AGENDA

University of Connecticut
Board of Trustees

Student Life Committee
Wednesday, September 9, 2026, at 4:00 p.m.
Special Virtual Meeting

Public Streaming Link (with live captioning, upon request): https://its.uconn.edu/board-of-trustees-live-stream-meetings/

(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 **4:00 p.m.**

1) Public Participation (limited to agenda items)*
   *Individuals who wish to speak during the Public Participation portion of the Wednesday, September 9, meeting, must sign up 24 hours in advance of the meeting's start time (i.e., 4:00 p.m. on Tuesday, September 8) 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.

2) Minutes from the April 23, 2026, Meeting (Attachment 1)

3) Student Resiliency and Intervention
   Cyndi Costanzo, Associate Vice President for Student Life
   Jeff Gagnon, Executive Strategist for Student Life and Enrollment

4) Strategic Enrollment Management Plan, Fall Enrollment, and Housing Updates
   Nathan Fuerst, Vice President for Student Life and Enrollment

5) University Safety Update
   Gene Labonte, Associate Vice President and Chief of Police

6) Standing Updates:
   - Vice President for Student Life and Enrollment
   - Student Trustees

7) University Senate Representative Report

8) Executive Session (as needed)

9) 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

Student Life Committee
April 23, 2026
Virtual Meeting

Committee Trustees:	Bryan Pollard, Shari Cantor, Andrea Dennis-LaVigne, Sean Dunn, Diane Whitney
Other Trustees:	Daniel Toscano
University Staff:	Liza Boritz, Nathan Fuerst, Nicole Gelston, James Lowe, Shannon Walsh

Vice-Chair Pollard called the meeting to order at 4:00 p.m.

1. Public Participation

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

2. Minutes from the February 19, 2026, Meeting

   On a motion by Trustee Whitney, seconded by Trustee Dunn, the Committee voted unanimously to approve the minutes of the February 19, 2026, Meeting.

3. Standing Updates:
   - Vice President for Student Life and Enrollment
   - Student Trustees

   Vice President for Student Life and Enrollment Fuerst shared that the university is closely monitoring enrollment activity ahead of the May 1 commitment deadline and is seeing encouraging interest in new Hartford housing. He provided updates on financial aid processing delays related to FAFSA changes, noting limited impact on students, and shared progress on hiring an Associate Vice President for Enrollment. He also highlighted ongoing efforts to support student well-being and mental health, including expanded systems and prevention initiatives, as well as discussions related to student fees and funding.

   Undergraduate Student Trustee Dunn shared an overview of the student experience since the last meeting, highlighting strong student engagement through major events and research initiatives, continued attention to student well-being, school pride driven by athletic success, ongoing student leadership transitions, and anticipation surrounding upcoming Commencement ceremonies.

4. Campus Climate Update:
   Fany DeJesús Hannon, Ed.D., Dean of Students

   Vice President for Student Life and Enrollment Fuerst shared on behalf of Dean of Students Hannon that the Campus Climate Committee continues to meet regularly, with an expanded scope to address issues affecting students, faculty, and staff. He noted the recent Student Memorial Service, recognizing its importance for the campus community in coming together to reflect and honor students, as well as ongoing efforts to strengthen student support systems, including identifying gaps in mental health and well-being resources. He also highlighted continued collaboration with local communities to address off-campus student behavior, spring programming designed to provide safe and engaging student activities, and ongoing management of student demonstrations in alignment with university policies.

5. Sense of Belonging and Student Outcomes:
   Liza Boritz, Director of Planning, Assessment, and Evaluation

   Director Boritz presented on the role of student belonging as a key indicator of student success, persistence, and well-being. Drawing on institutional data and national research, she highlighted the relationship between students' sense of connection, inclusion, and mattering and their engagement, academic outcomes, and retention. The presentation emphasized the importance of measuring belonging to inform equity-minded, data-driven decision-making aimed at improving student success.

6. University Senate Representative Report

   There was no University Senate Representative Report.

7. Other Business

   There was no Other Business.

8. Executive Session

   There was no Executive Session.

9. Adjournment

   On a motion by Trustee Whitney, seconded by Trustee Dennis-LaVigne, the Committee voted unanimously to adjourn. The meeting adjourned at 4:58 p.m.

