



University Senate Annual Reports Highlights

AY 2025–2026 | University of Connecticut

University Senate Annual Reports | AY 2025–2026

UConn

Reports Covered in This Presentation

Common Curriculum Committee+ (CCC+)

Year 1 launch of the new Common Curriculum

Senate Budget Committee

Deficit management, BTI, and federal funding pressures

Senate Enrollment Committee

Diversity milestones, financial aid changes, first-year experience

DEIJA Committee

Exit interviews, religious accommodations, accessibility

Faculty Standards Committee

Undergraduate TAs, SET review, faculty mentoring

Scholastic Standards Committee

Attendance policy, Part-Time Dean's List, AI in teaching

Student Welfare Committee

Mental health, campus change, housing, campus safety

Multi-Campus Committee

Regional campus equity, strategic planning, campus change


University Planning Committee


IT strategy, capital projects, classroom utilization


Curricula & Courses Committee

New courses, program revisions


Key Themes Across All Reports

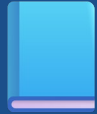
 **Fiscal Pressure** Continuing recessions, federal funding cuts, and IDC policy changes demand creative resource management.

 **Equity & Access** From DEIJA to Student Welfare, equity across populations and campuses is a central institutional priority.

 **AI & Technology** AI governance, SET modernization, W course AI policies, and classroom tech transitions are shaping academic life.

 **Enrollment & Diversity** Record diversity achieved; enrollment cliff on the horizon; regional campus retention needs attention.

 **Curriculum Evolution** Common Curriculum fully launched with robust offerings across topics; assessment cycle underway; Dialogue competency in multi-year development for richer student experience.



Common Curriculum Committee+ (CCC+)

Common Curriculum: Year 1 Launch — Key Achievements

- Fall 2025 marked the successful Year 1 launch of the Common Curriculum for Leadership and Global Citizenship (CC)
- 1,483 total TOI designations approved over three years across seven TOI categories and ~500 courses
- The committee stayed well within their allotted \$2.9M three-year transition budget (spent ~\$1M)
- 87 proposals received for new CC courses with 82 funded; 63 proposals received for existing courses to transition with 61 funded
- Launch celebration in September 2025 with speakers including Provost D'Alleva
- All CCC+ goals for AY 2025-26 met across four areas: course review, policy, communication, and assessment

~500

Courses created for or
transitioned to CC

Common Curriculum: Enrollment Capacity & Course Approvals

- Enrollment capacity analysis confirms no TOI area is at or over capacity for AY 2025-26
- New TOI1 (Creativity: Design, Expression, Innovation) had 10,100 seats available vs. 9,409 enrolled — On track
- TOI5 (Individual Values) leads with 41,236 seats available across all campuses
- 223 course requests approved in AY 2025-26; 89 still under review
- 7 new intensive-session courses added to the approved list this year
- Three new Themes funded through grant competition: Policy Meets Government; Cities, Communities, and Social Justice; Urban Design and the Built Environment

1,483

Total TOI designations
approved (3 years)

Common Curriculum: Policy Changes & Looking Ahead

Bylaws & Policies Passed

- Repeatable course credit capped at 3 credits toward CC
- Restriction on TOI redesignation once two TOIs approved
- Seal of Biliteracy re-added for Second Language requirement
- IDML competency anchored in FYW & W courses
- Variable and Special Topics shells prohibited from carrying CC designations
- Cross-listing limit set at four subject-area listings per course

W Task Force & Future Priorities

- 12 recommendations on W courses including:
 - Maintain 19-student cap and 15-page/4,500-word min.
 - Every W syllabus must include an AI Policy
 - AI must not replace instructor feedback
- Dialogue competency target launch: AY 2030-31
- Assessment pilot underway for TOI4; rubrics created for all TOIs and W
- NECHE 10-year accreditation site visit scheduled Fall 2026



