaureate researchers, technicians, and postdoctoral scholars. Professor Heyduk's integrative scholarship enhances the department's national profile and enriches the academic experience of students.

ATTACHMENT 10

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Appointment of Professor Steven L. Suib, Ph.D. as the Harold S. Schwenk, Sr. Distinguished Chair in Chemistry in the Department of Chemistry in the College of Liberal Arts and Sciences



RECOMMENDATION:

That the Board of Trustees approve the appointment of Professor Steven L. Suib, Ph.D. as the Harold S. Schwenk, Sr. Distinguished Chair in Chemistry in the Department of Chemistry in the College of Liberal Arts and Sciences for the period August 23, 2026, through August 22, 2031.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees appoint Professor Steven L. Suib, Ph.D. as the Harold S. Schwenk, Sr. Distinguished Chair in Chemistry in the Department of Chemistry in the College of Liberal Arts and Sciences for the period August 23, 2026, through August 22, 2031."

BACKGROUND:

The Harold S. Schwenk, Sr. Distinguished Chair in Chemistry was established in 1996 by Harold S. Schwenk, Jr. and Paula H. J. Schwenk in order to support the research and academic activities of a faculty member in the Department of Chemistry who would build a reputation among top national and international educators and enhance the visibility of the Department of Chemistry within the business community.

The appointment of Professor Suib as the next Harold S. Schwenk, Sr. Distinguished Chair in Chemistry for a five-year term is recommended, following the endorsement of the Department of Chemistry and with the support of the College of Liberal Arts and Sciences. This recommendation reflects strong confidence in Professor Suib's ability to advance the Department's research excellence, visibility, and strategic priorities.

Professor Suib has an outstanding record of publications, patents, national and international recognition, and sustained external funding. His work focuses on developing new approaches to solve fundamental problems, specifically in the field of catalysis and materials science and involves the synthesis of novel porous semiconductors used to make new chemicals for use in lithium batteries, oil spills, and other applications. Professor Suib currently serves as the Director of the Institute of Material Science at the University.

His leadership and extensive collaborative network position him to elevate the department's research profile through multi-investigator initiatives, stronger industry partnerships, and the mentorship of mid-career faculty. Professor Suib will use the chair resources to support shared infrastructure, foster collaboration, and advance programmatic initiatives that will strengthen the department's overall visibility and impact. His appointment is also expected to deepen connections across campus, particularly with the Institute of Materials Science, and further elevate the department's national standing.

In 2000, the Board of Trustees appointed Professor Robert Birge as the Harold S. Schwenk, Sr. Distinguished Chair in the Department of Chemistry in the College of Liberal Arts and Sciences. Professor Birge retired in 2016. Professor Fabris became the second chair holder from 2020 – 2024, and then again from 2024 – 2026 having received a one and a half-year extension, supported by the Department and College, in recognition of COVID-19 impact. Professor Suib will be the third chair holder for a five-year term starting in 2026.

ATTACHMENT 11

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Appointment of Professor James Waller, Ph.D. to the Gladstein Distinguished Chair in Human Rights in the Gladstein Family Human Rights Institute



RECOMMENDATION:

That the Board of Trustees approve the appointment of Professor James Waller, Ph.D. to the Gladstein Distinguished Chair in Human Rights in the Gladstein Family Human Rights Institute for the period August 23, 2026, through August 22, 2031.

RESOLUTION:

“Be it resolved that the University of Connecticut Board of Trustees appoint Professor James Waller, Ph.D. to the Gladstein Distinguished Chair in Human Rights in the Gladstein Family Human Rights Institute for the period August 23, 2026, through August 22, 2031.”

BACKGROUND:

The Gladstein Distinguished Chair in Human Rights supports distinguished scholarship, teaching, and public engagement in the field of human rights within the University of Connecticut’s Gladstein Family Human Rights Institute. The individual appointed to the Gladstein Distinguished Chair will be a nationally or internationally recognized researcher, scholar, and teacher who has made significant contributions to the study and advancement of human rights. The appointment of Professor James Waller follows the recommendation of the Gladstein Family Human Rights Institute and the Vice President for Global Affairs.

Professor Waller was the inaugural Christopher J. Dodd Chair in Human Rights Practice and serves as Acting Director of the Gladstein Family Human Rights Institute at the University of Connecticut. He holds a joint appointment in the Department of Literatures, Cultures, and Languages and the Gladstein Family Human Rights Institute.

Professor Waller is an internationally recognized scholar in the fields of Holocaust and genocide studies, perpetrator behavior, and genocide prevention. His research and teaching focus on

understanding the causes of mass atrocities and advancing strategies for prevention, with a particular emphasis on education, policy engagement, and applied human rights practice.

He has an extensive record of scholarship, including multiple books and numerous peer-reviewed publications, and has lectured widely at academic institutions and professional forums around the world. His work has also informed training and policy development for governmental and international organizations, including the United Nations and agencies of the United States government.

In addition to his academic contributions, Professor Waller has played a leading role in advancing human rights practice through program development and public engagement. As Director of the Dodd Human Rights Impact Programs, he has helped bridge scholarship and real-world application in the areas of atrocity prevention and human rights education.

Professor Waller's distinguished record of scholarship, teaching, and leadership in human rights makes him exceptionally well qualified to hold the Gladstein Distinguished Chair in Human Rights.

ATTACHMENT 12

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Appointment of Professor David L. Richards, Ph.D. to the Wiktor Osiatyński Chair
in Human Rights in the Gladstein Family Human Rights Institute



RECOMMENDATION:

That the Board of Trustees approve the appointment of Professor David L. Richards, Ph.D. to the Wiktor Osiatyński Chair in Human Rights in the Gladstein Family Human Rights Institute for the period August 23, 2026, through August 22, 2029.

RESOLUTION:

“Be it resolved that the University of Connecticut Board of Trustees appoint Professor David L. Richards, Ph.D. to the Wiktor Osiatyński Chair in Human Rights in the Gladstein Family Human Rights Institute for the period August 23, 2026, through August 22, 2029.”

BACKGROUND:

The Wiktor Osiatyński Chair in Human Rights supports distinguished scholarship, teaching, and public engagement in the field of human rights within the University of Connecticut’s Gladstein Family Human Rights Institute. The individual appointed to the Wiktor Osiatyński Chair will be a nationally or internationally recognized researcher, scholar, and teacher who has made significant contributions to the study and advancement of human rights.

The appointment of Professor David L. Richards follows the recommendation of a three-person committee of tenured faculty affiliated with the Gladstein Family Human Rights Institute, as well as the recommendation of the Acting Director of the Gladstein Family Human Rights Institute, James Waller and the Vice President for Global Affairs, Dan Weiner. Professor Richards is an Associate Professor at the University of Connecticut, with appointments in both the Department of Political Science and the Gladstein Family Human Rights Institute, where he serves as Director of Graduate Studies.

Professor Richards earned his Ph.D. from the State University of New York at Binghamton. He is a leading scholar in the field of human rights, with an extensive body of research addressing topics such as gender-based violence, torture, and the measurement of government respect for human rights. His work has contributed to numerous scholarly studies and has informed research, policy, and practice globally.

Professor Richards is co-founder and co-director of the Cingranelli-Richards (CIRI) Human Rights Data Project and a co-director of the CIRIGHTS Human Rights Data Project, which provide widely used data on government respect for human rights across countries. These datasets have been utilized by international organizations, governments, scholars, and practitioners around the world.

His scholarship has been widely cited and published in leading journals, with significant contributions to understanding patterns of human rights practices, including physical integrity rights, globalization, and legal protections against violence. He has also authored reports and consulted for governments and international organizations on human rights issues.

Professor Richards' research, teaching, and service reflect a sustained commitment to advancing the study and practice of human rights, making him exceptionally well qualified to hold the Wiktor Osiatyński Chair in Human Rights.

ATTACHMENT 13

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Appointment of Professor Alexis L. Boylan, Ph.D. to the Rhoda Shivers Chair in the School of Fine Arts



RECOMMENDATION:

That the Board of Trustees approve the appointment of Professor Alexis L. Boylan, Ph.D. to the Rhoda Shivers Chair in the School of Fine Arts for the period August 23, 2026, through August 22, 2031.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees appoint Professor Alexis L. Boylan to the Rhoda Shivers Chair in the School of Fine Arts for the period August 23, 2026, through August 22, 2031."

BACKGROUND:

The Rhoda Shivers Chair was established in September 2021 in recognition of the generosity of Jay S. Shivers, Ph.D., retired UConn professor, and his son and daughter -in-law, Jed Shivers, '81 MBA, and Sandra E. Shivers, Ph.D.

The individual appointed to the Rhoda Shivers Chair in the Art & Art History Department within the University's School of Fine Arts will be a nationally or internationally recognized researcher, scholar, and teacher and will have made significant contributions to the field of nineteenth century art, with demonstrated expertise and the ability to teach courses in impressionism.

The appointment of Professor Alexis L. Boylan follows the unanimous recommendations of Dean Deanna Fitzgerald, the Department Heads of Art & Art History, Dramatic Arts, and Music, and the Associate Dean of the School of Fine Arts.

Professor Boylan earned a B.A. in History from Bryn Mawr College, and an M.A. and Ph.D. in Art History from Rutgers University. She joined UConn in 2010, having previously taught at the

University of Tennessee and at Lawrence University in Wisconsin. She holds a joint appointment in the Department of Art and Art History and the Africana Studies Institute, and is also Affiliate Faculty in American Studies, the Women, Gender, and Sexuality Studies Program, and the Sustainable Global Cities Initiative. She served as Associate Director and then Director of Academic Affairs of the University of Connecticut Humanities Institute from 2016 to 2023.

Professor Boylan is a highly respected and widely published historian of art and broader visual culture from the eighteenth century to the present day, with particular expertise in the nineteenth and twentieth centuries. She is the author of *Visual Culture* (MIT Press, 2020), and of *Ashcan Art, Whiteness, and the Unspectacular Man* (Bloomsbury Academic, 2017); she is co-author of *Furious Feminisms: Alternate Routes on Mad Max: Fury Road* (University of Minnesota, 2020), and editor of *Thomas Kinkadee, The Artist in the Mall* (Duke University Press, 2011), and of *Ellen Emmet Rand: Gender, Art, and Business* (Bloomsbury Academic, 2020). Her scholarship on American art has focused on artists and art movements that stood alongside and responded to impressionism (even if at times to oppose its influence), and she brings a deep knowledge of both European and American impressionism to her original scholarship and inspiring teaching.

Professor Boylan's analytical approach to art as visual culture brings an innovative and provocative interdisciplinarity to her work. In 2020, she was awarded a prestigious Luce Foundation grant for an exhibition project in collaboration with the American Museum of Natural History in New York: *Seeing Truth: Art, Science, Museums, and Making Knowledge*. The result was three unique stagings of the project, in Storrs, CT, London, UK, and Heidelberg, Germany. This was her second Luce Foundation grant, the first having been awarded to help fund an exhibition and edited collection on Ellen Emmet Rand. During her tenure at the University of Connecticut's Humanities Institute, Professor Boylan was also co-principal investigator on two successful grants funded by the Mellon Foundation, awarded to promote interdisciplinary humanities collaboration.

ATTACHMENT 14

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Professor Peter Siegelman, Ph.D. as the Phillip I. Blumberg Professor of Law in the School of Law



RECOMMENDATION:

That the Board of Trustees approve the reappointment of Professor Peter Siegelman, Ph.D. as the Phillip I. Blumberg Professor of Law in the School of Law for the period August 23, 2026, through August 22, 2031.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees reappoint Professor Peter Siegelman, Ph.D. as the Phillip I. Blumberg Professor of Law in the School of Law for the period August 23, 2026, through August 22, 2031."

BACKGROUND:

The Philip Blumberg Professorship was endowed by Dean Emeritus Philip Blumberg to advance the scholarly mission of the Law School. Dean Blumberg, who served in that role from 1974 to 1984, was responsible for the profound changes in the Law School that led to its present stature. He attracted the first group of faculty with national reputations and accomplished the acquisition and move of the Law School to its beautiful campus in the West End of Hartford. The School of Law enthusiastically supports the reappointment of Professor Peter Siegelman as the Phillip I. Blumberg Professor of Law.

The recommendation to reappoint Professor Wilf was made following a recommendation from Dean Eboni S. Nelson. Dean Nelson appointed a five-person committee that was comprised of one endowed professor and four named professors, all of whom are full professors in the School of Law. Following consideration of Professor Wilf's materials, the committee unanimously recommended to Dean Nelson that Professor Siegelman be reappointed as the Phillip I. Blumberg Professor of Law. Dean Nelson strongly supports the committee's recommendation.

Professor Siegelman has held this endowed professorship since 2015. An internationally recognized economist with expertise in employment discrimination, insurance law and economics, and contracts, his scholarly contributions since his reappointment in 2020 include eleven peer-reviewed articles and book chapters covering economics, employment law, and civil procedure. Professor Siegelman's recent work *No Adjudication*, published in the *Journal of Empirical Legal Studies*, presents empirical findings about the near disappearance of adjudication in federal civil cases, documenting that judges decide the merits in fewer than 40 percent of filed cases, which has important implications for access to justice and the rule of law. Through his work, Professor Siegelman challenges conventional wisdom and introduces new frameworks for analyzing legal and societal issues ranging from sex-differentiated physical fitness testing for police officers to insuring against human-caused risks. He also translates his scholarly insights into accessible public discourse by contributing to op-eds on various issues such as immigration court efficiency and other pressing policy issues.

Professor Siegelman has taken an active role in elevating the stature of the Insurance Law Center at the School of Law. Through his service as Acting Director and co-organizer of the Insurance Law Workshop, he has provided invaluable leadership and mentorship that have greatly contributed to the Center's progress and success.

ATTACHMENT 15

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Professor Ángel Oquendo, J.D., Ph.D. as the George J. and Helen M. England Professor of Law in the School of Law



RECOMMENDATION:

That the Board of Trustees approve the reappointment of Professor Ángel Oquendo, J.D., Ph.D. as the George J. and Helen M. England Professor of Law in the School of Law for the period August 23, 2026, through August 22, 2031.

RESOLUTION:

“Be it resolved that the University of Connecticut Board of Trustees reappoint Professor Ángel Oquendo, J.D., Ph.D. as the George J. and Helen M. England Professor of Law in the School of Law for the period August 23, 2026, through August 22, 2031.”

BACKGROUND:

The George J. and Helen M. England Professor of Law was established in 2008 by George and Helen England endowed the professorship in their names in 2008, calling for the Dean of the Law School to use it to support the work of a tenured full-time member of the Law School faculty. The School of Law enthusiastically supports the reappointment of Professor Ángel Oquendo as the George J. and Helen M. England Professor of Law.

The recommendation to reappoint Professor Oquendo was made following a recommendation from Dean Eboni S. Nelson. Dean Nelson appointed a five-person committee that was comprised of one endowed professor and four named professors, all of whom are full professors in the School of Law. Following consideration of Professor Oquendo’s materials, the committee unanimously recommended to Dean Nelson that Professor Oquendo be reappointed to the George J. and Helen M. England Professorship. Dean Nelson strongly supports the committee’s recommendation.

Professor Oquendo has held this endowed professorship since 2010. An internationally recognized scholar with expertise in transnational and comparative law, international litigation, human rights, business law, and European and Latin American Law, his scholarly contributions since his reappointment in 2020 include fourteen articles and book chapters and three casebooks. Professor Oquendo's well-received 2022 legal and philosophical book *Through Thick and Thin: From Human-Rights Principles to Politics in the Americas and Beyond* was featured in the Cambridge University Press series on globalization and human rights. He is currently working on a legal novel about linguistic discrimination among other projects.

In 2022, Professor Oquendo served as the Fulbright Distinguished Chair in Legal Theory Studies at Catholic University of Rio de Janeiro. During the summer of that year, he served as a fellow at the Max Planck Institute for Comparative Public Law and International Law in Heidelberg. He is an active member of the Yale Latin American Seminar on Constitutional and Political Theory and is often invited to participate in scholarly conferences and present keynote addresses throughout the world. Such achievements and invitations evidence his scholarly contributions and global impact. These honors and experiences also enrich Professor Oquendo's classroom teaching as he prepares students to effectively practice law in a global society.