Respectfully submitted,

Brianna Zecchini
Secretary to the Committee

POWERPOINT PRESENTATIONS
(PRESENTED AT THE MEETING)

Student Resiliency and Intervention Working Groups Report
Cyndi Costanzo, Associate Vice President for Student Life
Jeff Gagnon, Executive Strategist for Student Life and Enrollment

New Undergraduate Enrollment & Housing Update Fall 2026
Nathan Fuerst, Vice President for Student Life and Enrollment

Graduate Student Highlights
Fabio Saccomanno, Graduate Student Trustee

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Student Life and Enrollment

Student Resiliency and Intervention Working Groups Report

Cyndi Costanzo
Associate Vice President for Student Life

Jeff Gagnon
Executive Strategist for Student Life and Enrollment



University Strategic Plan: Envisioning 2034

Strategic Goals



Promoting Holistic Student Success



Expanding Research Impact



Powering a Thriving Connecticut

Areas of Focus

Student Success Journey	Excellence in Research, Innovation, and Engagement	Wellness of People and Planet
Seven World-Class Campuses, One Flagship University	Husky Pride and Resilience	A Stronger, More Inclusive University

Goal and Working Groups

Aligning with our strategic plan, how can the university work to achieve the following:

Working Group 1: Identifying Students at Risk through Data

- Using data across systems across the enterprise, proactively identify students who may be struggling, and ensure intervention

Working Group 2: Resiliency Framework

- Beginning with onboarding, identify and improve methods of strengthening levels of competency in the realm of student resiliency

Ultimate Goal: Improve Mental Health & Emotional Resilience

Working Group Membership

Working Group #1

- **Maureen Armstrong**, Associate Dean of Students & Director
- **Kimberly Beardsley-Carr**, Director, Community Standards
- **Karen Bresciano**, Assistant Dean of The Graduate School Graduate Student and Postdoctoral Affairs
- **Amy Crim**, Director, Residential Living and Education
- **Jeff Gagnon**, Executive Strategist for Student Life and Enrollment
- **Brett Paulson**, Director, Enterprise Applications, ITS
- **Joel Salisbury**, Director, Institutional Innovation
- **Daniel Schwartz**, Vice Provost for Academic Operations
- **Len Sousa**, Director, IT Student Life & Enrollment
- **Kristina Stevens**, Director of Mental Health

Working Group #2

- **Liza Boritz**, Director of Planning, Assessment, and Evaluation
- **Cynthia Costanzo**, Associate Vice President for Student Life
- **Fany Hannon**, Dean of Students
- **Karen McComb**, Director of Health Promotion
- **David Ouimette**, Senior Executive Director, Institute for Student Success
- **Erin Provistalis**, Director, New Student Programs
- **Tadarrayl Starke**, Vice Provost for Student Success

Working Group #1
Identifying Students Who May Be Disengaging

Early Signal

Changes in student engagement *(dining and recreation swipe patterns)* may suggest early changes in student wellbeing.

University Response

Front-line professional resources may be utilized to provide direct intervention.

Student Impact

Earlier outreach helps address concerns before they become crises.

Working Group #1
Patterns of Concern

Survey Data

60-second responses

Personal Wellbeing

Decreased engagement, roommate conflicts

Academic Alerts

Warnings and probation

Engineered Data

Patterns reviewed together

Care & Concern Outreach

Staff review patterns across multiple indicators to identify students who may benefit from personalized outreach

Working Group #1
Patterns of Engagement

Physical

Recreation Center Swipes, Club Sports, and Student Athletes

Recreation

Campus Clubs and Activities, Recreation Sports

Community Activity

Campus and ResLife Event Attendance

Engineered Data

Patterns reviewed together

Residential Living and Education

Staff review patterns across multiple indicators to identify students who may benefit from personalized outreach.

Working Group #1
Next Steps

- Building proxy variables for:
  - Overall engagement
  - Patterns of concern
  - Disengagement
- Designing thresholds that trigger outreach
- Connect to the existing referral process
- Measuring effectiveness and refining the process

Working Group #2
Resiliency Framework: UConn Undergraduates

The framework defines five foundational domains of resilience and pairs each one with practical ways to assess student growth and outcomes.

Academic Resilience
Students' ability to anticipate, navigate, and recover from academic challenges.