Senate Budget Committee

Budget: Fiscal Challenges & Key Developments

- Reports from university Budget Office show that FY26 began with a projected deficit; FY25 closed with a modest \$4M surplus
- Reports from university Budget Office show that the fiscal gap narrowed to \$6.9M by February 2026 through better-than-expected research revenues, foundation funds, and fees
- A budget analysis completed by the Senate Budget Committee shows non-grant revenues grew 8.3% per year on average over FY22-25, adding \$312.9M — yet units under the Provost received a shrinking share (45.5% → 41.5%)
- IDC redistribution changes reported: PI share reduced from 10% to 5%; distributions to departments, centers, and institutes eliminated
- Federal executive orders caused grant cancellations and confusion over IDC rates for new proposals

\$312.9M

Extra non-grant
revenue FY22-25

Budget Transformation Initiative (BTI) & Recommendations

- BTI (facilitated by Kennedy Consulting Group) aims to implement a decentralized budget model
- Shadow budget/accounting process planned for AY 2026-27; full implementation AY 2027-28
- Five working groups (Tuition & Fees, Auxiliary Units, Strategic Initiatives, Research, Academic Costs) with Senate Budget Committee representation on each
- Key concern: emphasis on 'profit centers' risks pushing university toward a for-profit model at odds with education/research mission
- Research requires 92 cents of investment per dollar earned; only 62 cents recovered through indirect costs
- Senate University Budget Committee recommends early communication with the Senate on policy changes with significant budget implications

AY 27-28

Full BTI
implementation target



Senate Enrollment Committee

Enrollment: Diversity Milestones & Application Trends

- Incoming class AY 2025-26 is the most diverse in UConn's history
- Hispanic/Latinx enrollment saw notable gains; regional campuses enrolled highest percentages of Pell Grant recipients
- Stamford campus enrollment increased; Hartford, Waterbury, and Avery Point saw declines
- Housing demand at record high on Storrs campus
- In-state applications declining due to ~12,000 fewer CT high school graduates projected

30,000+

Fall 2026 first-year applications across all campuses received by Nov. 2025

Enrollment: Financial Aid Changes & Student Success

- Report received on federal financial aid changes (One Big Beautiful Bill) take effect July 2026:
 - Pell Grant capped at cost of attendance, impacting student-athletes
 - Parent PLUS Loans capped at \$20K/year (\$65K lifetime); Graduate PLUS Loans eliminated
 - New part-time proration rules and stricter institutional accountability tied to post-graduation earnings
- First-Year Experience program report received emphasizes academic engagement, well-being, career development across all campuses
- Learning Communities linked to higher retention and graduation rates
- 2,409 honors students university-wide; regional campus honors programs expanded
- New classes.uconn.edu registration system successfully launched; undergraduate registration numbers exceeded prior year

2,409

Honors students
university-wide



DEIJA Committee

DEIJA: Key Issues & Recommendations



Faculty & Staff Retention

Departure of HR Director Lakesha Brown from Storrs raises concerns about continuity of exit interview rollout. Committee calls for transparent, public-facing retention data aligned with Strategic Plan KPIs.



Religious Accommodations

Final exams scheduled on Saturdays create conflicts with religious observances. Recommends systematic review of scheduling and standardized guidance for faculty, students, and staff.



Parking Accessibility

Parking policy revised to require paid Area 2 (vs. Area 1) permit to access ADA spaces. Ongoing discussions regarding accessible parking for guests and considerations for regional campuses.



Support Student, Faculty & Staff Success

Strengthen collaboration with Dean of Students; focus on disproportionately impacted student populations. Continue outreach to all campus stakeholders.



Faculty Standards Committee

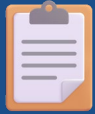
Faculty Standards: Major Topics AY 2025-26

Undergraduate TAs & SET Review

- Establishing Undergraduate TA guidelines.
- FSC recommends to define clear roles for UTAs, ensure all UTAs take FERPA training, and limit access to gradebooks.
- The SET subcommittee reviewed the SET instrument, recommending that it be revised to be modality-neutral for asynchronous and hybrid courses.
- The SET subcommittee also recommends organizing SET to distinguish the teaching experience from the course experience.