ATTACHMENT 16

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Professor Richard D. Pomp, J.D. as the Alva P. Loiselle Professor of Law in the School of Law



RECOMMENDATION:

That the Board of Trustees approve the reappointment of Professor Richard D. Pomp, J.D. as the Alva P. Loiselle Professor of Law in the School of Law for the period August 23, 2026, through August 22, 2031.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees reappoint Professor Richard D. Pomp, J.D. as the Alva P. Loiselle Professor of Law in the School of Law for the period August 23, 2026, through August 22, 2031."

BACKGROUND:

The Alva P. Loiselle Professorship was established by a gift in 1991 by the late Connecticut Supreme Court Justice Loiselle. Justice Loiselle arose from a modest background in eastern CT to attend UConn earning his BA in 1934 and JD in 1943. He served in many judicial capacities before being named to the Supreme Court. He was a key figure in the determination of the Dean Search Committee in 1974 that selected Philip Blumberg, a choice that led to UConn Law's eventual rise to be the highest ranked public law school in the Northeastern United States. The School of Law enthusiastically supports the reappointment of Professor Richard D. Pomp as the Alva P. Loiselle Professor of Law.

The recommendation to reappoint Professor Pomp was made following a recommendation from Dean Eboni S. Nelson. Dean Nelson appointed a five-person committee that was comprised of one endowed professor and four named professors, all of whom are full professors in the School of Law. Following consideration of Professor Wilf's materials, the committee unanimously recommended to Dean Nelson that Professor Pomp be reappointed as the Alva P. Loiselle Professor of Law. Dean Nelson strongly supports the committee's recommendation.

Professor Pomp has held this endowed professorship since 1992. An internationally recognized expert in state, federal, and Indian taxation, his scholarly contributions since his reappointment in 2020 include one monograph, one report, more than twenty articles, and eight amicus briefs. In 2022, the State Tax Research Institute published his comprehensive monograph *Resisting the Siren Song of Gross Receipts Taxes: From the Middle Ages to Maryland's Tax on Digital Advertising*. He has been a frequent guest on national podcasts and is a sought after speaker and panelist at conferences throughout the world. Professor Pomp's commitment to excellence in teaching, mentorship, and service has resulted in numerous UConn Law students being accepted into the prestigious NYU Law Graduate Tax LLM Program and winning national tax related awards.

In recognition of Professor Pomp's distinguished career and sustained record of scholarly achievement and accomplishments, successful teaching and mentorship of law students, and impactful leadership and service within and outside the School of Law, he was named a UConn Board of Trustees Distinguished Professor in 2022. He also received the UConn Law School Alumni Association Distinguished Service Award in 2023 and the 2024 Office of the Provost Distinguished Faculty Research Scholar Award. In 2023, he was elected as a Fellow of the prestigious American College of Tax Counsel, which demonstrates his global reputation and high regard in his field.

ATTACHMENT 17

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Professor Steven Wilf, J.D., Ph.D. as the Anthony J. Smits Professor of Global Commerce in the School of Law



RECOMMENDATION:

That the Board of Trustees approve the reappointment of Professor Steven Wilf, J.D., Ph.D. as the Anthony J. Smits Professor of Global Commerce in the School of Law for the period August 23, 2026, through August 22, 2031.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees reappoint Professor Steven Wilf, J.D., Ph.D. as the Anthony J. Smits Professor of Global Commerce in the School of Law for the period August 23, 2026, through August 22, 2031."

BACKGROUND:

The Anthony Smits Professorship was established by his friends and colleagues after his untimely death early in his career. Earning his LL.M. from UConn in 1997, Anthony Smits was considered one of the 25 best insolvency lawyers in the world before turning 40. His compassion, integrity, loyalty and good humor inspired others who joined in endowing this professorship to be awarded to a nationally or internationally recognized researcher who has made significant contributions to the field of global commerce. The School of Law enthusiastically supports the reappointment of Professor Steven Wilf as the Anthony J. Smits Professor of Global Commerce.

The recommendation to reappoint Professor Wilf was made following a recommendation from Dean Eboni S. Nelson. Dean Nelson appointed a five-person committee that was comprised of one endowed professor and four named professors, all of whom are full professors in the School of Law. Following consideration of Professor Wilf's materials, the committee unanimously recommended to Dean Nelson that Professor Wilf be reappointed to the Anthony J. Smits Professorship. Dean Nelson strongly supports the committee's recommendation.

Professor Wilf has held this endowed professorship since 2013. An internationally recognized scholar with expertise in intellectual property, legal history, and historical jurisprudence, his scholarly contributions since his reappointment in 2020 include seven published and forthcoming articles and book chapters. He also published *Patent Cultures: Diversity and Harmonization in Historical Perspective* (edited with Graeme Gooday; Cambridge University Press, 2020), which provides a comparative study of patent practice across the globe. In addition, Professor Wilf has two books under contract with Cambridge University Press and Yale University Press, two prestigious and well-regarded publishers. His current projects, which examine intractable problems in copyright subject matter through deploying tools developed in the humanities, demonstrate his ambitious and interdisciplinary approach to his work.

In 2022, Professor Wilf served as a research fellow at the Centre d'Etudes Internationales de la Propriete Intellectuelle (CEIPI) in Strasbourg, one of the world's leading intellectual property research institutes. He was also a Fulbright-Schuman Innovation Scholar from 2020-2022. Such achievements evidence his scholarly contributions and global impact.

Professor Wilf is a dedicated classroom teacher who is committed to ensuring that his students possess the skills to make them truly excellent attorneys.

Closure of Financial Technology Major (BS in Financial Management)

Departments: Finance Department and OPIM (Operations and Information Management) Department

School/College: School of Business

Last term of Admission: Spring 2026

Location/Modality Impacted: Online and in-person

The Financial Technology major was a joint offering between the School of Business OPIM and Finance Departments and was only offered on the Stamford Campus. We put a lot of effort in promoting the major and started communicating to students about it in Spring 2023. This was put in the catalog in the 23-24 Academic year. John Perelli, FNCE faculty, is leading a student organization on this topic at Stamford. It seems active students are not interested and have not made a commitment to this major.

Despite a lot of effort in promoting the major, student applications to this particular major have been exceptionally low, resulting in very few students matriculating into the major, which makes it not sustainable.

While there is employer need and student interest in financial technology, we found that jobs are mostly in either operations or in finance and not in both and departments feel the interest in this area will be better met by course offerings and concentrations within existing majors, rather than by a stand-alone major. The two departments have already created concentrations in Financial Technology in their Stamford majors.

As a point of comparison, here is the Current Student Enrollment in the main business majors at Stamford.

STRUC_CAMPUS_LDESC Stamford	
Row Labels	Count of PERS_EMPLID
Business Data Analytics	42
Financial Management	183
Financial Technology	8
Marketing Management	76
Stamford-Business-Undecided	40
Grand Total	349

Current Student Enrollment is 7 juniors and 1 first year student

1 internal admissions applicant who was admitted for Fall 2025; (counted in current enrollment)

2 internal admissions applicant who were admitted for Spring 2026; (counted in current enrollment)

2 were admitted as freshmen to Stamford in a different business major and declared into the major after being admitted.

2 admitted as Financial Technology as freshmen when entering UConn

Advisors have communicated to all students and have made sure that all currently enrolled students will be able to graduate with the major on time if they choose to stay in the major.

Teach-Out Plan

Most of the courses for the major are equivalent to the courses for all BS business degrees and are offered regularly every semester. Below is the Teach-out Plan for the unique courses for the BS in Financial Technology plan of study.

Finance Department:

The only unique course required for the FinTech Major is **FNCE 3240 Foundations of FinTech**, which is also on the Financial Management plan of study now and will be offered **every fall**. The rest of the Finance courses are offered every semester for the Financial Management Major and students have a good selection to choose from to complete the financial requirement electives for the FinTech Major.

OPIM Department:


For the OPIM requirements, **OPIM 3510 Business Data Analytics I** is offered every semester. At least one section of the specialized course **OPIM 3806 Introduction to Cryptocurrency and Blockchain Technology** will be offered **every spring** till Spring 2030 and to fulfill the additional OPIM elective requirement, at least one section of **OPIM 3512 Project Management for Business Data Analytics** or **OPIM 3505 Business Database Management** will be offered **every fall semester** for the next four years.

Reactivation Plans (if applicable)

Not applicable.

ATTACHMENT 18

April 29, 2026

TO: Members of the Board of Trustees 

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: New Program: Bachelor of Arts in Linguistics in the College of Liberal Arts and Sciences

RECOMMENDATION:

That the Board of Trustees approve the Bachelor of Arts in Linguistics in the College of Liberal Arts and Sciences.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees approves the Bachelor of Arts in Linguistics in the College of Liberal Arts and Sciences."

BACKGROUND:

The new Bachelor Arts (B.A.) in Linguistics will be awarded through the College of Liberal Arts and Sciences, offered in-person at the Storrs campus. Linguistics is relevant for a wide variety of careers, including artificial intelligence, natural language processing, translating and interpreting, and computational fields related to the interaction of language and technology. Interest in the field is demonstrated by Google search volume related to linguistics programs, with over 32,000 annual searches, a number that increased 8% over the previous year. New student enrollment in the field has also increased year on year across the US.¹

The Department of Linguistics currently offers two joint majors that pair the study of linguistics with philosophy or psychology. In academic year 24-25, there were 13 completions between the two majors. This contrasts with peer institutions offering a

¹ Data on searches and enrollments taken from Gray DI Program Overview Report for Linguistics CIP code 16.0102.

stand-alone linguistics major: UMass Amherst – 46 undergraduate degree completions in 2024; SUNY Stony Brook – 44; and Rutgers New Brunswick – 40. The new UConn major will offer three areas of concentration: General Linguistics, Linguistics/Philosophy, and Linguistics/Psychology. Crucially, students interested in linguistics will no longer be required to study this in combination with other disciplines. The updated curricular structure is anticipated to result in increased completions that match those of peer institutions within the next four years. Over the same period, enrollment in the program is projected to increase to 100 students, up from 42 in Fall '25. The program can be offered through increasing enrollment in courses currently being taught and requires no new resources.²

² Data on program completions draws on Lightcast summary data from February 2026, which is based on IPEDS reported completions.

Linguistics
Bachelor of Arts
New program proposal November 2025
(approved by the CLAS Curriculum Committee, 4/2025)
Department of Linguistics, College of Liberal Arts & Sciences
CIP code: 16.0102
Planned effective term: Fall 2026 if possible; otherwise Fall 2027.

Introduction

Linguistics is the scientific study of human language. It seeks to understand and explain the properties of language in a clear and formal manner.

The core subfields of linguistics are phonology (the grammar of sounds), syntax (the organization of phrases and sentences), and semantics (the construction of meaning).

Many other vital areas of linguistic study build on these, including morphology (the structure of words), acquisition of language by children, language change, experimental and computational linguistics, and language variation, as do important cross-disciplinary areas involving other fields of study at UConn including psycholinguistics and the philosophical study of meaning.

We presently have two existing joint majors with other departments: (i) Linguistics and Psychology and (ii) Linguistics and Philosophy. The Linguistics and Psychology major does not require any coursework in the core areas identified above. The Linguistics and Philosophy major requires a course in semantics, but no other linguistics core course. This limits the kinds of upper-level courses we can offer to undergraduates. It also means that we do not prepare students for graduate work in linguistics in the way that peer institutions do.

The new major will include these two existing majors as parallel concentrations and add a third, General Linguistics, that focuses on the core areas of the discipline.

The two existing majors are currently underenrolled and have low completion rates. We expect those rates to improve once students can pursue the same specializations and others within a single major.

Turning to the long-term benefits of the revised major, the study of linguistics prepares students for careers which utilize insight into the workings of language including artificial intelligence, natural language processing, language instruction, translation and interpreting, speech pathology, anthropology, the reconstruction of prehistory, and various computational fields related to the interaction of language and technology. Academic careers of linguistic research and teaching are also possible after further training at the graduate level. In addition, a major in linguistics offers students a liberal education and develops verbal and analytical skills that are valuable in a variety of less directly related careers such as journalism, literary study, and the law.

In our region Yale, Harvard, MIT, and the University of Massachusetts offer BA degrees in linguistics. We do not anticipate competing with them for students, because undergraduates

usually learn of linguistics from courses they take after beginning their college studies. This is a consequence of the fact that linguistic instruction is still a rarity before the university level.

Program Information

The linguistics BA program is taught only in person on the Storrs campus.

Catalog Description

Linguistics is the scientific study of human language. It seeks to understand and explain the properties of language in a clear and formal manner.

The study of linguistics prepares students for careers which utilize insight into the workings of language including artificial intelligence, natural language processing, language instruction, translation and interpreting, speech pathology, anthropology, the reconstruction of prehistory, and various computational fields related to the interaction of language and technology. This major also provides background for students who wish to pursue linguistics graduate work leading to academic careers.

The major in Linguistics provides students with three concentrations

- General Linguistics
- Linguistics/Philosophy
- Linguistics/Psychology

Below is the plan of study for Concentration 1. Concentrations 2 and 3 are outlined below and each requires 36 credit hours consistent with the College of Arts and Sciences requirements.

Concentration 1: General Linguistics

The following courses are required:

LING 2010Q: The Science of Linguistics

LING 3310Q: Phonology

LING 3410Q: Semantics

LING 3511Q: Syntax

A Writing Intensive Linguistics course at the 2000-level or above. One of the following Information Literacy courses:

3000Q Introduction to Computational Linguistics *or*

3110 Experimental linguistics

Beyond this the requirements are to complete 6 credits of linguistics electives and 12 related courses from other departments, all at the 2000-level or above.

Concentration 1: General Linguistics Plan of Study

Name: _____ Student ID Number: _____

Please list the semester and year that you currently intend to graduate: _____

Please remember to check the prerequisites for each course. We only list the prerequisites for the required courses below. Elective courses may have additional prerequisites.

Required courses:

<u>Course Number</u>	<u>Notes</u>	<u>Semester/Year</u>	<u>Credits</u>
LING 2010Q	_____	_____	3
LING 3310Q	_____	_____	3
LING 3410Q	_____	_____	3
LING 3511Q	_____	_____	3
LING ____W	_____	_____	3
LING 3000Q or 3110	_____	_____	3

Electives: At least 6 credits in linguistics at the 3000+ level.

<u>Course Number</u>	<u>Course Title</u>	<u>Semester/Year</u>	<u>Credits</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Related Courses: At least 12 credits at the 2000-level or above, related to language or linguistics, from a department that is not Linguistics. Each course must be approved by the major advisor, and it is recommended that they constitute a focus area.

<u>Course Number</u>	<u>Course Title</u>	<u>Semester/Year</u>	<u>Credits</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Concentration 2: Linguistics-Psychology Plan of Study

Name: _____ Student ID Number: _____

Please list the semester and year that you currently intend to graduate: _____

This is a fillable pdf. If you open it in a pdf viewer (acrobat, preview, etc), you can type directly into it.

Linguistics required courses:

<u>Course Number</u>	<u>Notes</u>	<u>Semester/Year</u>	<u>Credits</u>
LING 2010Q	_____	_____	3
LING 3310Q	_____	_____	3
LING 3410Q	_____	_____	3
LING 3511Q	_____	_____	3
LING ____W	_____	_____	3
LING 3000Q or 3110	_____	_____	3

Psychology: At least 18 credits at the 2000 level or above, one of which is Psyc [3500](#). Psyc 1100 and 1101 or 1103 are prerequisites for all other psychology classes.

<u>Course Number</u>	<u>Notes</u>	<u>Semester/Year</u>	<u>Credits</u>
PSYC 1100	Prerequisite for 2100WQ and 2100Q	_____	3
PSYC 1101 or PSYC 1103	Prerequisite for 2100WQ and 2100Q	_____	3
PSYC 3500	<u>The Psychology of Language</u>	_____	3
_____	_____	_____	3
_____	_____	_____	3
_____	_____	_____	3
_____	_____	_____	3
_____	_____	_____	3

Concentration 3: Linguistics-Philosophy Plan of Study

Name: _____ Student ID Number: _____

Please list the semester and year that you currently intend to graduate: _____

This is a fillable pdf. If you open it in a pdf viewer (acrobat, preview, etc), you can type directly into it.