- **Persistence and Retention:** Rates tracked from first semester through degree completion, disaggregated by first-generation status, Pell eligibility, and major.
- **Early Alert Engagement:** Flagged students who connect with tutoring, advising, or academic support services.

Mental Health, Emotional, and Health Resilience
Students' ability to recognize, manage, and recover from psychological and emotional stressors.

- **Service Utilization:** Use of counseling and mental health services, including wait times and follow-through after first contact.
- **Wellbeing:** Self-reported wellbeing scores from campus climate or NCHA surveys, tracked over time.

Social, Cultural, and Belonging Resilience
Students' ability to connect, belong, and thrive within the campus community.

- **Belonging:** Campus belonging and mattering scores from validated surveys.
- **Engagement:** Participation in student organizations, cultural centers, affinity groups, peer mentoring, and leadership roles, disaggregated by student identity.

Working Group #2

Resiliency Framework: UConn Undergraduates (Continued)

The framework defines five foundational domains of resilience and pairs each one with practical ways to assess student growth and outcomes.

Financial and Basic Needs Resilience
Students' ability to manage financial challenges and basic needs without disrupting their academic progress.

- **Basic Needs Utilization:** Use of emergency funds, food pantries, resource hubs, and housing assistance, tracked over time and compared with academic outcomes.
- **Basic Needs Assessment:** Food and housing insecurity measured through enrollment or key checkpoint surveys (e.g., Hope Center #RealCollege Survey).

Career, Identity, and Life Design Resilience
Students' ability to develop purpose, adapt to change, and prepare for life after graduation.

- **Career Readiness:** Self-assessed competencies aligned with recognized frameworks.
- **Purpose and Confidence:** Self-reported clarity of purpose and post-graduation confidence, measured through senior surveys.

Working Group #2

Goals for Resiliency Education

Enhanced belonging and value

Enhanced ability to increase capacity through challenge

Enhanced accountability

Enhanced college resilience

The Five C's

Competence

Confidence

Connection

Character

Coping

Practical Next Steps

Define/Identify skills needed over the 4-year period

Expand FYE to teach first level of course

Freshman interest groups

Expand investment from Campus Housing

Teach students how to deal with the 'no' and assist to move the student forward

Status - Means Restriction

Environmental Modifications

- *Signage plan*:
  - Storrs: "*There is hope, There is help.*" installations in the North and South garages
  - Storrs: Additional signage in the North Garage
  - Waterbury: Main building and rectory
  - Avery Point: Along the waterfront
- *Partnership outcomes*: Signs were purchased through a grant awarded to SHaW, and Facilities managed the installation.

Crisis Support: Resources are easily accessible through the QR code included on all University One Cards. More than 800 calls are answered annually.

Community Commitments: Individual departments complete and track incident reports for their respective areas.



Progress Update on Means Restriction

As of August 2026:

- Sign installation completed at Storrs and Avery Point; Waterbury installation pending.
- Fencing installed in the South Garage and underway in the North Garage.
- Workgroup reconvened.
- Environmental scans completed at five campuses.
- UCPD website enhanced to make it easier to locate drug collection boxes across the state.
- Campus housing website updated to increase awareness of and access to lockboxes.

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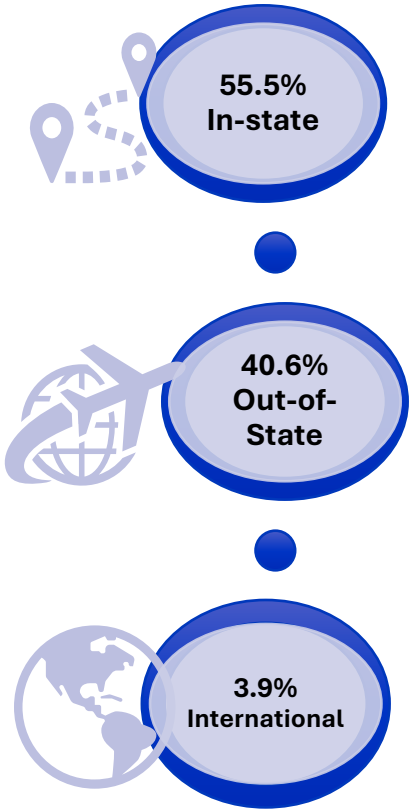
Preliminary

