

**THE UNIVERSITY OF CONNECTICUT BOARD OF TRUSTEES
MINUTES OF THE STUDENT LIFE COMMITTEE
UNIVERSITY OF CONNECTICUT, STORRS CAMPUS
February 24, 2016**

In Attendance:

Trustee Shari Cantor
Trustee Jeremy Jelliffe
Trustee David Rifkin
Trustee Andrea Dennis-LaVigne
Michael Gilbert, Vice President for Student Affairs
Angela Rola, Senate Observer

Others in Attendance:

Rachel Conboy, President, USG
Adam Kuegler, Vice President, USG
Victoria Blodgett, Assistant Dean, Graduate School
Elly Daugherty, Associate Vice President for Student Affairs and Dean of Students
Donna Korb, Assistant Vice President for Student Affairs and Director, Center for Students with Disabilities
Kimberly McKeown, Assistant Director, Center for Students with Disabilities
Christine Wilson, Assistant Vice President for Student Affairs and Director, Student Activities
Janice Canniff, Office Specialist, Office of the Vice President for Student Affairs

Call to Order:

Trustee Cantor called the meeting of the Student Life Committee to order at 12:30 p.m.

Review and Approval of Minutes:

The Committee voted unanimously to approve the minutes of the meeting of December 16, 2015.

Chairwoman's Report:

- Minimal student employment opportunities on campus – should we have a conversation about this?
- DOT – very pleased with the safe travel opportunity between UConn campuses.
- State budget continues to be a concern. If students have an opportunity to testify, they should do so.

Student Trustees Report:

Trustee Rifkin and Trustee Jelliffe reported that they have been approached by students expressing interest in the political debates. Students have also expressed concern about heroin use in Connecticut and nationally, especially in light of the recent student death from a heroin overdose. How is the campus addressing this? Students are also concerned about budget deficits. There are elections coming up for Student Trustee positions. Voting will take place March 2-4, 2016.

Center for Students with Disabilities

Donna Korb, Assistant Vice President for Student Affairs and Director of the Center for Students with Disabilities, led a discussion on the services that are provided by the Center for Students with Disabilities (attached). Donna and Kimberly McKeown, Assistant Director of the Center for Students with

Disabilities, highlighted the growing number of students served by the Center for Students with Disabilities, and answered questions regarding their programs. The Beyond Access programs are fee-based and have generated revenue to hire two new staff members. Michael Gilbert and Donna Korbel are working together to justify hiring two additional staff members.

USG Constitution:

USG President Rachel Conboy gave a brief history of the USG Constitution; currently there are 10 ex-officio senate seats. The ex-officio senate members have full speaking rights but cannot vote. The reason they cannot vote is because they are not elected, they are appointed by the USG President and approved by Senate. USG is currently in conversations regarding the constitution and whether the ex-officio members should be allowed to vote. Vice Chair Cantor suggested the Chief Diversity Officer, when hired, may be able to help with this and provide advice. USG will further discuss the role of the constituencies within the cultural centers.

WHUS Constitution Update:

Tabled for a future meeting.

Vice President for Student Affairs Report:

Vice President Gilbert reported that, in addition to the new positions being sought in the Center for Students with Disabilities, he is also seeking to increase staffing the Counseling & Mental Health Services, as well as new Hall Directors for the new residential housing and more staff for Dining Services.

Vice President Gilbert also gave an update on the search for the new Director of Student Health Services. The position was posted on January 11, 2016. The search firm being utilized is Keeling & Associates. There is a strong pool of candidates at this time. There will be airport interviews in March and the search committee will bring the finalists to campus in April. This position is more attractive to candidates because the person in this position will be involved in the design and construction of the new student health facility. Counseling and Mental Health Services and Wellness and Prevention Services will also be in the new facility.

Other Business:

None

Adjournment:

The meeting of the Student Life Committee was ADJOURNED at 2:12 p.m.

Respectfully,



Janice Canniff

Office Specialist, Office of the Vice President for Student Affairs

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CENTER FOR STUDENTS WITH DISABILITIES

Donna Korbel
Assistant Vice President for Student Affairs
Director, Center for Students with Disabilities

Kim McKeown
Project Manager, Center for Students with Disabilities



CSD's Mission & Philosophy

Through the integration of teaching, research, and service, it is the mission of the University of Connecticut to provide an outstanding educational experience for each student. The mission of the Center for Students with Disabilities (CSD) is to enhance this experience for students with disabilities. Our goal is to ensure a comprehensively accessible University experience where individuals with disabilities have the same access to programs, opportunities and activities as all others. The Center is also committed to promoting access and awareness as a resource to all members of the community.