Linguistics: The courses below.

Required courses:

<u>Course Number</u>	<u>Notes</u>	<u>Semester/Year</u>	<u>Credits</u>
LING 2010Q	_____	_____	3
LING 3310Q	_____	_____	3
LING 3410Q	_____	_____	3
LING 3511Q	_____	_____	3
LING ___W	_____	_____	3
LING 300Q or 3110	_____	_____	3

Philosophy: At least 18 credits at the 2000 level or above including [PHIL 3241](#).

<u>Course Number</u>	<u>Course Title</u>	<u>Semester/Year</u>	<u>Credits</u>
PHIL 3241	<u>Philosophy of Language</u>	_____	3
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Teach out Plan

The existing majors - Linguistics/Philosophy and Linguistics/Psychology - will be incorporated into the new Linguistics degree structure, and therefore no teach-out plan is needed for students currently enrolled. All courses required for the associated concentrations will continue to be offered without modification across the Departments of Linguistics, Philosophy, and Psychological Sciences.

Student Learning Outcomes Assessment Plan

Last updated: 10/31/2025

School/College: CLAS

Department: **Linguistics**

Academic Program & Degree: BA

Contact Person (name, email): **Vicki Carstens (vicki.carstens@uconn.edu)**

Mission of the Program

The major in Linguistics provides students with a three-course foundation in core areas of the discipline and beyond that, flexibility to build greater expertise in those same or additional areas including many applied and cross-disciplinary fields informed by the core such as linguistics and psychology, linguistics and philosophy, computational or experimental linguistics, field linguistics and many more. The study of linguistics prepares students for careers which utilize insight into the workings of language including artificial intelligence, natural language processing, language instruction, translation and interpreting, speech pathology, anthropology, the reconstruction of prehistory, and various computational fields related to the interaction of language and technology. This major also provides background for students who wish to pursue linguistics graduate work leading to academic careers.

Responsibility for Assessing Outcomes and Reviewing Results Faculty or committee responsible for reviewing results of student learning assessments and making recommendations or decisions about program improvements based on the findings

Director of undergraduate studies and ad hoc committee

Program-Level Learning Objectives

1. Demonstrate knowledge of the basic principles of formal linguistic reasoning including hypothesis creation and testing
2. Analyze data and solve linguistic problems
3. Design and conduct a quasi-experiment (statistical hypothesis-testing) using search tools on a large database.
4. Describe and document primary linguistic data from an unfamiliar language, following the conventions of the discipline

Program Learning Objective	LING 2010Q*	LING 3310Q	LING 3410Q	LING 3510Q	LING 3000Q	LING 3110	LING 3700W	Assessment Methods	Performance Targets
1. Demonstrate knowledge of the basic principles of formal linguistic reasoning including hypothesis creation and testing.	I	M	M	M				<ul style="list-style-type: none"> *Many non-majors; not to be assessed • Assignments or test questions on hypothesis testing 	<ul style="list-style-type: none"> • 75% score \geq 75% on selected questions
2. Analyze data and solve linguistic problems.	I	M	M	M				<ul style="list-style-type: none"> • Test questions, in-class problem set, or homework assignment on data analysis 	<ul style="list-style-type: none"> • 75% score \geq 75% on selected questions
3. Design and conduct a quasi-experiment (statistical hypothesis-testing) using search tools on a large database.					M	M		<ul style="list-style-type: none"> • In-lab exercises; final project (lab notebook & written report) 	<ul style="list-style-type: none"> • 80% achieve \geq 80%
4. Describe and document primary linguistic data from an unfamiliar language, following the conventions of the discipline.							I	<ul style="list-style-type: none"> • Essay assignment describing an aspect of the structure of the Field Methods language 	<ul style="list-style-type: none"> • 80% achieve \geq 80%

I=Introduced; R=Reinforced; M=Mastered

Plan for Assessing Student Learning Objectives

Student Learning Objective	Assessment Methods	Responsible Individual	Timeline
1. Demonstrate knowledge of the basic principles of formal linguistic reasoning including hypothesis creation and testing.	3310Q, 3410Q, 3510Q: Assignments or test questions on hypothesis testing	Director of undergraduate studies and ad hoc committee	3310Q, 3510Q: Fall 3410Q: Spring
2. Analyze data and solve linguistic problems.	3310Q, 3410Q, 3510Q: Test questions, in-class problem set, or homework assignment on data analysis	Director of undergraduate studies and ad hoc committee	3310Q, 3510Q: Fall 3410Q: Spring
3. Design and conduct a quasi-experiment (statistical hypothesis-testing) using search tools on a large database.	3000Q, 3110: In-lab exercises; final project (lab notebook & written report)	Director of undergraduate studies and ad hoc committee	3110: Fall 3000Q: Spring
4. Describe and document primary linguistic data from an unfamiliar language, following the conventions of the discipline.	3700W: Essay assignment describing an aspect of structure in the Field Methods language	Director of undergraduate studies and ad hoc committee	Spring

Plan for assessing key performance indicators

Key Performance Indicator	Data Source	Performance Target	Responsible Individual	Timeline
Student experience	Internal survey	Majority of students (>50%) rate their experience as a Linguistics major as a positive aspect of their UConn experience and career goal development	Director of undergraduate studies and ad hoc committee	AY 27-28
Enrollment and graduation numbers	Number of majors and graduates each year	Meeting UConn enrollment and completion targets	Director of undergraduate studies and ad hoc committee	AY 27-28

For assistance with developing an assessment plan, please contact the Office of Academic Program Assessment at assessment@uconn.edu

Graduate Outcomes

The study of linguistics prepares students for careers which utilize insight into the workings of language including artificial intelligence, natural language processing, language instruction, translation and interpreting, speech pathology, anthropology, the reconstruction of prehistory, and various computational fields related to the interaction of language and technology. This major also provides background for students who wish to pursue linguistics graduate work leading to academic careers. Currently, approximately 18% of those who graduated from our two existing degree programs have continued their education at the graduate level.

Among students who have joined the workforce, some of our top employers are the New England Center for Children, Connecticut Department of Energy and Environmental Protection, Apple Rehab and RSW Group.

Projected enrollment, resources, and evaluation

Prospective students for this program will be both STEM and non-STEM interested students who are considering careers where the understanding of phonology (the grammar of sounds), syntax (the organization of phrases and sentences), and semantics (the construction of meaning) are central to the mission of the organization.

Given our experience with our two interdisciplinary programs coupled with data from institutions across New England with similar profile (e.g., UMASS) housing a Linguistics major, we can project enrollment projections based on educated estimates and understanding of our existing institutional realities. For many of our students, Linguistics will be a discovery major like many other degree programs at UConn. Some of our students have been eager to join disciplines with a combination of qualitative and quantitative approaches relative to knowledge acquisition and application of these skills in a meaning-construction and data-driven landscape. However, many of our academic plans or majors in various academic areas across the institution are structured differently.

The new major should appeal to the same students as the old ones did as well as some with greater interest in linguistics as a stand-alone discipline. Consequently, this new bachelor’s degree in Linguistics will (1) consolidate two existing degrees as parallel concentrations within the Linguistics major and (2) provide students with a degree option that would align with realities at our peer institutions and strengthen our students’ core disciplinary background and career opportunities, while still availing students of the flexibility to also double major with other disciplines.

This major will subsume two small existing joint majors: Linguistics & Psychology and Linguistics & Philosophy.

Here are their program completion and enrollment figures:

Program Completion	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr sum
Linguistics/ Philosophy	2	4	9	3	5	23
Linguistics/Psychology	11	10	8	3	7	39

Program Enrollment	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24	Fall 25
Linguistics/ Philosophy	19	15	13	14	18	12
Linguistics/Psychology	53	58	67	43	34	30

Based on this distribution, we would estimate around 100 students in the program once it has been established after accounting for attrition due to students’ scholastic standing with the institution or degree program changes.

We expect an additional cohort of 40-50 students per semester on top of existing number of majors that is documented in the tables above.

Overall, we expect approximately 100-150 students in the program at maturity. The New England Regional Tuition Break program may also bring an additional 10-20 students as part of this number since Linguistics is not offered in all the various states within our region.

A larger and more robust degree program is expected to emerge from consolidating the two existing majors. This consolidation will also support stronger degree completion outcomes. Over the past five years, the combined total of completions in the programs being merged is 62. Adding a Linguistics concentration, together with targeted student outreach and marketing, should help us meet our goals for both enrollment and completion. Peer institutions such as UMass Amherst, Rutgers, and Stony Brook are common comparators for us and they report 40–46 completions annually for their Linguistics concentrations, and they are all experiencing upward trends in their completion numbers.

We will recruit and welcome students with interdisciplinary interests and explicitly help them develop skills from foci under the umbrella of the new single major. It will also be easier for students to focus purely on linguistics if they wish to, unlike within the framework of the existing majors.

The courses in the new major are already taught on a regular basis by existing faculty. There will be no new hires needed. Apart from 2010Q for which some sections are taught by GAs, all courses are taught by full-time UConn faculty.

Advising for the existing majors is done by UConn faculty in the linguistics department; this will continue and the College Academic Services Center will continue provide support to both students and faculty as it relates to institutional policies, requirements and services.

Budget Projections

This will be a traditional tuition-based program. As noted above, all courses are already taught on a regular basis by existing faculty. We anticipate no new costs, and probably no new revenue. This will be a traditional tuition-based program. As noted above, all courses are already taught on a regular basis by existing faculty. We anticipate no new costs.

However, with the expected increase in enrollment and credit hours across the various concentrations in the degree program the program will generate additional revenues, particularly if the university decides to change to the new budget model under current discussion.

Program Evaluation

One Key Performance Indicator for this program will be its success at exceeding the completion and enrollment numbers in the two existing majors that it subsumes. We would like to see these numbers more than doubled within the first seven years after that discontinuation.

A second KPI will be student satisfaction, to be evaluated in surveys of graduating seniors in the major on an annual basis.

Linguistics (16.0102)

Contents

About Lightcast	1
Program Definition	2
Competitive Landscape	3
Labor Market Demand	6
Relevant Skills	17

About Lightcast

Lightcast is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Lightcast data offers a three-pronged approach to labor market information:

1. Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.
2. Lightcast’s job posting analytics give a real-time look into the needs of employers in today’s labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.
3. Lightcast also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers—such as education, employment history, skills, and more—to reveal robust detail on what is happening in today’s workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.

Program Definition

Institution:

Code	Description
129020	University of Connecticut

Program in Question:

Code	Description
16.0102	Linguistics

Competitive Landscape

Institution Sectors:

Description
Administrative Unit Only
Public, 4-year or above
Private not-for-profit, 4-year or above
Private for-profit, 4-year or above
Public, 2-year

Description
Private not-for-profit, 2-year
Private for-profit, 2-year
Public, less-than-2-year
Private not-for-profit, less-than-2-year
Private for-profit, less-than-2-year

Education Levels:

Description
Bachelor's Degree

Program Type:

Description
Distance Offered (Includes Hybrid & Mixed Modality Programs)

Description
Non-Distance Offered Programs

Region:

Code	Description
0	United States

Student Charges Type:Tuition & Fees

Student Charges Grad Status:Undergraduate

Student Charges Residency:In-State

Program Overview

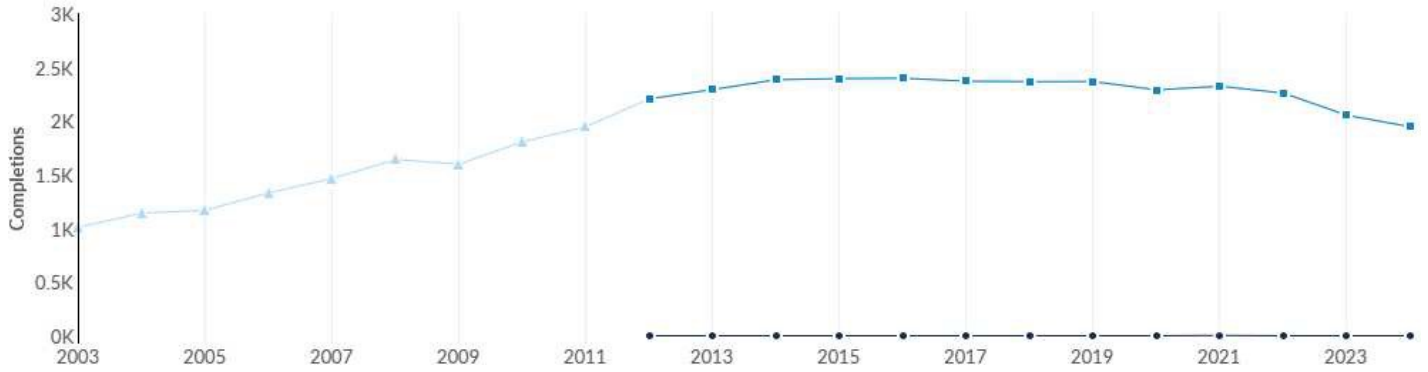


		Completions (2024)	% Completions	Institutions (2024)	% Institutions
A	All Programs	1,946	100%	132	100%
A	Distance Offered Programs	0	0%	0	0%
A	Non-Distance Offered Programs	1,946	100%	132	100%

Completions by Institution

Institution	Bachelor's Degree Completions (2024)	Growth % YOY (2024)	Market Share (2024)	IPEDS Tuition & Fees (2023)	Completions Trend (2020-2024)
University of California-Santa Barbara	66	-7.0%	3.4%	\$14,965	
University of Washington-Seattle Campus	51	-3.8%	2.6%	\$12,643	
University of California-Berkeley	49	-22.2%	2.5%	\$14,850	
Brigham Young University	47	-2.1%	2.4%	\$6,496	
University of Massachusetts-Amherst	46	4.5%	2.4%	\$17,357	
University of California-Riverside	44	0.0%	2.3%	\$14,170	
Stony Brook University	44	12.8%	2.3%	\$10,560	
University of California-Santa Cruz	40	-9.1%	2.1%	\$14,560	
Rutgers University-New Brunswick	40	2.6%	2.1%	\$17,239	
University of Florida	38	-24.0%	2.0%	\$6,381	

Regional Trends



	2012 Completions	2024 Completions	% Change
A Distance Offered Programs	0	0	0.0%
■ Non-Distance Offered Programs	2,206	1,946	-11.8%
C All Programs	2,206	1,946	-11.8%

Labor Market Demand

Labor Market Area Selection:

Code	Description
0	United States

Target Occupations:

Code	Description	Code	Description
27-3091	Interpreters and Translators	19-3099	Social Scientists and Related Workers, All Other
25-1099	Postsecondary Teachers	29-1127	Speech-Language Pathologists

Degree Levels:Any

Completions Year (default):2024

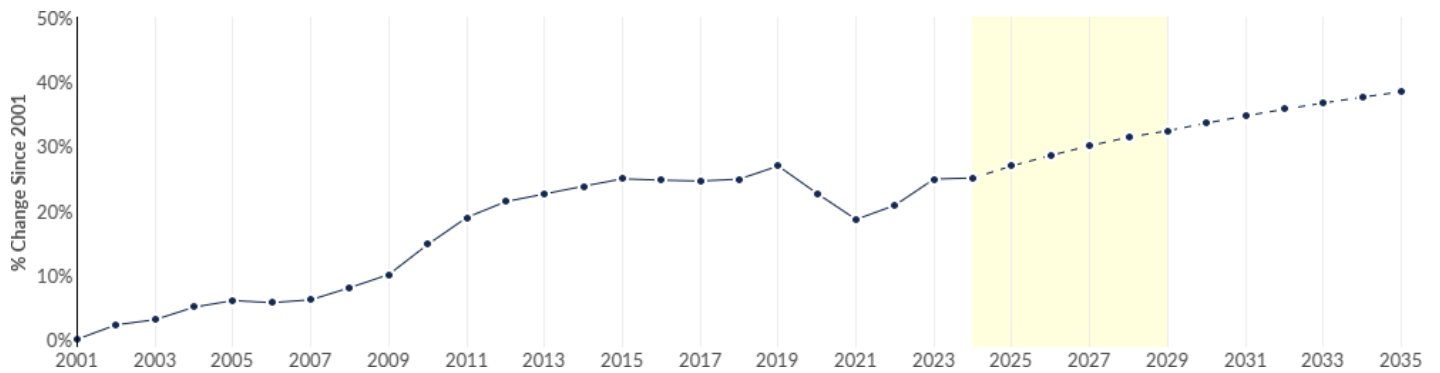
Jobs Year (default):2024

Target Occupations

2.13M Jobs (2024)	+5.9% % Change (2024-2029)	\$40.67/hr \$84.6K/yr Median Earnings	194,970 Annual Openings
-----------------------------	--------------------------------------	---	-----------------------------------