New Undergraduate Enrollment & Housing Update

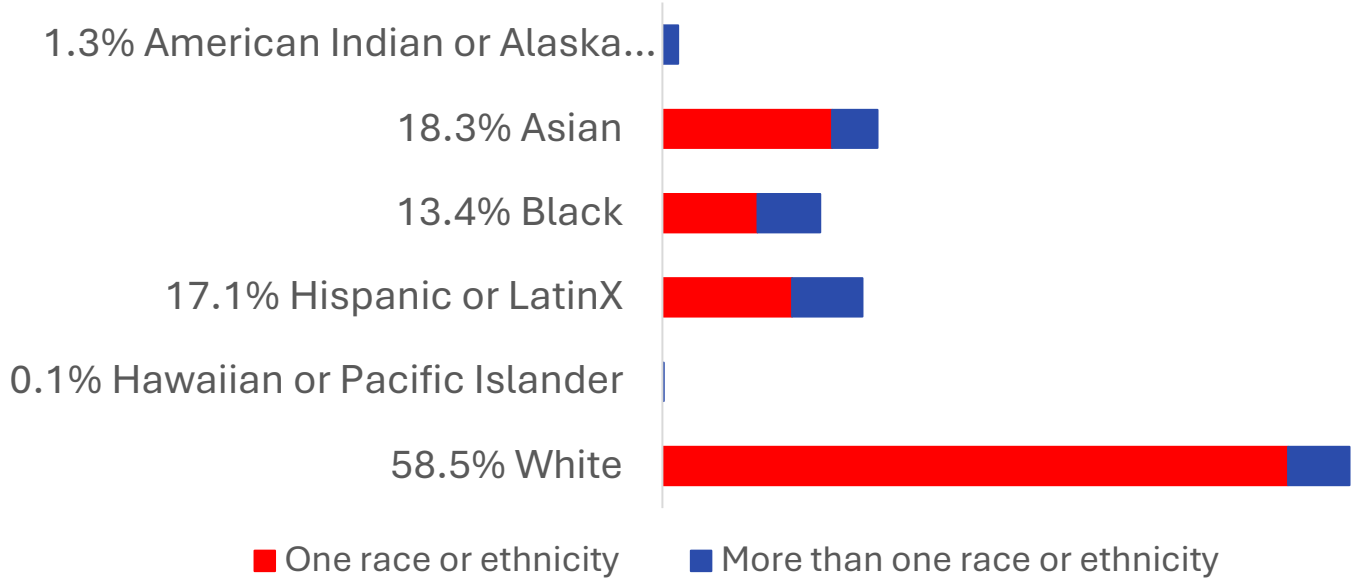
Fall 2026

September 9, 2026

Fall 2026 Highlights
Storrs First Year



48.9% of First Year Students are Ethnic & Racial Minorities



Individual percentages add to greater than 48.9%, because a growing number of students identify with multiple races or ethnicities.

4,456 First-Year Students

512 Honors Students

27.8% First Generation

1,177 Federal Pell Recipients

30 ACT

1329 SAT

Storrs First Year Schools & Colleges

By School and College	Fall 2025 Actual	Fall 2026 Target	Fall 2026 Actual
ACES	584	525	**402**
CAHNR	389	375	**421**
Business	625	600	**822**
CLAS	1,625	1,600	**1,505**
Engineering Business	28	25	**21**
Engineering	862	825	**783**
Fine Arts	164	150	**116**
Nursing	227	250	**275**
Pharmacy	102	100	**80**
RHAG	57	50	**31**
Grand Total	**4,663**	**4,500**	**4,456**