Accommodations, Mentoring & PTR

- The committee discussed multiple programs underway at UConn to expand faculty mentorship.
- CETL expanding mid-career faculty development; CLAS launched individualized mentoring programs.
- New Graduate faculty must complete 8-hour CIMER mentoring program. Discussion on the increased CSD accommodation demands on faculty.
- PTR discussions (ongoing): departments must better clarify expectations for CIRE faculty in bylaws.



Scholastic Standards Committee

Scholastic Standards: Attendance Policy & Key Reforms

- Proposed Revisions to attendance policy:
 - UConn identified as an outlier: many peer institutions allow faculty to set graded attendance policies
 - Research confirms attendance is one of the most stable predictors of student success
 - Survey of 26 CLAS Department Heads: all support faculty ability to set graded attendance policies
 - Additional stakeholder consultation planned for summer/fall 2026
- Learning Accommodations Taskforce final report delivered February 2026; Scholastic Standards Committee pressing for follow-through on recommendations
- Updates made to Part-Time Dean's List and to admissions requirements, including transfer credits for online/hybrid science courses and approved block transfers

6,100+

Students with CSD
accommodations
(and growing)



Student Welfare Committee

Student Welfare: Focus Areas AY 2025-26



Mental Health & Well-Being

Increasing demand for mental health services, rising referral complexity, and gaps in off-campus student support identified as top concerns.



Campus Change

6-year graduation gap: 83% (Storrs) vs. 64% (campus change students). Committee supports enhanced orientation, stronger belonging initiatives, and expanded housing access.



Financial Aid & Affordability

Federal policy changes (One Big Beautiful Bill) raise concerns about late-stage awards and reduced access to aid, particularly for graduate students and part-time enrollees.



International Students

Visa regulation changes, travel restrictions, and federal immigration enforcement actions pose new risks.



Multi-Campus Committee (Inaugural Year)

Multi-Campus: First Year & Priorities

- Inaugural meeting held February 2026 — committee's first 6 months of operation
- Presentations received on Regional Campus Strategic Plans and Campus Change student data
- Stamford growing; Hartford, Waterbury, and Avery Point seeing enrollment declines
- Campus change 6-year graduation gap (83% vs. 64%) identified as a key equity concern
- Fall 2026 priority: meet with Senate Budget Committee to understand BTI funding implications for regional campuses
- Will invite Vice Provost for Student Success to assess regional campus student service levels
- Goal: develop a fuller picture of experiences across all campuses and report to Senate

19%

Gap in 6-year graduation rates
between campus change students and
Storrs



University Planning Committee

University Planning: Infrastructure, Tech & Classroom Strategy

- ITS promoting structured cloud storage shift (OneDrive → SharePoint) to control Microsoft cost increases
- Plan to phase out classroom desktop computers in favor of laptop-based model under assessment
- AI Governance Committee being established; institutional licenses for ChatGPT and Microsoft Copilot in use
- Reports received from University Planning & Development:
 - Major capital projects: Gant North renovation, new School of Nursing building, Jones Hall Annex renovation, animal care facilities expansion
 - Campus enhancements: Mirror Lake stormwater upgrades, Peace Garden near library/Dodd Center, commissary relocation
- Classroom utilization below optimal; demand concentrated in specific time blocks and large lecture spaces
- Exploring scheduling strategies: Mon-Wed classes, 2.5-hour Friday blocks, and expanded nontraditional instructional spaces

MWF → MW

Classroom utilization concentrated in specific time blocks. Exploring M-W-F class schedule restructuring



Curricula & Courses Committee (C&C)

Curricula & Courses: New & Revised Course Actions AY 2025-26

- Committee met 15 times through April 21, 2026 to review courses that were 1000/2000 level, S/U graded, Common Curriculum (CC), and/or under the UNIV designation
- Total courses reviewed and approved to be added, revised, deleted, or offered in intensive session: 292
- Courses approved through a process for expediting minor changes: 54
- All but five of the courses in the expedited category were for the transition from the GEOG and URBN subject areas to the GSCU subject area to reflect a change in departmental structure
- Additional actions taken:
 - Approval of policies related to cross-listing limits, and CC restrictions on Variable and Special Topics course shells
 - Approval of multiple small By-law Rules and Regulation changes related to CC

300+

Course Requests Reviewed
and Approved



Thank You

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