Occupation	2024 Jobs	Annual Openings	Median Earnings	Growth (2024 - 2029)
Postsecondary Teachers	1,809,593	166,822	\$40.36/hr	+5.31%
Speech-Language Pathologists	189,410	15,128	\$45.62/hr	+12.32%
Interpreters and Translators	82,567	8,813	\$28.45/hr	+4.40%
Social Scientists and Related Workers, All Other	44,509	4,206	\$48.00/hr	+3.46%

Regional Trends



Region	2024 Jobs	2029 Jobs	Change	% Change
A Region	2,126,079	2,250,645	124,566	5.9%

Occupation Gender Breakdown



	Gender	2024 Jobs	2024 Percent
A	Males	967,252	45.5%
A	Females	1,158,826	54.5%

Occupation Age Breakdown




	Age	2024 Jobs	2024 Percent
A	14-18	4,039	0.2%
A	19-24	184,993	8.7%
A	25-34	443,374	20.9%
A	35-44	448,086	21.1%
A	45-54	400,685	18.8%
A	55-64	379,956	17.9%
A	65+	264,947	12.5%

Occupation Race/Ethnicity Breakdown



Race/Ethnicity	2024 Jobs	2024 Percent
A White	1,413,305	66.5%
A Asian	268,210	12.6%
A Hispanic or Latino	202,618	9.5%
A Black or African American	155,987	7.3%
A Two or More Races	78,778	3.7%
A American Indian or Alaska Native	5,554	0.3%
A Native Hawaiian or Other Pacific Islander	1,627	0.1%

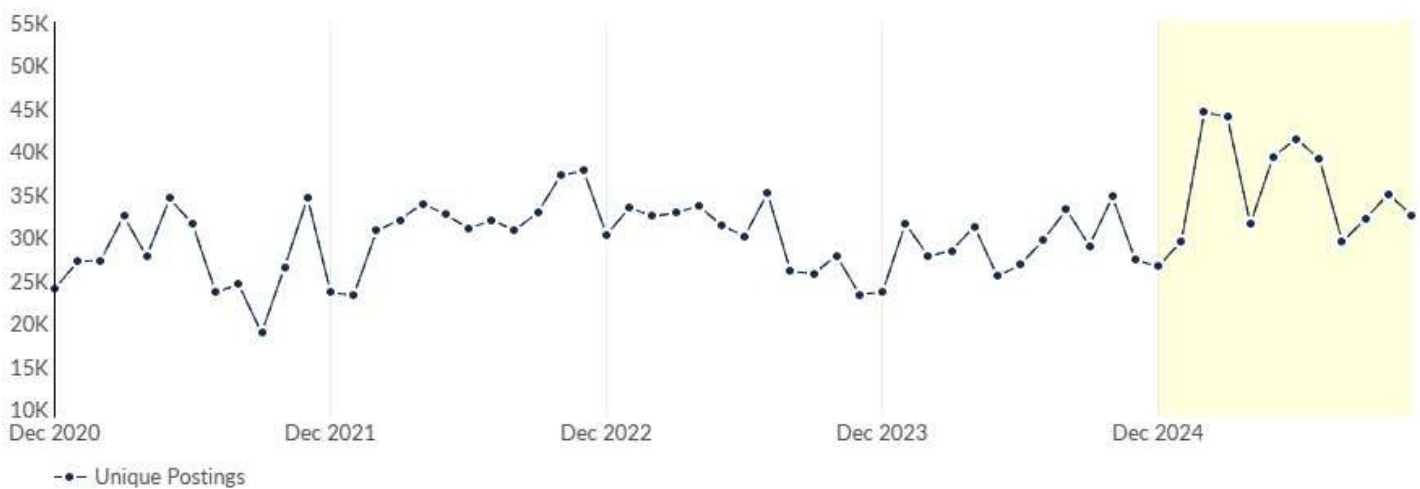
Job Postings Summary

<h3>425,149</h3> <p>Unique Postings 1.03M Total Postings</p>	<h3>2 : 1</h3> <p>Posting Intensity</p>  <p>Regional Average: 3 : 1</p>	<h3>19,122</h3> <p>Employers Competing 944,306 Total Employers</p>	<h3>31 days</h3> <p>Median Posting Duration Regional Average: 24 days</p>
--	--	--	---

There were 1.03M total job postings for your selection from December 2024 to November 2025, of which 425,149 were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

Unique Postings Trend



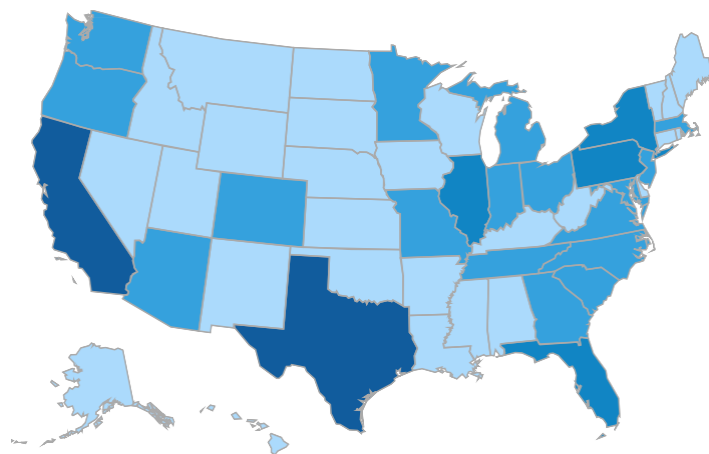
Month	Unique Postings	Posting Intensity
Nov 2025	32,564	2 : 1
Oct 2025	35,034	2 : 1
Sep 2025	32,067	3 : 1
Aug 2025	29,448	2 : 1
Jul 2025	39,097	2 : 1

Month	Unique Postings	Posting Intensity
Jun 2025	41,446	2 : 1
May 2025	39,400	2 : 1
Apr 2025	31,502	3 : 1
Mar 2025	43,994	2 : 1
Feb 2025	44,522	2 : 1
Jan 2025	29,505	3 : 1
Dec 2024	26,570	3 : 1
Nov 2024	27,322	3 : 1
Oct 2024	34,683	3 : 1
Sep 2024	28,993	3 : 1
Aug 2024	33,171	3 : 1
Jul 2024	29,664	2 : 1
Jun 2024	26,779	2 : 1
May 2024	25,420	2 : 1
Apr 2024	31,205	2 : 1
Mar 2024	28,434	2 : 1
Feb 2024	27,752	2 : 1
Jan 2024	31,575	2 : 1
Dec 2023	23,578	2 : 1
Nov 2023	23,321	2 : 1
Oct 2023	27,845	2 : 1
Sep 2023	25,704	3 : 1
Aug 2023	26,042	4 : 1
Jul 2023	35,128	3 : 1
Jun 2023	30,072	3 : 1
May 2023	31,379	3 : 1

Month	Unique Postings	Posting Intensity
Apr 2023	33,637	3 : 1
Mar 2023	32,797	3 : 1
Feb 2023	32,419	3 : 1
Jan 2023	33,414	4 : 1
Dec 2022	30,268	4 : 1
Nov 2022	37,713	3 : 1
Oct 2022	37,167	2 : 1
Sep 2022	32,815	2 : 1
Aug 2022	30,789	2 : 1
Jul 2022	31,971	2 : 1
Jun 2022	30,975	2 : 1
May 2022	32,649	2 : 1
Apr 2022	33,898	2 : 1
Mar 2022	31,989	2 : 1
Feb 2022	30,725	2 : 1
Jan 2022	23,189	2 : 1
Dec 2021	23,546	2 : 1
Nov 2021	34,569	2 : 1
Oct 2021	26,535	3 : 1
Sep 2021	18,833	3 : 1
Aug 2021	24,482	3 : 1
Jul 2021	23,563	4 : 1
Jun 2021	31,476	3 : 1
May 2021	34,500	3 : 1
Apr 2021	27,738	3 : 1
Mar 2021	32,459	4 : 1











Month	Unique Postings	Posting Intensity
Feb 2021	27,299	5 : 1
Jan 2021	27,148	5 : 1
Dec 2020	23,985	4 : 1

Job Postings Regional Breakdown













State	Unique Postings (Dec 2024 - Nov 2025)
California	53,022
Texas	37,868
Florida	22,948
New York	20,287
Illinois	20,198





Top Companies Posting

Company	Total/Unique (Dec 2024 - Nov 2025)	Posting Intensity	Median Posting Duration
Soliant Health	110,186 / 69,425	2 : 1 	32 days
Encompass Health	10,716 / 5,376	2 : 1 	17 days
AMN Healthcare	13,722 / 3,911	4 : 1 	28 days
Cayuse Holdings	5,907 / 3,859	2 : 1 	26 days
ProCare Therapy	4,726 / 3,678	1 : 1 	17 days
Amergis	8,401 / 3,619	2 : 1 	32 days
Genesis HealthCare	9,601 / 2,781	3 : 1 	21 days
Care Options For Kids	14,627 / 2,213	7 : 1 	18 days
University of Pennsylvania	11,866 / 2,119	6 : 1 	34 days
HealthPRO Heritage	5,434 / 2,084	3 : 1 	31 days










Top Cities Posting

City	Total/Unique (Dec 2024 - Nov 2025)	Posting Intensity	Median Posting Duration
New York, NY	12,362 / 5,104	2 : 1 	30 days
Chicago, IL	18,353 / 4,485	4 : 1 	31 days
Houston, TX	13,862 / 4,466	3 : 1 	31 days
Philadelphia, PA	16,537 / 4,040	4 : 1 	32 days
Los Angeles, CA	8,969 / 3,541	3 : 1 	29 days
Boston, MA	6,831 / 2,673	3 : 1 	32 days
San Antonio, TX	5,571 / 2,198	3 : 1 	29 days
Phoenix, AZ	5,308 / 2,096	3 : 1 	27 days
Cincinnati, OH	9,881 / 2,082	5 : 1 	31 days
Columbus, OH	6,314 / 2,034	3 : 1 	28 days

Top Posted Occupations

Occupation (SOC)	Total/Unique (Dec 2024 - Nov 2025)		Posting Intensity	Median Posting
				Duration
Speech-Language Pathologists	471,796	202,131	2 : 1 	31 days
Postsecondary Teachers	473,734	180,800	3 : 1 	31 days
Interpreters and Translators	71,970	37,792	2 : 1 	27 days
Social Scientists and Related Workers, All Other	10,956	4,426	2 : 1 	24 days

Top Posted Job Titles

Job Title	Total/Unique (Dec 2024 - Nov 2025)		Posting Intensity	Median Posting
				Duration
Speech Language Pathologists	246,159	109,057	2 : 1 	31 days
School Speech Language Pathologists	49,761	25,904	2 : 1 	32 days
Travel Speech Language Pathologists	59,342	12,629	5 : 1 	20 days
Adjunct Faculties	25,997	10,203	3 : 1 	31 days
Speech Therapists	19,955	8,213	2 : 1 	21 days
Pediatric Speech Language Pathologists	9,806	5,325	2 : 1 	27 days
Home Health Speech Language Pathologists	12,888	4,926	3 : 1 	20 days
Sign Language Interpreters	8,278	4,781	2 : 1 	23 days
Speech Language Pathologist Clinical Fellows	11,109	4,495	2 : 1	31 days
Interpreters	7,504	3,635	2 : 1 	31 days

Rank as a Talent Provider

Lightcast's workforce profile data shows University of Connecticut has 5,709 alumni working regionally in the occupations *Interpreters and Translators, Postsecondary Teachers, Social Scientists and Related Workers, All Other*, and *Speech-Language Pathologists*. These 5,709 alumni represent 0.35% of regional profiles working in these occupations, which ranks your institution 60th among regional talent providers.

<p>5,709</p> <p>Your Alumni in Region Working in Target Occupations</p>	<p>0.35%</p> <p>Percent of Regional Profiles Working in Target Occupations</p>	<p>60</p> <p>Your Rank as a Regional Talent Provider</p>
--	---	---

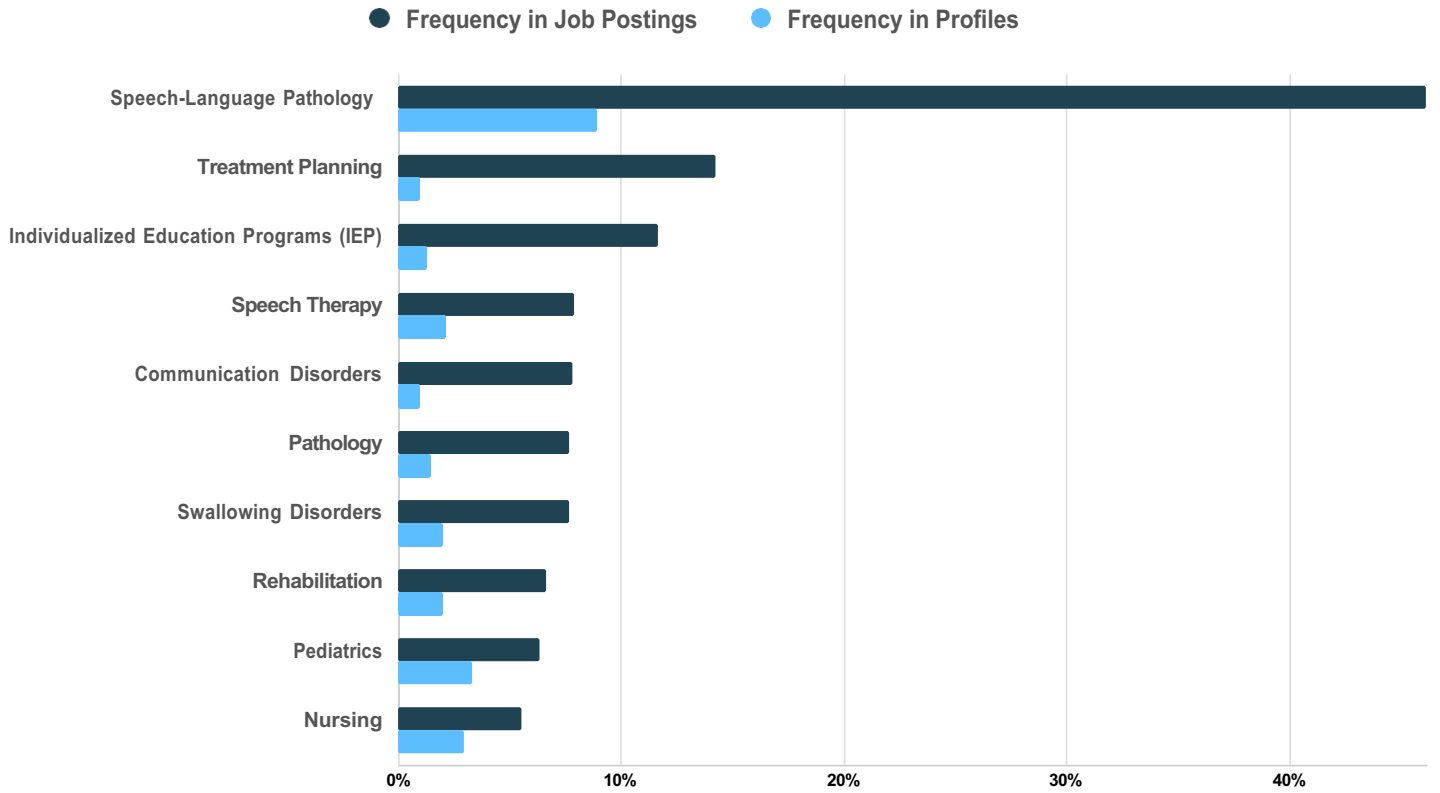
Top Talent Providers

The top regional institutions supplying the labor market with workers employed in the target occupations listed above, based on Lightcast's workforce profile data.