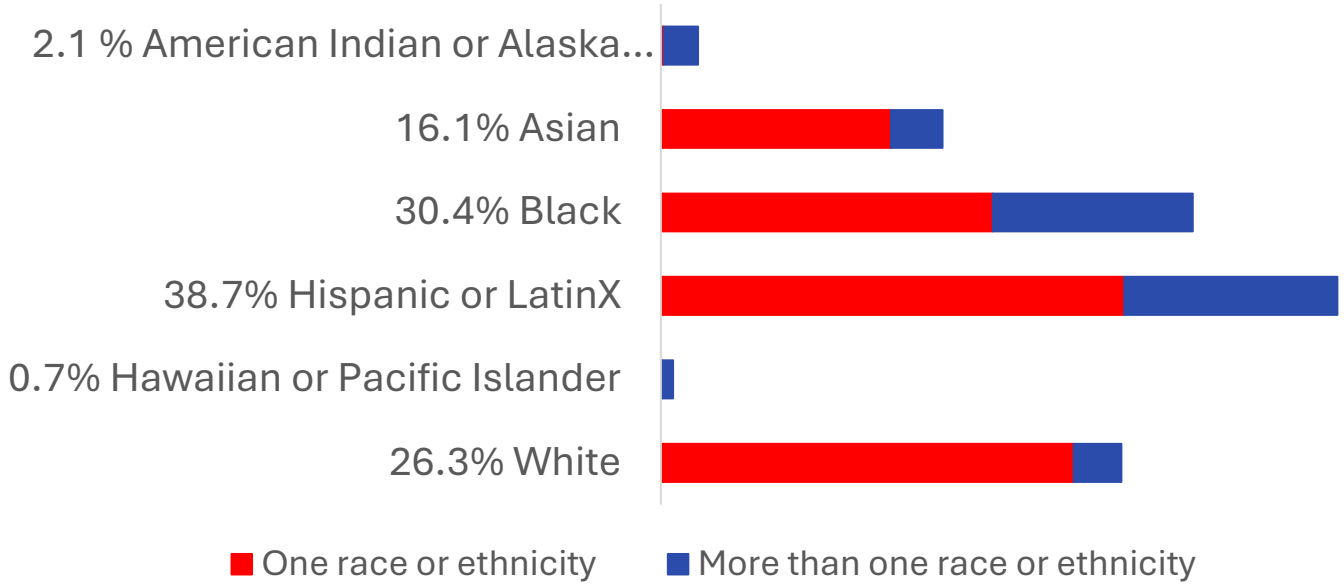
Fall 2026 Highlights
Regional First Year

76.6%
In-State

17.2%
Out-of-State

6.2%
International

76.1% of First Year Students are Ethnic & Racial Minorities



Individual percentages add to greater than 76.1%, because a growing number of students identify with multiple races or ethnicities.

1,966* First-Year Students

19 Hartford Honors Students

32 Stamford Honors Students

59% First Generation

1,191 Federal Pell Recipients

1089 SAT

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Preliminary Data *Includes Storrs Spring Admit program students

Regional First Year by Campus

Excludes Storrs Spring Admits

	Fall 2025 Actual	Fall 2026 Target	Fall 2026 Actual
Avery Point	148	150	**148**
Hartford	443	535	**563**
Stamford	937	1,000	**880**
Waterbury	212	230	**241**
TOTAL	**1,740**	**1,915**	**1,832**

Storrs Spring Admission Cohort

	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Avery Point	14	6	19	0
Hartford	54	50	30	74
Stamford	35	41	25	13
Waterbury	11	22	17	47
TOTAL	**114**	**119**	**91**	134

Fall 2026 Highlights
Transfer Students: 915



744

Storrs



171

Regional Campuses



240

From other Colleges & Universities



80%

Connecticut Residents



20%

Nonresidents



334

Pell Grant Recipients

New Transfers Enrollment

	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Storrs	703	619	754	753	**744**
Avery Point	22	26	29	22	**26**
Hartford	59	55	52	47	**32**
Stamford	105	117	97	110	**91**
Waterbury	37	26	17	29	**22**
Total	**926**	**843**	**949**	**961**	**915**

New Student Financial Aid Highlights

	Fall 2023	Fall 2024	Fall 2025	Fall 2026	+/- F23-F26
New First Years receiving Federal Pell Grant	1,851	2,242	2,410	**2,368**	**+27.9%**
New First Years receiving some form of financial aid (loans, grants, scholarships, etc.)	5,232	5,629	5,887	**5,908**	**+12.9%**
New Transfers receiving Federal Pell Grant	303	303	351	**334**	**+10.2%**
New Transfers receiving some form of financial aid (loans, grants, scholarships, etc.)	642	721	742	**750**	**+16.8%**

Fall 2026 New Enrollment Summary

	Fall 2025 Actual	Fall 2026 Target	Fall 2026 Actual
Storrs First Year	4,663	4,500	**4,456**
Storrs Transfers	753	750	**744**
Regional First Year	1,740	1,915	**1,832**
Storrs Spring Admission	91	85	**134**
Regional Transfers	208	200	**171**
Total New Students	**7,455**	**7,450**	**7,337**