School	Profiles	Percent
Harvard University	23,846	1.46%
University of Michigan-Ann Arbor	17,026	1.04%
Columbia University in the City of New York	16,630	1.02%
New York University	16,494	1.01%
University of California-Los Angeles	16,288	1.00%
University of California-Berkeley	16,054	0.98%
The University of Texas at Austin	13,662	0.84%
University of Wisconsin-Madison	13,381	0.82%
Ohio State University-Main Campus	13,328	0.82%
University of Illinois Urbana-Champaign	13,007	0.80%

Relevant Skills

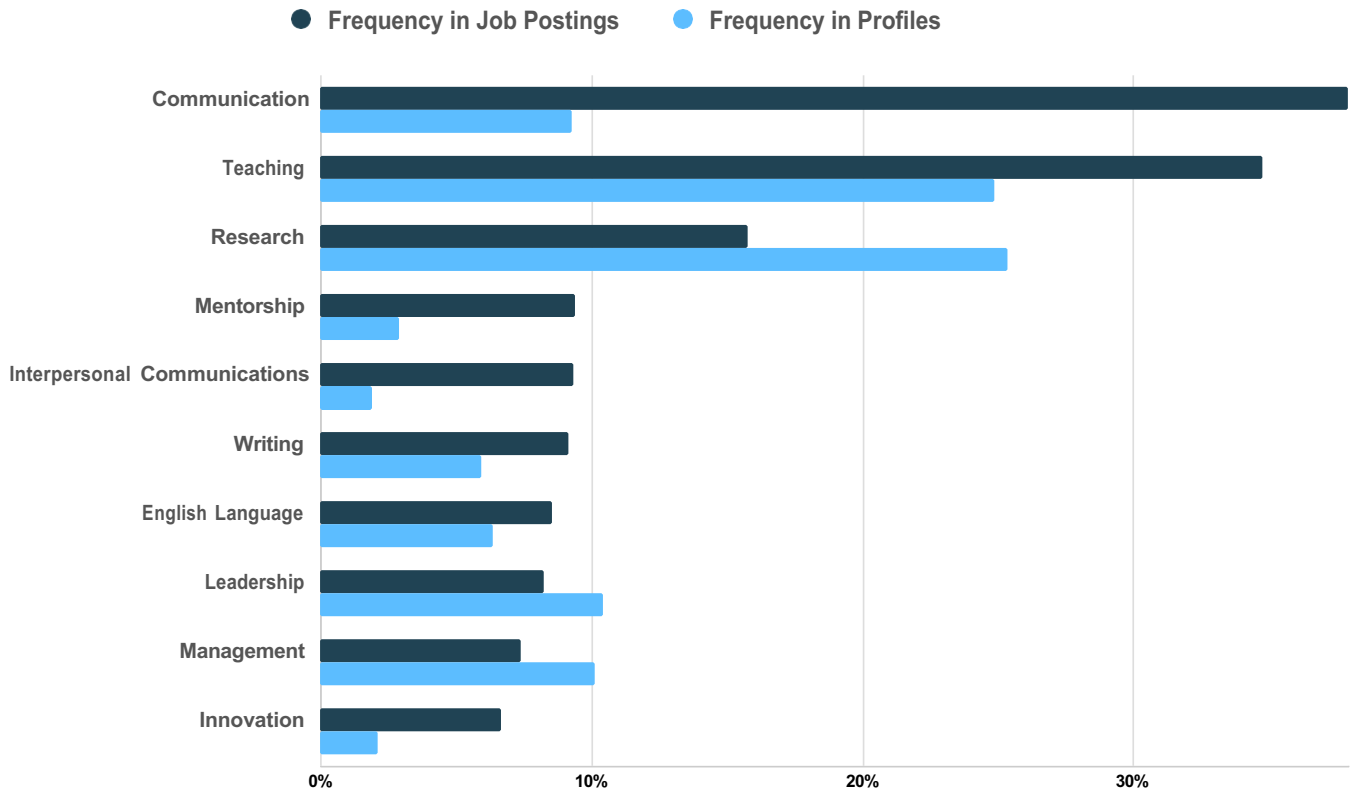
Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Speech-Language Pathology	196,246	46%	127,653	9%	+6.5%	Stable
Treatment Planning	60,607	14%	14,138	1%	+6.7%	Stable
Individualized Education Programs (IEP)	49,673	12%	18,007	1%	+16.4%	Growing

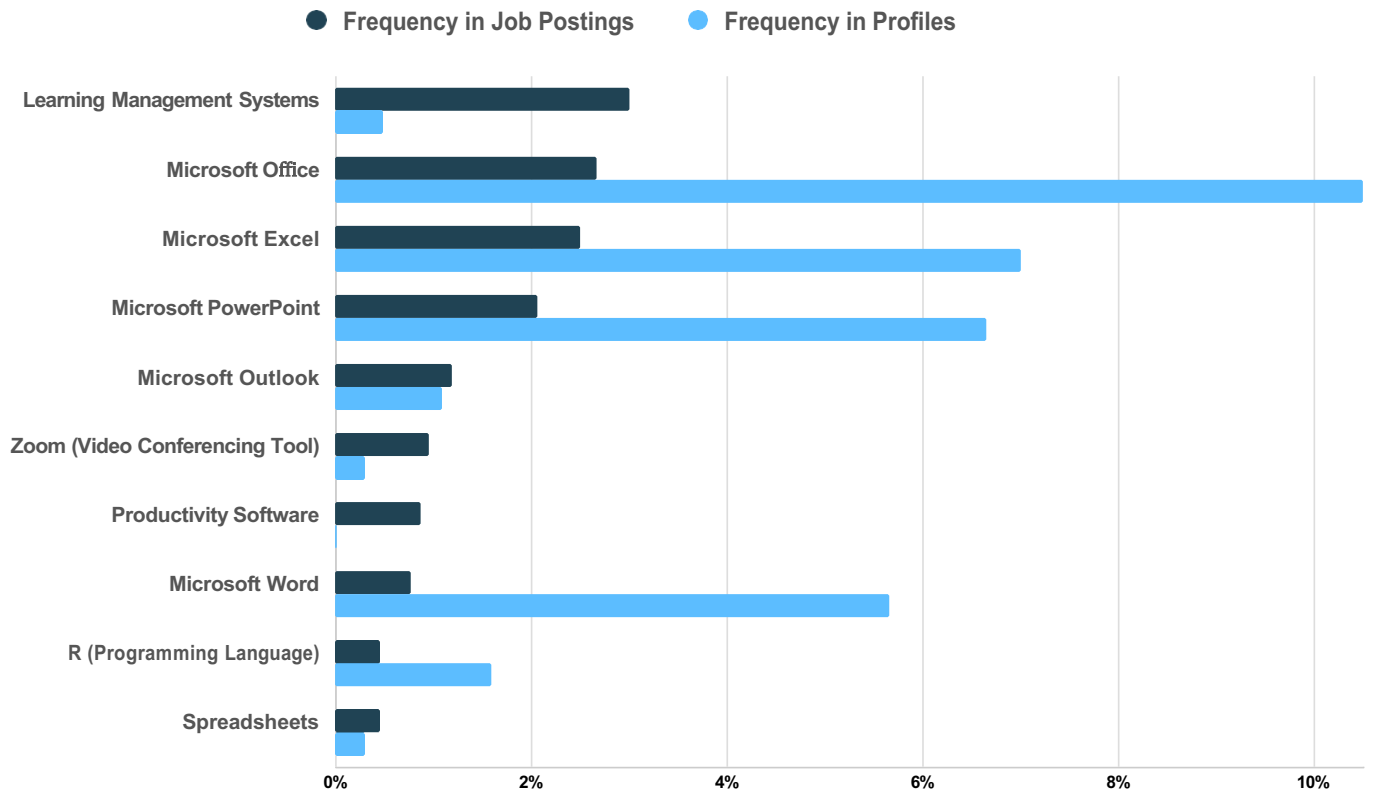
Speech Therapy	33,477	8%	30,834	2%	+8.0%	Stable
Communication Disorders	33,203	8%	13,799	1%	+0.6%	Lagging
Pathology	32,664	8%	20,706	1%	+10.8%	Growing
Swallowing Disorders	32,538	8%	28,902	2%	+4.6%	Stable
Rehabilitation	28,371	7%	28,541	2%	+6.4%	Stable
Pediatrics	26,883	6%	47,582	3%	+11.2%	Growing
Nursing	23,411	6%	42,015	3%	+20.1%	Rapidly Growing

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	161,253	38%	132,962	9%	+3.6%	
Teaching	147,836	35%	356,544	25%	+18.8%	Growing
Research	67,077	16%	362,995	25%	+17.2%	
Mentorship	40,012	9%	41,906	3%	+16.5%	
Interpersonal Communications	39,762	9%	27,017	2%	+12.5%	
Writing	39,078	9%	85,301	6%	+11.8%	
English Language	36,401	9%	91,547	6%	+15.3%	
Leadership	34,984	8%	149,643	10%	+8.5%	
Management	31,486	7%	144,946	10%	+5.3%	
Innovation	28,354	7%	29,993	2%	+25.8%	

Top Software Skills




Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Learning Management Systems	12,771	3%	6,986	0%	+6.6%	Stable
Microsoft Office	11,363	3%	150,397	11%	+18.5%	<div style="width: 100%;"></div>
Microsoft Excel	10,615	2%	100,315	7%	+17.7%	<div style="width: 100%;"></div>
Microsoft PowerPoint	8,807	2%	95,299	7%	+26.1%	<div style="width: 100%;"></div>
Microsoft Outlook	5,083	1%	15,756	1%	+25.0%	<div style="width: 100%;"></div>
Zoom (Video Conferencing Tool)	4,103	1%	4,357	0%	+13.1%	Growing
Productivity Software	3,687	1%	239	0%	+11.8%	<div style="width: 100%;"></div>
Microsoft Word	3,288	1%	81,097	6%	+7.2%	<div style="width: 100%;"></div>
R (Programming Language)	1,961	0%	22,795	2%	+20.3%	<div style="width: 100%;"></div>
Spreadsheets	1,947	0%	4,313	0%	+22.2%	<div style="width: 100%;"></div>

Top Qualifications

Qualification	Postings with Qualification
Certificate Of Clinical Competence In Speech-Language Pathology (CCC-SLP)	79,365
Speech-Language Pathology License	63,480
Basic Life Support (BLS) Certification	18,107
Cardiopulmonary Resuscitation (CPR) Certification	17,698
Valid Driver's License	16,966
Registered Nurse (RN)	15,728
Board Certified/Board Eligible	12,258
Teaching Certificate	7,663
Medical License	3,848
Master Of Business Administration (MBA)	3,649

ATTACHMENT 19

April 29, 2026

TO: Members of the Board of Trustees 

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: New Program: Graduate Certificate in Artificial Intelligence

RECOMMENDATION:

That the Board of Trustees approve the Graduate Certificate in Artificial Intelligence in The Graduate School.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees approves the Graduate Certificate in Artificial Intelligence in The Graduate School."

BACKGROUND:

To support the needs of employers in Connecticut and beyond, The Graduate School has developed an interdisciplinary graduate certificate in artificial intelligence (AI). This will support the need to provide non-AI specialists with the AI skillset needed in a range of workplaces. The interdisciplinary structure is designed so that concentrations can be offered in a range of disciplines. The certificate will begin with courses offered by the School of Business, but it is anticipated that other schools and colleges will develop courses so that further concentrations will be available to students within the next two years. This will be a fee-based certificate. The certificate is approved to be offered at the Storrs and Hartford campuses, and online. In academic year 26-27, courses will be available online, or as a hybrid program with some courses offered in-person at the Hartford campus.

Offering a graduate certificate in AI fits with the growth of AI-related graduate education, and significant needs of employers to build workforce skills that will support the potential of AI within a range of industries. This 12-credit certificate will enable students to integrate AI into their field, support data-informed decision-making, and

respond effectively to the growing role of AI in the workplace. The certificate is projected to enroll 30 students by the third year, with the same number of completions. Courses in the School of Business have already been developed. No new faculty are required, and there are no significant costs for the initial launch of the program.

Artificial Intelligence

Graduate Certificate

New Program Proposal, April 2026

Graduate School (Interdisciplinary)

CIP Code: 11.0102 (Artificial Intelligence)

Planned effective term: Fall 2026

Introduction

Supporting the needs of employers and students, the Graduate School plans to offer an interdisciplinary certificate in artificial intelligence (AI). This will support the need to upskill non-AI specialists with the AI skillset needed in a range of workplaces. The interdisciplinary structure is designed so that concentrations can be offered in a range of disciplines. The certificate will begin with courses offered by the School of Business, but it is anticipated that other schools and colleges will develop courses so that further concentrations will be available to students within the next year or two. This will be a fee-based certificate.

Offering a graduate certificate in AI fits with the growth of AI-related graduate education, and significant needs of employers to build workforce skills that will support the potential of AI within a range of industries.¹ This 12-credit certificate will enable students to integrate AI into their field, support data-informed decision-making, and respond effectively to the growing role of AI in the workplace.

Since the initial public release of ChatGPT by OpenAI in November 2022 we have witnessed the rapid rise of large-language models (LLMs) and widespread use of generative AI across a range of sectors. Recently, attention has shifted to the growth of agentic AI – systems that can act autonomously – which is the next wave of AI adoption.² The use of AI across sectors is growing rapidly, with “high-earning computer-based occupations” seeing the highest exposure.³

¹ Deloitte. (2026). The state of AI in the enterprise. <https://www.deloitte.com/us/en/what-we-do/capabilities/applied-artificial-intelligence/content/state-of-ai-in-the-enterprise.html> Accessed April 21, 2026.

² Ransbotham, S., Kiro, D., Khodabandeh, S., Iyer, S., & Das, A. (2025). The emerging agentic enterprise: How leaders must navigate a new age of AI. *MIT Sloan Management Review*. <https://sloanreview.mit.edu/projects/the-emerging-agentic-enterprise-how-leaders-must-navigate-a-new-age-of-ai/> Accessed April 20, 2026.

Galvin, C. (March 2026). UConn engineering offering AI short course for workforce development. *UConn Today*. [UConn Engineering Offering AI Short Course For Workforce Development - UConn Today](https://today.uconn.edu/2026/03/01/uconn-engineering-offering-ai-short-course-for-workforce-development/) Accessed April 20, 2026.

³ Gimbel, M., Kendall, J. & Kulsakdinun, R. (2026). Labor market AI exposure: What do we know? *The Budget Lab at Yale*. <https://budgetlab.yale.edu/research/labor-market-ai-exposure-what-do-we-know> Accessed April 20, 2026

Connecticut's economy is projected to see significant impacts from AI, with finance and insurance, healthcare, professional services (e.g., law, accounting, consulting), life sciences, and defense manufacturing all being high-exposure fields.⁴

Despite widespread discussion of AI-driven job losses, data demonstrates that many highly exposed fields are also seeing high adaptability within the workforce. Instead of simply displacing workers, in these areas, AI is driving productivity gains. This is demonstrated by analysis of job market data, which has shown that there has been a shift in job postings requiring AI skills. By 2024, 51% of job postings requiring AI skills were outside IT and computer science occupations showing the rapid growth of AI in non-tech sector occupations.⁵

Significant demand for graduate education in AI is evidenced by over half a million relevant google searches in the last 12 months.⁶ This program will allow UConn to stay on the cutting edge of education, joining peer and aspirant institutions offering graduate certificates in this field. Analysis of UConn enrollment has demonstrated that the majority of students are drawn from Connecticut or surrounding regions. This certificate is intended to directly address Connecticut workforce needs, and will be the only graduate certificate in AI offered in the state. Outside the state, those on offer that are comparable to UConn's new certificate are Boston University's online Applied AI & Machine Learning Graduate Certificate, Harvard Extensions School's online Artificial Intelligence Graduate Certificate, and Purdue University's online Foundations of Artificial Intelligence Graduate Certificate.

Addressing this rapid growth area, the Graduate School will offer the Graduate Certificate in Artificial Intelligence as an interdisciplinary certificate for those seeking to build foundational knowledge and practical skills in AI relevant to their field. Shared program learning objectives provide a general framework for AI, while simultaneously allowing the scaffolding of field-specific knowledge and skills. The certificate will provide a cross-disciplinary introduction to AI concepts, methods, and system capabilities, and will support students in learning to apply and evaluate AI in professional and disciplinary contexts.

At the core of the certificate, all students will begin with a common foundational course that establishes core knowledge of AI as well as its ethical, societal, and operational implications. The framework for this class (GRAD 5300) can be taught from a range of disciplines. Further classes for the certificate will be chosen by students depending on their interests. The certificate will launch in Fall 2026 with the first concentration focused on business applications of AI.

⁴ Schendstok, M., & Wertz, S. S. (2024). Occupational exposure to artificial intelligence by geography and education. *Office of Economic Policy Working Paper, 2*. <https://home.treasury.gov/system/files/136/AI-Combined-PDF.pdf> Accessed April 20, 2026.

Scanlon, S. (2025). Connecticut Economic Update, December 2025. *Office of the State Comptroller*. <https://osc.ct.gov/wp-content/uploads/2025/12/December-1-2025-Economic-Update.pdf> Accessed April 20, 2026

⁵ Lightcast. (2025). *Beyond the Buzz: Developing the AI Skills Employers Actually Need*. <https://lightcast.io/resources/research/beyond-the-buzz-developing-the-ai-skills-employers-actually-need> Accessed April 20, 2026.

⁶ Data is taken from Gray DI reporting, April 2026.

Program Information

Locations / Modalities

The program is approved to be offered online, and in-person at the Hartford and Storrs campuses.

However, at launch in Fall 2026, the Foundations course, GRAD 5300, will be taught online. The Business concentration courses can be taken fully online or in hybrid form with in-person courses available at Hartford.

Catalog Description

The Graduate School offers a Certificate in Artificial Intelligence for those seeking to build foundational knowledge and practical skills in artificial intelligence relevant to their field. The program provides a cross-disciplinary introduction to AI concepts, methods, and system capabilities, while helping students learn to apply and evaluate AI in professional and disciplinary contexts.

Students begin with a common foundational course that establishes core knowledge of AI as well as its ethical, societal, and operational implications. They then complete a concentration aligned with their interests. The certificate will offer a range of disciplinary tracks, including a concentration focused on business applications of AI.

This 12-credit certificate prepares students to integrate AI into their field, support data-informed decision-making, and respond effectively to the growing role of AI in the workplace. The Foundations course, GRAD 5300, is taught online. The Business concentration courses can be taken fully online or in hybrid form with in-person courses available at Hartford.

Plan of Study

Course	Title	Credits
Required Course		
GRAD 5300	Foundations of Artificial Intelligence	3
Required Electives		
Three of the following:		9
OPIM 5509	Introduction to Deep Learning	
OPIM 5515	Generative AI for Business	
OPIM 5517	Building Advanced Generative AI Systems	

Course	Title	Credits
OPIM 5518	AI Governance: A Risk Management Framework for Trustworthy and Responsible AI	
OPIM 5603	Statistics in Business Analytics	
OPIM 5604	Predictive Modeling	
Total Credits		12

Program Learning Objectives

- Explain foundational AI concepts, methods, and system capabilities.
- Explain what AI "knowledge" is.
- Analyze the suitability of AI approaches for discipline-specific problems.
- Apply AI tools and techniques in professional and disciplinary contexts.
- Evaluate the effectiveness, trustworthiness, and limitations of AI systems.
- Assess the ethical, societal, and operational implications of AI use.
- Assess the impact of learning from AI agents on human knowledge.

Assessment Plan

Learning outcomes will be assessed through the Graduate School. As graduate-level assessments are currently focused on master's and doctoral programs, assessment measures for interdisciplinary graduate certificates will be developed as graduate-level assessment is more widely implemented over the next five years. However, specific concentrations may integrate with field-specific programmatic accreditation where relevant (e.g., AACSB for the School of Business).

Graduate Outcomes

This graduate certificate is intended to develop skills that students can deploy in a wide range of careers.

Information provided here is intended to support reporting for the Connecticut Office of Higher Education Postsecondary Credential Registry. It is not exhaustive in relation to student outcomes for this certificate and is largely tailored to initial certificate offerings.

Standard Occupational Codes (SOC) that match potential outcomes for graduates:

- 11-0000 [Management Occupations](#)
- 11-1020 General and Operations Managers
- 11-1021 [General and Operations Managers](#)

- 11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
- 11-2010 Advertising and Promotions Managers
- 11-2011 [Advertising and Promotions Managers](#)
- 11-2020 Marketing and Sales Managers
- 11-2021 [Marketing Managers](#)
- 11-2022 [Sales Managers](#)
- 11-3000 Operations Specialties Managers
- 11-3020 Computer and Information Systems Managers
- 11-3021 [Computer and Information Systems Managers](#)
- 11-3030 Financial Managers
- 11-3031 [Financial Managers](#)
- 11-3050 Industrial Production Managers
- 11-3051 [Industrial Production Managers](#)
- 11-3060 Purchasing Managers
- 11-3061 [Purchasing Managers](#)
- 11-3070 Transportation, Storage, and Distribution Managers
- 11-3071 [Transportation, Storage, and Distribution Managers](#)
- 11-3110 Compensation and Benefits Managers
- 11-3111 [Compensation and Benefits Managers](#)
- 11-3120 Human Resources Managers
- 11-3121 [Human Resources Managers](#)
- 11-3130 Training and Development Managers
- 11-3131 [Training and Development Managers](#)
- 11-9000 Other Management Occupations
- 11-9110 Medical and Health Services Managers
- 11-9111 [Medical and Health Services Managers](#)
- 11-9199 [Managers, All Other](#)
- 13-0000 Business and Financial Operations Occupations
- 13-1000 Business Operations Specialists
- 13-1080 Logisticians and Project Management Specialists
- 13-1081 [Logisticians](#)
- 13-1082 [Project Management Specialists](#)
- 13-1110 Management Analysts
- 13-1111 [Management Analysts](#)
- 13-1140 Compensation, Benefits, and Job Analysis Specialists
- 13-1141 [Compensation, Benefits, and Job Analysis Specialists](#)
- 13-1160 Market Research Analysts and Marketing Specialists
- 13-1161 [Market Research Analysts and Marketing Specialists](#)
- 13-1190 Miscellaneous Business Operations Specialists
- 13-1199 [Business Operations Specialists, All Other](#)
- 13-2000 Financial Specialists
- 13-2010 Accountants and Auditors
- 13-2011 [Accountants and Auditors](#)
- 13-2030 Budget Analysts
- 13-2031 [Budget Analysts](#)
- 13-2040 Credit Analysts
- 13-2041 [Credit Analysts](#)
- 15-0000 Computer and Mathematical Occupations
- 15-1200 Computer Occupations
- 15-1210 Computer and Information Analysts
- 15-1211 [Computer Systems Analysts](#)
- 15-1212 [Information Security Analysts](#)

- 15-1220 Computer and Information Research Scientists
- 15-1221 [Computer and Information Research Scientists](#)
- 15-1240 Database and Network Administrators and Architects
- 15-1242 [Database Administrators](#)
- 15-1250 Software and Web Developers, Programmers, and Testers
- 15-1251 [Computer Programmers](#)
- 15-1252 [Software Developers](#)
- 15-1253 [Software Quality Assurance Analysts and Testers](#)
- 15-1254 [Web Developers](#)
- 15-1255 [Web and Digital Interface Designers](#)
- 15-1290 Miscellaneous Computer Occupations
- 15-1299 [Computer Occupations, All Other](#)
- 15-2030 Operations Research Analysts
- 15-2031 [Operations Research Analysts](#)
- 15-2040 Statisticians
- 15-2041 [Statisticians](#)
- 15-2050 Data Scientists
- 15-2051 [Data Scientists](#)
- 15-2090 Miscellaneous Mathematical Science Occupations
- 15-2099 [Mathematical Science Occupations, All Other](#)

North American Industry Classification System (NAICS) codes that match potential areas of employment for graduates of the program include:

- Transportation and Warehousing (NAICS 48-49)
- Utilities (NAICS 22)
- Information (NAICS 51)
- Data Processing, Hosting, and Related Services (NAICS 518)
- Other Information Services (NAICS 519)
- Finance and Insurance (NAICS 52)
- Insurance Carriers and Related Activities (NAICS 524)
- Funds, Trusts, and Other Financial Vehicles (NAICS 525)
- Professional, Scientific, and Technical Services (NAICS 54)
- Management of Companies and Enterprises (NAICS 55)
- Educational Services (NAICS 61)

Gray DI data projects that post-entry median wages for certificate graduates in relevant fields is currently \$126,619. This projection matches the highly skilled graduate occupations in which students are expected to be working.

Projected Enrollment, Resources, and Evaluation

Staffing

Instructional faculty will be supported from academic units offering courses for the certificate. Students will receive advising and support from the academic home of their concentration. The

resources for faculty and other support will expand on any other AI curriculum development being undertaken by these units.

Students

As discussed in the introductory section, there is significant demand for AI programs. Projecting enrollment and completions is complicated, as the new development of programs and the rapid growth of interest means that historic completion data, which lags by 1-2 years, does not provide the basis on which to model enrollment.

Graduate certificate completions vary widely across UConn, with a mean of six completions per certificate in AY 24-25. Successful online graduate certificate programs that closely match employment needs sustain around 30+ completions per year. However, most graduate certificate programs include a mix of students who are simultaneously enrolled in master’s or doctoral programs alongside those enrolled solely in a certificate. The Graduate Certificate in Artificial Intelligence is expected to have the same combined enrollment, which will grow as curricular concentrations are added that will support AI skill development across further professional and research fields. Projections are based on this combined enrollment and are provided with the caveat that offering additional concentrations is likely to alter projections.

	AY2026/27	AY2027/28	AY2028/29	AY2029/30	AY2030/31	AY2031/32
Net new enrollments (duplicated headcount)	10	20	30	30	30	30
Total students enrolled	10	25	35	35	35	35
Anticipated completions	5	20	30	30	30	30

Budget Projections

Centralizing graduate education in AI within an interdisciplinary certificate reduces costs, as fewer courses are required overall. This is an effective model in maximizing the courses available for students.

Course development costs will be supported by academic units offering coursework related to specific fields. The School of Business has already developed the relevant courses needed for the first concentration, which is ready to be offered in Fall 2026.

The Budget Transformation Initiative (BTI) may impact the revenue distribution from the program. However, at present, it is not possible to fully evaluate how this will impact the program.

International Students

The program is designed to meet state-based workforce needs and will not support international student recruitment.

Program Evaluation

The Graduate School will monitor enrollment and completion. These figures will be reviewed within the Provost's Office ongoing monitoring of program completion metrics. As the program grows over the first few years, the trajectory of enrollment and completion figures will be evaluated to ensure that these are growing. Over time, if the program does not maintain sufficient completions over a rolling five-year period, it will be subject to review by the Office of the Provost.

The certificate is designed to meet significant current needs for AI skill development. However, a decade from now, this need may be very different. There will be need for ongoing evaluation and curriculum assessment to understand if the certificate is able to continue to meet workforce needs. The Graduate School will coordinate central discussions, including employer engagement and data on graduate outcomes, to engage in continuous improvement of the program.

ATTACHMENT 20

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Program Closure: Master of Fine Arts in Arts Leadership and Cultural Management



RECOMMENDATION:

That the Board of Trustees approve the closure of the Master of Fine Arts in Arts Leadership and Cultural Management in the Graduate School.

RESOLUTION:

“Be it resolved that the University of Connecticut Board of Trustees approve the closure of the Master of Fine Arts in Arts Leadership and Cultural Management in The Graduate School.”

BACKGROUND:

The Arts Leadership and Cultural Management (ALCM) Master of Fine Arts (MFA) program has been closed to new admissions since March 2023. Established initially as Arts Administration in 2011 situated within Dramatic Arts, this interdisciplinary degree had been slated to become an independent school-level program in the School of Fine Arts (SFA). When the Director decided to leave UConn early in 2023, however, the entire future of the program became uncertain. Given increasingly challenging resource and recruitment issues with the program, and the broader UConn budget environment, Interim Dean Frogley, in consultation with The Graduate School and current students, decided to suspend admissions, appoint an Interim Director, and institute a teach-out plan for the remaining students, leaving a final decision on the long-term future of the degree until the appointment of a new permanent Dean.

After her arrival at UConn in 2024, incoming Dean Fitzgerald reviewed the program and concluded that, despite the program’s many strengths, SFA did not have the resources to provide the ALCM MFA with adequate ongoing support, and that it should therefore close permanently, once all remaining students had completed their studies. Now that this has been accomplished, SFA wishes to formalize the closure process. This decision was fully supported by the outgoing Interim Director of the program, all Department Heads in SFA, and other leadership within the school.

Students were last admitted into the program in February 2023. There are no current students in the program, therefore no teach-out plan is required. The program will be removed from the Connecticut Office of Higher Education inventory of academic programs after the current academic year.

ATTACHMENT 21

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Program Closure: Bachelor of Science in Financial Technology in the School of Business



RECOMMENDATION:

That the Board of Trustees approve the closure of the Bachelor of Science in Financial Technology in the School of Business.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees approve the closure of the Bachelor of Science in Financial Technology in the School of Business."

BACKGROUND:

An undergraduate major in Financial Technology in the School of Business was approved by the University of Connecticut Board of Trustees in 2023. The program was approved to be offered only at the Stamford campus. The School of Business set a goal to have a cohort of 20 students by Fall 2024. However, the program did not meet this goal and currently has three students enrolled. New concentrations in Financial Technology will be offered in the Business Data Analytics Major and the Financial Management major. This will allow students to develop specialist knowledge of the field, tied to either operations or finance, which the School of Business has identified as more appropriate to the career progression of students entering the financial technology sector.

Any student newly matriculating into the program at the start of the Fall 2026 semester will be able to complete the major. The major will be closed to new students from September 1, 2026. As relevant courses will be offered within the Business Data Analytics and Financial Management majors, current students will be able to use these courses to complete. Seven students are currently enrolled in the major. A teach-out plan is attached. The program will be removed from the Connecticut Office of Higher Education after AY 31/32 or, if sooner, after all students completing the degree through the teach-out plan have completed the program.

ATTACHMENT 22

April 29, 2026

TO: Members of the Board of Trustees 

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Program Closure: Graduate Certificate in Contaminated Site Remediation

RECOMMENDATION:

That the Board of Trustees approve the closure of the Graduate Certificate in Contaminated Site Remediation in The Graduate School.

RESOLUTION:

"Be it resolved that the University of Connecticut Board of Trustees approves the closure of the Graduate Certificate in Contaminated Site Remediation in The Graduate School."

BACKGROUND:

The Graduate Certificate in Contaminated Site Remediation was approved in December 2017, at which time it was anticipated it would enroll 10 students per year. It was developed as part of the College of Engineering's Brownfields Initiative, which helped the College receive funding opportunities, including a large EPA grant. The Certificate was developed with the support and input of engineering firms working in contaminated site remediation. However, only one student has ever completed the Certificate, and only a handful of students have ever enrolled in the program.

There is currently no strong industry interest for this type of curriculum, and the faculty lead for the Certificate recently left UConn. Given these facts, the College of Engineering have decided to close the program. As there are no students currently enrolled in the program, no teach-out plan is required. The program will be removed from the Connecticut Office of Higher Education inventory of academic programs after the current academic year.

ATTACHMENT 23

April 29, 2026

TO: Members of the Board of Trustees 

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Program Closure: Graduate Certificate in Oceanographic Science and Technology

RECOMMENDATION:

That the Board of Trustees approve the closure of the Graduate Certificate in Oceanographic Science and Technology in The Graduate School.

RESOLUTION:

“Be it resolved that the University of Connecticut Board of Trustees approves the closure of the Graduate Certificate in Oceanographic Science and Technology in The Graduate School.”

BACKGROUND:

The Graduate Certificate in Oceanographic Science and Technology was approved by the Board of Trustees in March 2022. It was developed to support the education and training of engineers and environmental scientists engaging in the growing fields of marine technology, ocean engineering, and marine renewable energy and was intended to address immediate needs of industry partners for workforce education. The interdisciplinary curriculum for the online certificate combined courses in Marine Sciences, Mechanical Engineering, and Electrical & Computer Engineering. These courses build competency in ocean fluid dynamics, oceanographic data analysis, underwater acoustics, and underwater sensing systems analysis and design. At the time of approval, it was anticipated that 10-15 students would enroll within the first few years the program was offered.