Total Undergraduate Enrollment Degree Seeking Only

	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Storrs	18,768	19,147	19,835	20,727	**21,071***
Avery Point	480	464	454	453	**425***
Hartford	1,500	1,473	1,525	1,307	**1,342***
Stamford	2,246	2,177	2,432	2,598	**2,480***
Waterbury	751	746	733	681	**721***
Total	**23,745**	**24,007**	**24,979**	**25,766**	**26,039***

* Projections; Preliminary Data

Housing Trends

HOUSED	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Hartford	—	—	—	—	40	198
Stamford	435	452	460	642	764	792
Storrs	10,792	11,961	12,206	13,248	13,311	13,465
TOTAL	**11,227**	**12,413**	**12,666**	**13,890**	**14,113**	**14,455**

WAITLIST	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Hartford	1	41	0	4	0	56
Stamford	106	28	112	0	19	0
Storrs	14	242	169	15	0	0
Total	**121**	**311**	**281**	**19**	**19**	**56**

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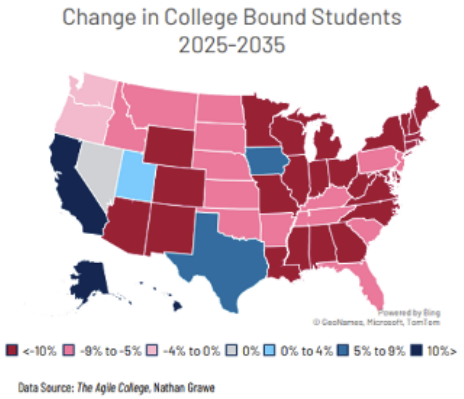
Student Life and Enrollment

Strategic Enrollment Management (SEM) Plan Update

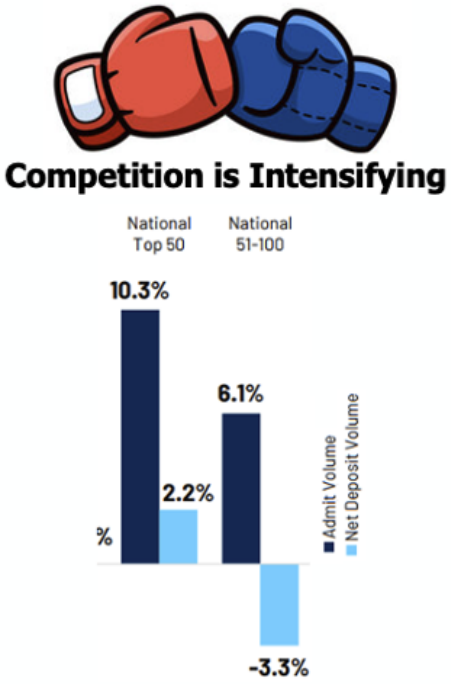
Board of Trustees - Student Life Committee