However, the program has only ever enrolled a single student, and no students have completed the program. Leadership in the College of Engineering and College of Liberal Arts and Sciences have mutually agreed to close the program due to lack of demand. No teach-out plan is required for the program as there are no students currently enrolled. The program will be removed from the Connecticut Office of Higher Education inventory of academic programs after the current academic year.

ATTACHMENT A

April 29, 2026

TO: Members of the Board of Trustees

FROM: Pamir Alpay, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Academic Program Inventory



BACKGROUND:

In accordance with Connecticut General Statutes § 185-10a-35a, authority over establishment of new academic programs, the Board of Trustees for The University of Connecticut is provided with the authority, "to review and approve recommendations for the establishment of new academic programs at the university." These programs are reported to the Office of Higher Education, which maintains an inventory of approved academic programs offered by public and independent colleges and universities in Connecticut.

Core information provided on these program listings including credential type, locations and modalities in which programs are offered, program names, and CIP (Classification of Instructional Programs) codes is vital for students and for external reporting.

The Provost presents changes to the name or CIP code of programs, and the addition or removal of locations or modalities to the Board for informational purposes. Such changes have already been approved through appropriate shared governance bodies in schools and colleges and by the Council of Deans.

ACADEMIC INVENTORY CHANGES:

Elisabeth DeLuca School of Nursing:

- Accelerated CEIN/BS in Nursing Track
 - Name change for the CEIN acronym from "Certificate Entry Into Nursing" to "Career Entry into Nursing." This is a degree-awarding program for students who already have a bachelor's degree in another field. The updated name more accurately reflect that students earn a BS in Nursing and that this pathway is designed for individuals pursuing a career change. Effective catalog year: 2026 – 2027
 - Suspension of program at the Stamford campus. Several challenges have impacted the Stamford campus including the increasingly competitive landscape in the Stamford region, limited availability of clinical placements

at nearby hospital agencies, faculty to student ratios (decline in number of students each year), growing resource demands, and the impact of very low first-time pass rates. As part of this process, the DeLuca School of Nursing will be conducting a comprehensive root cause analysis to better understand the multifaceted issues impacting campus performance. This will help guide future decisions and ensure that any actions taken are informed, equitable, and aligned with the school's mission. Effective term: admissions suspended for January 2027 cohort.

The Graduate School:

- Psychological Sciences (Clinical Psychology) (PhD), CIP code change *from* 42.2705 (Personality Psychology) to 42.2801 (Clinical Psychology).
 - This program is currently a concentration within the larger PhD program in Psychological Sciences but is separately accredited by the American Psychological Association and leads to licensure in the field of clinical psychology. It is reported out on the Office of Higher Education program inventory as a separate concentration. For unknown reasons, many years ago it was assigned the CIP code for personality psychology. However, the clinical psychology CIP code identifies programs that prepare students “for the independent professional practice of clinical psychology,” and is the appropriate code for this accredited licensure program.

Program Pauses:

These are short-term pauses that are not a full suspension of a program. They are intended to manage admissions cycles to address budget limitations and ensure that programs admit cohorts that will support minimum class sizes.

The Graduate School:

- MFA Art. Admission pause effective: AY 2026 – 2027 (single admissions cycle). Admissions will resume for AY 2027 – 2028 in December 2026.

ATTACHMENT B

The University of Connecticut Faculty Consulting Program

Fiscal Year 2025 Annual Report

Overview

The University of Connecticut (UConn) is a leading research university with national and international connections. External activities (“faculty consulting”) are a vital route through which faculty bolster connections outside the institution, whether that be for purposes of research, professional practice, or connections with industry. These types of activities are vital for a thriving research university. The policy and procedures related to faculty consulting at UConn are structured to ensure adherence to relevant Connecticut State Statutes and are generally comparable to those of other public research universities.

Updates to the Policy and Procedures on Consulting for Faculty and Members of the Faculty Bargaining Unit were approved by the Board of Trustees on June 29, 2022. Concomitant to procedural updates was the implementation of the InfoEd platform for the approval of consulting requests. This system is also used for financial conflicts of interest reporting and across research-related activities. Fiscal year 2025 (FY25) was the third full year of InfoEd use.

Oversight for faculty consulting across the university is managed by Faculty Consulting Offices (FCOs) at UConn Storrs/regional campuses and UConn Health. These offices review and approve faculty consulting requests and provide extensive support to faculty. The FCOs collaborate closely with the Office of the Vice President for Research, University Compliance, and, at UConn Health, the Clinical Conflict of Interest Committee. This collaboration is particularly focused on regulatory issues for active researchers, including elements such as consulting requests with high-risk countries, as well as procedures related to faculty affiliated companies.

The FCOs provide extensive support to faculty through information provided on the faculty consulting website and by offering training sessions at different points throughout the year, including those for new faculty at the University. In FY25, the FCOs supported the 741 faculty who submitted requests, provided training to groups of faculty (e.g., new hires) to educate about the requirements of the Policy and Procedures on Faculty Consulting, and supported department heads and deans as approvers. Whenever needed, support for these faculty and approvers includes individual meetings, sometimes in partnership with other relevant offices, which allow faculty to receive advice tailored to the context of their activities.

The faculty consulting website was overhauled in FY22. As part of ongoing continuous improvement efforts, new content continues to be added, or existing content is revised to better support faculty needs and current issues. For example, recently, a [new page was added](#) to provide more detailed guidance on requests related to fee-for-service research.

FY25 Reporting Period

This report provides an overview of faculty consulting activities on all UConn campuses for FY25. For UConn Health this covers all requests relating to activity during the standard fiscal year of the institution, July 1, 2024 through June 30, 2025. For Storrs/regional campuses this covers all requests relating to activity from May 23, 2024 through May 22, 2025. This reporting year is aligned to the nine-month faculty contractual year. This allows faculty to simplify summer requests, which can be submitted on a single request. Reconciliation deadlines remain the same for all campuses. This FY25 report covers the seventeenth full year of operation of the University's faculty consulting approval program.¹

Each year the UConn Faculty Consulting Oversight Committee files an annual report to the UConn Board of Trustees and subsequently provides this to the joint standing committees of the General Assembly having cognizance of matters relating to higher education and government administration. The Consulting Oversight Committee may make recommendations to the University Board of Trustees related to policies and procedures. Based on the FY24 annual report and review of the prior year audit, the Oversight Committee report issued in February 2025 did not offer any recommendations. It noted that the FCOs have consistently responded to audit findings and engaged in continuous improvement throughout the years the faculty consulting approval process has been in place. The Oversight Committee continues to monitor all audit reports related to the program and will issue its next report early in 2026.

Faculty Consulting Office Staffing and Support

Faculty consulting is under the oversight of the Provost. Approvals and support for faculty are handled by two different "Faculty Consulting Offices" (FCOs), which are offices in name only. One office covers the UConn Storrs and regional campuses (Avery Point, Hartford, the School of Law, Stamford, and Waterbury). The other office covers UConn Health. In total, 1,814 consulting requests were submitted across all campuses in FY25, involving 741 unique faculty members.

For Storrs and regional campuses, the responsibilities for the FCO represent a small portion of the Assistant Vice Provost for Academic Affairs role. The Storrs FCO handled 59% of the total consulting requests submitted in FY25, involving 68% of the unique faculty across UConn who submitted requests. Although staff support for the FCO was not available in FY25, a new staff member began work on August 8, 2025; Clare Melchiorre (Faculty Activity & Policy Coordinator), with significant responsibilities for faculty consulting.

The final staffing change of note also occurred after the close of FY25 consulting activities but is relevant to oversight of this annual report. Vice Provost for Academic Affairs, Gladis Kersaint, stepped down from her role in the Office of the Provost on November 14, 2025.

¹ The consulting program was first implemented mid-way through fiscal year 2008.

Following her departure, Vice Provost for Academic Operations, Daniel Schwartz, became the Provost's designee.

The UConn Health FCO consists of 0.25 FTE for the FCO role and 0.4 FTE for administrative support.² Together, they reviewed, approved, or otherwise processed 41% of the total consulting requests submitted in FY25 (over 700 in total), involving 32% of the unique faculty. The proportions of requests and faculty supported at each Storrs regionals and UConn Health have remained stable between FY24 and FY25.

Beyond processing requests, FCOs collaborate on continuous improvement efforts to enhance the administration of the faculty consulting program, including continued updates of the InfoEd faculty consulting form and workflow in partnership with the OVPR electronic research support (eRA) help desk, providing training materials and presentations for faculty, and updating the faculty consulting website. The FCOs also lead investigations of consulting violations when needed, working with University Labor Relations and Compliance as appropriate.

Performance Outcomes: Storrs and Regional Campus Faculty

In FY25, the UConn Storrs FCO received 1,072 consulting requests. These were submitted by 501 unique individuals, which is approximately 30% of the full-time faculty eligible to consult (Table 1).³ Of these, 735 were approved and reconciled (69% of the total); 221 (21%) were provided exceptions as low conflict of interest risk activities submitted after the fact or for slow processing as they worked through the approval process; 65 (6%) were withdrawn;⁴ five received sanctions (0.5%); five were denied (0.5%); five requests were created but not submitted (0.5%) and 35 requests (3.3%) were stuck in the consulting system, meaning required actions were not taken.⁵ Sanctions and exceptions are documented with formal letters, which are uploaded into the InfoEd system and are stored by the FCO.

² Although support is in place for 0.25 FTE for the FCO role, the FCO only currently has 0.1 FTE for their faculty consulting related work.

³ The total number eligible faculty was obtained from the UConn 2025 Fact Sheet. This proportion has remained stable from the FY23 and FY24 annual reports.

⁴ A withdrawal is usually at the request of the faculty member (e.g., duplicates, something has changed), or a request is withdrawn after discussion with a faculty member makes clear that the work is not consulting. For instance, faculty sometimes submit requests where there is no remuneration, and they may be directed to report necessary expenses or gifts to the State as the appropriate pathway for their activity.

⁵ InfoEd sends automated reminders when requests are awaiting approval. However, some requests remain with an approver or returned to the faculty for modification and then not resubmitted. In some cases, staffing limitations have created a backlog issue with some Storrs and regional requests, and limit capacity for repeated email follow up on issues such as resubmitting requests when modifications have been requested. This staffing issue has largely been resolved, and these 35 remaining requests are the end of a multi-year backlog. We anticipate that these will reach an end stage no later than the end of January.

The mean amount of time faculty spent consulting during normal work time was 1.3 days, with a maximum of 50 days.⁶ Four faculty spent 30 or more days of normal work time consulting (0.8% of total faculty who submitted consulting requests at Storrs regionals); these requests may have been counting partial days as a single day. Nineteen faculty members (3.8% of those who consulted) indicated in reconciliation that they used more time during the normal work hours than originally estimated (Table 2), with a mean of 1 additional day. Where variance existed between approved consulting during normal work time and reconciled data, reconciliation showed that faculty spent less time on average than they had estimated in their original submission.

Performance Outcomes: UConn Health Faculty

In FY25, the UConn Health FCO received 742 consulting requests. These requests were submitted by 240 unique faculty (Table 3). Six hundred and seventy-four of these were approved (90.8% of the total), 28 (3.8%) were withdrawn or system errors, 6 (0.8%) requests were withdrawn because faculty left the university, and 12 (1.6%) were related to consulting associates with Faculty Affiliated Companies with no effort, four (0.5%) were denied. One request received exception (0.1%) and 17 (2.3%) were sanctioned. Of the 674 approved requests, 589 occurred (87.4%) and 85 (12.6%) did not occur. Ten faculty had 10 or more submissions.

Thirteen faculty members of the total 240 faculty (5.4%) used more time during normal work hours than originally estimated and approved (Table 4). The range of variance of the average was 0.1 to 2 days.

The UConn Health FCO issued 17 written counseling (sanctions) to 14 faculty members. These sanctions were for unreported activity or late submissions received after the activity occurred. The FCO determined that all 17 of these requests would have been approved had they been submitted on time.

Update on FY24 Audit Findings

By State statute, the consulting program must be audited by the Office of Audit and Management Advisory Services.⁷ The audit covering FY24 was issued on March 27, 2025. The auditors' overall conclusions were that the University is in compliance with CGS 1-84(r) and the University's Policy on Consulting. The auditors also concluded that the data provided in the FY24 Annual Report of the Faculty Consulting Office was materially correct.

⁶ This figure was across a full year and we confirmed that this counted partial days (Friday 9:00 AM to 1:00 PM) as full days, but was in fact 20.8 days of consulting.

⁷ All finalized audit reports, FCO annual reports, and Oversight Committee annual reports are posted on the University's consulting web site: <https://consulting.uconn.edu/>

The original audit schedule was twice a year but starting in FY13 the requirement was revised to once each year.

The auditors identified four findings, two of which were low risk, two of which were moderate risk.

The first finding related to system workflows and data integrity, which was rated as moderate risk. This finding included the following components:

- Approval of submitted consulting requests by delegates on behalf of an approver.
 - A [Guideline on Delegate and Proxy Approvals of Faculty Consulting Requests](#) was published by the Provost's Office on February 22, 2025, which documented requirements related to the use of delegates and proxies for approvals. This guideline was aligned with prior practice in use by the FCOs. A delegate is an individual who is designated to independently review and approve consulting requests, and who has the appropriate authority to take such actions separately from the approver (e.g., an associate dean on behalf of a dean). A proxy is an individual who takes actions only in conjunction with verbal or written instructions from an approver or designated delegate approver.
- There is a misconfiguration in the low-COI risk routing in InfoEd resulting in a total of 26 requests for writing or reviewing publications (1.4% of FY24 requests) were routed through this pathway, which should have been routed through full approval (i.e., they were only approved by a department head rather than then also being approved by the dean, FCO, and Provost's designee). Addressing this routing requires a technical change in the system that has yet to be implemented, however, none of these approved requests resulted in a sanction or should not have been approved.
- One individual approved their own consulting request, due to a routing issue in InfoEd. This issue has been identified again in FY25. It impacts <1% of all requests and relates to the fact that the underlying data structure used by the system. When this issue is identified, the FCO can resolve the individual circumstance by working with eRA support to create individual routing rules. In these rare instances, the FCO sends PDFs of the request to all appropriate approvers prior to approving reconciliation. This will continue to be an ongoing rare issue unless there are improvements in the structure of employee data used for routing.
- The University's Malign Foreign Talent Program Participation Policy was implemented on August 7, 2024. At the time of the FY24 audit, routing had not been introduced in InfoEd to ensure that Export Control reviewed all requests related to high-risk countries (although relevant requests were identified and shared with Export Control for review prior to approval). This routing was put in place during FY25, which placed this review into the workflow of InfoEd. Procedures will be updated to reflect this fact when next updated.
- As there is no normalization of entity names in InfoEd, there were inaccuracies (i.e., spelling errors) and multiple name variations for several entities. Addressing this issue would require a system change in InfoEd, which is outside of the control of the FCOs. None of these names have been identified as having caused an issue in relation to the review of faculty consulting requests.
- The procedures for faculty consulting were not updated when requests moved into InfoEd, at which time the consulting form did not require full address information for

entities to be submitted. This change was implemented because the address information (other than the country-level information) is redundant for the FCOs and created unnecessary administrative burden in faculty consulting request submission. Country information (US vs. non-US entities, and the country of all non-US entities) is collected in the system. Procedures will be updated to reflect this fact when next updated.

The second finding related to compliance with the faculty consulting policy, which was rated as moderate risk. This finding related to the fact that there was a backlog of consulting requests due to staffing issues, which included requests that were not fully reviewed, others not fully reconciled, and some reconciliations not fully reviewed and finalized at the FCO stage. A lack of staff support on the Storrs and regional campus FCO stage resulted in these delays and backlog. Although the Storrs/regional FCO handles around two thirds of total consulting requests, staff support did not adequately reflect the workload required to review these requests, provide support to faculty, and to follow up with reconciliation issues. Simultaneously, compliance needs in relation to higher risk components of the faculty consulting program required more time to be spent on a smaller portion of higher-risk cases.