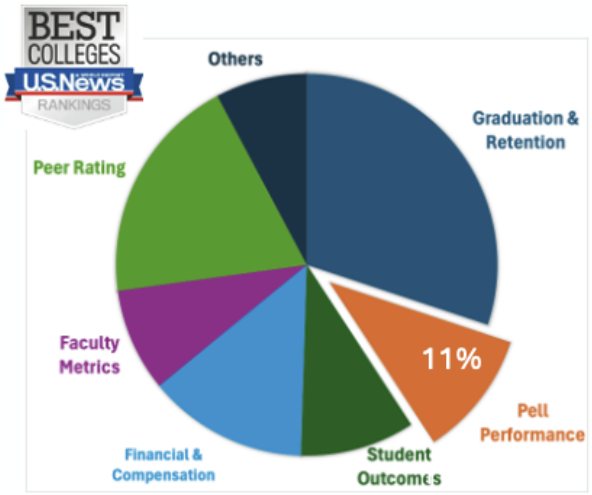
September 9, 2026

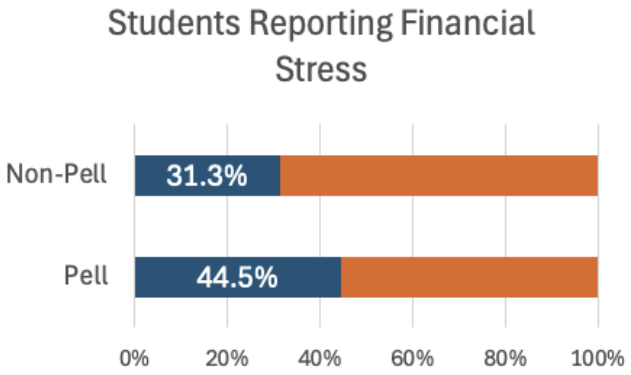
SEM Plan Situational Analysis

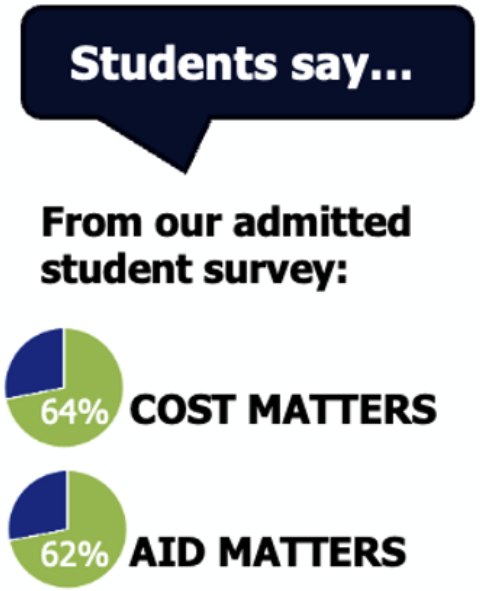












From Plan to Implementation

PLAN DEVELOPMENT | DECEMBER 2024 – NOVEMBER 2025

DEC 2024
SEM planning framework introduced to the Board of Trustees

JAN 2025
Core concepts workshops with AACRAO Consulting

FEB 2025
Framework presented to the BOT Financial Affairs Committee

SPRING 2025
Goals, strategies, and tactics drafted with campus partners

SUMMER 2025
Situational analysis and planning principles published

FALL 2025
Six-goal SEM Plan released for University review

IMPLEMENTATION | DECEMBER 2025 – PRESENT

DEC 2025
Project manager appointed; implementation structure designed

WINTER 2026
Phase 1 priorities identified, costed, and sequenced

APR 2026
Investment priorities and decision points presented to leadership

SUMMER 2026
State of Connecticut funds Phase 1; work begins

SUMMER 2026
Nexus rebuild selected over a third-party platform

AUG 2026
Action Groups seated and meeting; plan language updated

SEM Plan Summary | Goals 1–3

GOAL ONE

Improve First-to-Second Year Retention

Primary metric: First-to-second year retention

Strategies: 8

Tactics: 25

Investment opportunities: $4.5M

GOAL TWO

Increase Undergraduate Graduation Rates

Primary metrics: Year-to-year retention; six-year graduation rate

Strategies: 4

Tactics: 13

Investment opportunities: $2.7M

GOAL THREE

Strategically Grow Undergraduate Enrollment

Primary metric: Enrollment targets

Strategies: 5

Tactics: 9

Investment opportunities: $1.4M

SEM Plan Summary | Goals 4–6

GOAL FOUR

Strengthen Workforce and Post-Graduate Outcomes

Primary metric: First destination outcomes

Strategies: 3

Tactics: 15

Investment opportunities: $480K

GOAL FIVE

Establish and Improve Graduate Student Success Outcomes

Primary metrics: In development

Strategies: 4

Tactics: In development

Investment opportunities: In development

GOAL SIX

Manage Graduate Enrollment Through Capacity-Aligned Growth

Primary metrics: In development

Strategies: 4

Tactics: In development

Investment opportunities: In development

Where We Stand Today

FUNDED

Phase 1 Investments

The State of Connecticut and University administration has funded the full Phase 1 package — $118,000 in startup costs and $1,961,000 annually. All three priority areas are in implementation.

DECIDED

Student Success System

UConn will rebuild Nexus internally rather than contract with a third-party developer, keeping the platform, its integrations, and its roadmap under University control.

ORGANIZED

Governance Structure

Five Action Groups are seated and meeting, reporting to the SEM Steering Committee under a defined charge, cadence, and cross-campus membership.

Phase 2 scoping will be built from Action Group year-one roadmaps and early Phase 1 indicators, not from the original plan estimates alone.