- FCO staff support was not available in FY25 itself, but a newly appointed Faculty Activity & Policy Coordinator, Clare Melchiorre, began work on August 8, 2025. As reported above, this means that as of December 1, 2025, just 3.3% of Storrs/regional FY25 requests require any further review or modification before reaching an end stage (reconciliation approved, sanction, or exception). As the backlog was not addressed until after the close of FY25, this shows the significant progress made between September and December 2025. Moving these final requests to an end stage requires further discussion and 1:1 engagement with faculty members or approvers. This time spent on individual requests means that complete resolution of the backlog has taken a few months.

The third finding related to faculty who did not sufficiently report or who may potentially have failed to report material use of University resources upon submission of new consulting requests, which was rated as low risk. This included the following components:

- A single faculty member under-reimbursed the University by \$139 for use of material resources, based on a miscalculation by an academic unit. This was not due to the error of the faculty member, and when identified, the additional \$139 was paid to cover the billing error.
- A small number of submissions (<1% of Storrs/regionals and <2% of UConn Health requests) checked that there was “material use of University resources,” but did not then provide the required additional material use information. However, in several cases, this option had been checked in error, meaning that this information did not need to be supplied (e.g., the request included allowed use of idle, non-consumable resources, such as sitting in a faculty office while engaged in consulting activity). There are no indications of any misuse of University resources while consulting in these requests. The FCOs have become more rigorous in sending requests back (therefore requiring the full approval flow to be followed again) in cases where this question has

been answered inaccurately, or ensure that the relevant information is provided when appropriate. The FCOs note that they do not have the expertise to oversee contractual arrangements regarding the material use of resources. Required information uploaded to the faculty consulting request attests to the appropriate rate of payment for the resources and provides the University official who is responsible for managing the contractual arrangement and payment. This creates a record for audit checks to verify that payment has been made.

- A further 10 consulting submissions were identified related to 10 faculty members who had engaged in international travel and had overlapping consulting activities in these locations. This finding only relates to Storrs/regional faculty, where the Concur Travel System allows for comparison. The Storrs regionals FCO communicated with all 10 faculty, resulting in three 1:1 follow-up meetings with faculty, to ensure clarity on differentiating personal (including consulting) and University travel. No instance of the misuse of University funds was identified. The FCOs continue to work to educate consulting approvers (usually department heads and deans) on the need to differentiate consulting and University travel. These reviewers are the individuals who see both consulting and travel approvals. We plan to develop on-demand resources that will further support the differentiation and appropriate reporting of any overlapping consulting and University travel, which has been delayed while waiting for approval of the updated University Travel Policy.

The fourth finding related to faculty affiliated companies (FACs) and 57 missing submissions where faculty had identified an interest in a FAC but had not submitted a related consulting request for FY24, which was rated as low risk. Failure to reconcile the FAC list against consulting requests is primarily a Storrs/regional FCO issue, related to the same workload issues discussed above.

- Reconciliation of the current FAC list with FY25 (the year covered by this annual report) and FY26 (the current reporting year) faculty consulting submissions is complete. Communication is being sent to all faculty currently identified as not in compliance, which will allow a window of time to correct any information if they think there are any errors. Sanctions will then be issued for faculty who are not in compliance with the policy.
- Tailored advice is often provided directly to faculty to address their unique situations. Demonstrating the reach of this advice, the Storrs/regional FCO has held 19 meetings with faculty between August 8 and December 18, 2025, to provide individualized advice related to consulting with FACs.
- The FCOs also note that concerns related to FACs have been consistently raised via faculty consulting audits for many years, going back at least to FY14. The FCOs continue to work closely with the OVPR and University Compliance to address cross-cutting areas of responsibility related to FACs. Reconciliation of the FAC list with consulting requests will not fully address the issues with compliance across multiple areas of relevant policy and procedures. These issues must be addressed by multiple university offices who collaborate on cross-cutting areas of responsibility related to FACs.

- The FCOs have worked with University Compliance and OVPR on guidance for FACs in areas of common issues. In January 2026 University Compliance will be sending out a series of compliance-related emails to educate faculty in relation to matters of compliance related to FACs, including the requirement to submit faculty consulting requests.

Action Items for FY26

- The Storrs/regional FCOs will clear the small remaining backlog of requests and will ensure compliance with the requirement to submit consulting requests for relevant FACs in early 2026.
- The Storrs/regionals FCO will develop an annual communication plan, implemented from Spring 2026 onward, which will ensure that faculty are alerted to key deadlines for the submission of requests for the new fiscal year. This will include emails tailored to best address the tight timeline for reconciliation between the resumption of the 9-month standard faculty contract on August 23 and the final reconciliation deadline of September 15.
- The FCOs at all campuses will continue to work closely with relevant areas in the OVPR (financial conflicts of interest, eRA support, research security, sponsored program services, tech transfer) and University Compliance to improve the accuracy of submitted consulting requests and to improve systematic information sharing between relevant areas.

D. Schwartz

S. Croucher

C. Rash

January 8, 2026

Table 1: Storrs and Regional Campuses, Total Number of Submitted Consulting Requests, FY25

Requests	Total	ATHL	BUS	CAHNR	CLAS	ED	ENG	SFA	LAW	NURS	PHARM	SW	Other
#	1072	18	48	103	347	80	122	147	21	60	86	11	29
%	100%	1.7%	4.5%	9.6%	32.3%	7.5%	11.4%	13.7%	2%	5.6%	8%	1%	2.7%
Unique faculty	Total	ATHL	BUS	CAHNR	CLAS	ED	ENG	FA	LAW	NURS	PHARM	SW	Other
#	501	7	31	40	175	36	58	46	16	37	28	7	20
%	100%	1.4%	6.2%	8%	34.8%	7.2%	11.6%	9.2%	3.2%	7.4%	5.6%	1.4%	4%
Requests per faculty member	Total	ATHL	BUS	CAHNR	CLAS	ED	ENG	FA	LAW	NURS	PHARM	SW	Other
mean	2.1	2.6	1.5	2.6	2.0	2.2	2.1	3.2	1.3	1.6	3.1	1.6	1.5
10 or more requests	8	0	0	1	0	0	1	3	0	0	2	0	0

Table 2: Storrs and Regional Campuses Reconciliation Report Variance for Time During “Normal Work Time”

Effort During “Normal Work Time”	
# of faculty with extra days	19
% of faculty with extra days	3.8%
Minimum variance	0.1
Maximum variance	3

Table 3: UConn Health, Total Number of Submitted Consulting Requests, FY25

Requests	Total	SoM	SoDM
#	742	606	136
%		81.7%	18.3%
Individual faculty	Total	SoM	SoDM
#	240	200	40
%		83.3%	16.7%
Requests/faculty	Total	SoM	SoDM
mean	3.1	3.0	3.4
10 or more requests	10	10	0

Table 4: UConn Health Reconciliation Report Variance for Time During “Normal Work Time”

Exceeding Approved Normal Work Time	
# of faculty with extra days	13
% of faculty with extra days	5.4%
Minimum variance	0.1
Maximum variance	2

**REPORT ON THE UNIVERSITY OF CONNECTICUT'S
COMPLIANCE WITH CGS 1-84(r)
FACULTY CONSULTING PROGRAM**

February 23, 2026

Report Issued by the Faculty Consulting Oversight Committee

SUMMARY

Since December 2007, in accordance with CGS 1-84(r), the University of Connecticut has had a continuously approved Policy and Procedures on Consulting for Faculty and Members of the Faculty Bargaining Unit. This policy is approved by the Board of Trustees of the University and is overseen and operationalized by the Office of the Provost. The Board of Trustees approved the latest revisions to the policy and procedures in June 2022. “Faculty Consulting Offices” (FCOs) at Storrs and UConn Health oversee the consulting request and approval process and provide training to faculty and approvers.

Since the inception of the University faculty consulting program, as required by CGS 1-84(r), additional controls are provided by the Faculty Consulting Oversight Committee. This committee reviews implementation of the consulting policy and the annual audits conducted by the University’s Office of Audit and Management Advisory Services (AMAS). The Oversight Committee includes members appointed by the Governor, Legislature, and one member of the Citizens’ Ethics Advisory Board.

Implementing this program required development of policies, procedures, forms and databases; identification and training of staff; and awareness and training of faculty, department heads, and deans. AMAS audits have identified areas where there are deficiencies, resulting in a program of continuous improvement. For many years, there has been strong compliance across the University with the faculty consulting policy and procedures. The FCOs continue to develop improvements addressing new risks and better utilizing available technology in conjunction with partner units across the institution, particularly the Office of the Vice President for Research (OVPR).

The Faculty Consulting Oversight Committee has determined that the University of Connecticut complies with CGS 1-84(r). The oversight required by the Act, including the Faculty Consulting Oversight Committee itself and the audits, has and will continue to perform ongoing review, assessment and improvements to the program.

The Oversight Committee has no recommendations related to the policy and procedures for the Board of Trustees and has concluded that the University has made a committed effort to oversee the process and implement improvements.

BACKGROUND

Public Act (PA) 07-166 (Section 12)¹, approved on June 19, 2007, created a carve out from the portion of the State Ethics Code dealing with consulting. Participating in appropriate consulting

¹ See <http://consulting.uconn.edu/state-statutes/>

activities is viewed as being mutually beneficial for the University and its faculty and the intent of the Act is to enable such activities.

This carve out applies to faculty and members of the faculty bargaining unit (hereafter “faculty”) of a constituent unit of the State system of higher education. In the context of the Act, “consulting” represents situations in which faculty are compensated for services rendered while not acting as a Connecticut State employee. The request to consult must be based on the faculty member’s expertise in a field or prominence in such field and not due to the State position held. Faculty must receive prior approval before such consulting begins. No other State agency requires prior approval or any such mandated disclosure of outside employment activities.

The Act transfers final authority for approval of such activities to the University. Faculty of the University can seek approval to enter into a consulting agreement with a public or private entity, provided such agreement or project does not conflict with the individual’s employment as determined by policies established by the Board of Trustees for such constituent unit. Approval of activities by the University is required to include disclosure, review and management of conflicts of interest relating to faculty consulting.

Approval for faculty consulting activities, as per relevant Connecticut State statutes, is predicated on a set of requirements being met including significant institutional oversight. The University of Connecticut Board of Trustees (BOT) approved the University’s “Policy on Consulting for Faculty and Members of the Faculty Bargaining Unit,” and reviewed the operational procedures for implementation, on September 25, 2007. The Policy and Procedures define a consistent set of rules for consulting for all the faculty of the University. These documents have been reviewed and revised by the BOT several times since 2007 in order to make improvements to the program.² The most recent updates to the policy and procedures were approved on June 29, 2022. These changes ensured that the language is clear and easy to read and were timed to coincide with the implementation of the InfoEd system for consulting approvals.

The faculty consulting approval system became fully operational on December 15, 2007. All faculty consulting requests are submitted through an online request system. The online form and approval workflow is subject to continuous improvement in response to audit findings, feedback from users, and newly identified risks. Since fiscal year 2023 the faculty consulting approval process utilizes the InfoEd platform administered by Office for the Vice President for Research, with the intent of continued improvements for data sharing.

Requests to consult must be reviewed and approved by each faculty member’s department head, dean, and the provost’s designees (one for each campus). A subset of straightforward consulting activities with clearly established low risk of conflict of interest are eligible for an accelerated approval process that only requires the approval of the department head.

At the end of the fiscal year, each faculty member reconciles each approved consulting request, indicating variances from the requested time spent consulting during the normal work time and confirming any and all appropriate reimbursements for use of University resources, if any.

² The policy and procedures governing consulting may be found at: <https://policy.uconn.edu/>

Violations of the University’s consulting policy and procedures are subject to sanctions issued by the University. Most commonly this is a counseling process due to late submission of a request where the work would have been approved if submitted on time. However, disciplinary action can result from more serious cases where the request would have been denied or where other material non-compliance with the policy and procedures has occurred. Where violations of the policy and procedures relate to activities that would not be approved by the University, or where other potential violations of the Connecticut Code of Ethics have occurred, the Office of State Ethics retains jurisdiction and may determine whether additional sanctions are justified.

AUDITS

As required in CGS 1-84(r), AMAS has conducted audits on the University’s faculty consulting program.³ Per standard practice, management has had the opportunity to provide responses to each audit finding and recommendation. These audits are reviewed by the Joint Audit and Compliance Committee of the Board of Trustees as well as by the Faculty Consulting Oversight Committee.⁴

FACULTY CONSULTING OVERSIGHT COMMITTEE

As required in CGS 1-84(r), the Faculty Consulting Oversight committee meets on an on-going basis to review the University’s compliance with CGS 1-84(r), and to file annual reports regarding such compliance with the University’s Board of Trustees and to the Legislature. This document is the fifteenth in a series of such reports.⁵ The Committee’s responsibility is to ensure that the University complies with the provisions of the Act and the University’s policies and procedures on consulting. It may also make recommendation for improvements to the consulting program.

The membership of the Faculty Consulting Oversight Committee is:

Name	Background
Dennis-Lavigne, A.	Member, UConn Board of Trustees
Chiusano, C.	Citizen’s Ethics Advisory Board
Cobb, C.	Professor, Neag School of Education
Fox, K.	Professor Emerita, School of Business
Freedman, J. (chair)	Former Legislator
Govoni, K.	Associate Dean, College of Agriculture, Health, and Natural Resources
Krist, I.	Former UConn Administrator
Purkayastha, B.	Associate Dean, College of Liberal Arts and Sciences
Siegle, D.	Professor, Neag School of Education

The Committee last met on February 11, 2026, and reviewed and approved this annual report by email on February 23, 2026. It has reviewed the FY 24 AMAS audit report and the FY 25 annual report of the Faculty Consulting Offices (attached).⁶ The former was previously presented to the

³ Initially, audits were required twice a year, but legislative changes reduced this to an annual schedule from FY12 onward.

⁴ Copies of past audits may be found at: <https://consulting.uconn.edu/policy-oversight-and-archives/audits/>

⁵ Past reports may be found at: <https://consulting.uconn.edu/policy-oversight-and-archives/audits/>

⁶ The Office of Audit and Managerial Services has found this report to be materially correct.

Joint Audit and Compliance Committee of the University's Board of Trustees. The FY 25 annual report will be reviewed at the next meeting of the University of Connecticut Board of Trustees along with this report from the Oversight Committee.

The Committee believes the faculty consulting program was effectively initiated and through ongoing revisions has been improved. In fact, in many regards the program is more rigorous than those governing other State employees not covered by CGS 1-84(r), especially through the requirement for approval prior to the consulting activities taking place.

Annual audits have led to improvements to the faculty consulting program including revisions to the consulting request form, enhancements to the training program, improving the clarity and predictability of decision making, and assuring sufficient information is available to inform the decision making of the approvers. As described above, an online request form/approval process has been operational since FY12 and continues to be updated on a regular basis. This system has successfully addressed its objectives. All these actions support compliance with CGS 1-84(r).

Implementation of the faculty consulting program, both in terms of logistics and compliance, has consistently met or exceeded expectations. During the 16 years the faculty consulting program has been operational, audit processes have consistently identified any deficiencies in compliance with CGS 1-84(r) and the University's Policy and Procedures and have reported them to senior management and to the Faculty Consulting Oversight Committee. Audit findings have always been willingly addressed by management, consistent with their full support and keen awareness of the need to fully comply with CGS 1-84(r). Improved staffing, proactive continuous improvements, and a collaborative relationship with AMAS in addressing issues support minimal risks identified in the FY24 audit.

The Committee takes note that the number and severity of audit findings has decreased over time. This demonstrates management's commitment to operate the program optimally and in full compliance with the Legislature's intent for the program. The Committee also takes notes that the two Faculty Consulting Offices (Storrs/regional campuses and at UConn Health) work closely together, and partner closely with OVPR and the Office of University Compliance where relevant, creating a consistent and reliable approach to consulting across all the units of the University.

The Oversight Committee did not issue recommendations for improvement based on the audit from FY 2024.

VOLUME OF CONSULTING ACTIVITIES

In FY 25, the seventeenth full year of operations, the FCO on the Storrs Campus received 1,072 consulting requests from 501 individuals. The UConn Health FCO received 742 consulting requests from 240 individuals. The FY25 annual report of the University's faculty consulting program is attached.