Phase 1 Investments — FY27

Investment	Startup	Annual	Status
Goals 1 & 2: Student Success Technology and system adoption — Nexus rebuild	*$30,000* *Initial Estimate*	*$540,000* *Initial Estimate*	Funded — build underway
Goals 1 & 3: Financial Security Scholarship optimization	$88,000	$365,000	Funded — in implementation
Goal 3: Enrollment Growth Undergraduate admissions optimization	—	$1,056,000	Funded — in implementation
Total	**$118,000**	**$1,961,000**	**State of Connecticut appropriation and administrative investment**

Phase 2 Investments | Looking Ahead

Goal Area	Scope	Annual Cost
Goals 1 & 2	Advising and success coach staffing; university-wide belonging framework	Up to $5,000,000
Goal 3	Lead management platform replacement; student marketing; online program development	In development
Goal 4	Work Plus expansion	$480,000
Goals 5 & 6	Graduate success metrics and capacity-aligned enrollment planning	In development

Phase 2 will not be brought forward as a single ask. Each element will be scoped through the relevant Action Group, sequenced against Phase 1 delivery, and tested against early retention and enrollment indicators before it is proposed.

Goal 3 | Adult Learner Opportunity

- **Strategy 3.D | Tactic:** Expand online course offerings to increase access to education and degree progress.
- An institutional-level decision is needed on the commitment to and scope of online offerings. This is the one Phase 1 question that sits above the SEM structure: it requires a University position, not an Action Group recommendation.
- An earlier pilot proposal outlines a small number of offerings at an estimated $240,000–$325,000 per year. That estimate was developed by staff no longer at UConn and requires review before it can be relied upon.
- Online offerings open access to adult learners with some credits and no degree — a population UConn does not currently serve at scale, and one that grows in importance as the number of Connecticut high school graduates declines.
- Online expansion also can benefit expansion of programs available to be completed across all campuses, and can build capacity for the university to scale curricular offerings.

What Comes Next

Through December 2026 | Action Groups deliver year-one roadmaps

Each group identifies gaps, opportunities, and policy barriers within its charge, and names the units accountable for the work.

Ongoing | Phase 1 moves from funding to delivery

The Nexus rebuild, scholarship centralization, and admissions expansion enter execution, with progress reported to the Steering Committee each quarter.

Spring 2027 | Phase 2 case developed

The Phase 2 investment case is built from Action Group roadmaps and the first indicators from Phase 1, rather than from the original plan estimates alone.

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GRADUATE STUDENT HIGHLIGHTS

- Fabio Saccomanno, Graduate Trustee
- Student Life Committee 09/09/2026
- UConn Board of Trustees

HIGHLIGHTS FROM THE SCHOOL OF LAW

- Asylum and Human Rights Clinic recognized with the 2026 American Immigration Lawyers Association (AILA) Chapter Pro Bono Champions Award
  - Clinic first established in 2002 and represents clients who have fled persecution and/or torture in their home countries who are seeking refuge in the United States
  - Awarded by CT chapter of AILA
  - Asylum and Human Rights Clinic students have successfully handled nearly 180 asylum cases to completion—over 93% of clients obtained asylum or other relief from removal

HIGHLIGHTS FROM UCONN HEALTH

- Medical and Dental classes of 2030 were welcomed to campus on August 10
  - Medical class is the largest class in the history of School of Medicine (117 students)
  - Dental class welcomed 52 students from the largest volume of applicants in the history of the School of Dental Medicine

HIGHLIGHTS FROM THE SCHOOL OF PHARMACY

- May 2026 graduate Aleena Thomas was selected as one of the top 10 recipients nationwide of the United States Public Health Service Excellence in Public Health Pharmacy Award
- Two Pharmaceutical Sciences PhD students were selected for prestigious fellowships with Pfizer:
  - Michael Samulevich is researching a protein called TNIP1 which regulates inflammatory responses within the skin
  - Gregory Riley III is investigating the role of estrogen and estrogen receptor-alpha in inflammatory activation and function of alveolar macrophages (alveolar macrophages are immune cells found in the lungs)
- Michael LeHane is the first School of Pharmacy and Pharmaceutical Sciences student in over 20 years to receive the Ruth L. Kirschstein National Research Service Award from the National Institutes of Health
  - Michael is researching the use of hydroxynorketamine, a ketamine metabolite, in reducing opioid withdrawal