While complying with the letter of the law, the CSD also embraces its spirit by providing services to all students with permanent or temporary injuries and conditions to ensure that all University programs and activities are accessible. The Center can assist students to maximize their potential while helping them develop and maintain independence. Our philosophy is one that promotes self-awareness, self-determination, and self-advocacy in a comprehensively accessible environment.



Center for Students with Disabilities

- The Center for Students with Disabilities (CSD) provides accommodations and services to qualified students with both permanent and temporary conditions.
- Requests for accommodations are reviewed on an individualized, case-by-case basis in order to determine reasonable and appropriate accommodations based on the functional limitations of the condition(s).
- In addition to the main campus at Storrs, accommodations and services are also provided to students at the five regional campuses and the School of Social Work (all coordinated and funded by the CSD in Storrs).



Federal Mandates

- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
- Americans with Disabilities Act Amendments Act of 2008 (ADAAA),
- Students with disabilities cannot bear the costs of accommodations.
- It is the University's responsibility to provide reasonable accommodations in order to afford students an equal opportunity to participate in the institution's programs, activities and services.



National Trends

- According to the latest data available from the National Center for Education Statistics (NCES, 2015), 11 percent of students enrolled in postsecondary education are students with disabilities.
- The 2008 reauthorization of the Americans with Disabilities Act, the Higher Education Opportunity Act of 2008 (HEOA) and the Post-9/11 Veterans Educational Assistance Act of 2008 all have the potential to further increase these numbers (Burke, Friedl and Rigler, 2010).

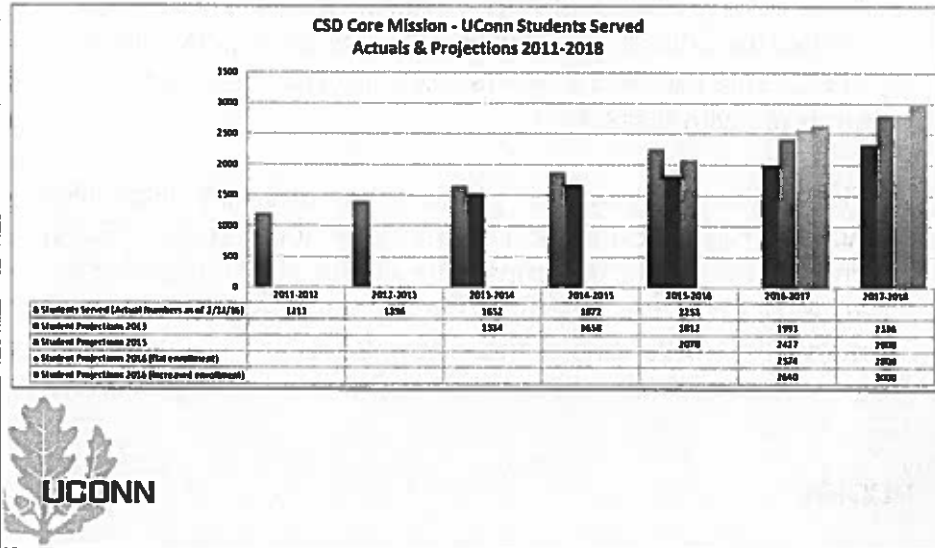


UConn's Trends

- Over the past five years, the Center has seen an increase in the number of students with disabilities who request accommodations.
- In addition to the increasing numbers of students, the complexities of disabilities, including students with multiple chronic health conditions and severe psychiatric disorders, often necessitate considerable service coordination in addition to facilitating complex accommodations.



Students Served by CSD



Students Served by Disability

Category Breakdown	Fall 2014	Fall 2015
Attention Deficit Hyperactivity Disorder (ADHD)	470	527
Autism Spectrum Disorders	66	80
Chronic Health Conditions	498	1002
Deaf or Hard of Hearing	41	40
Learning & Cognitive Disabilities	307	485
Neurological Disabilities	182	272
Physical Disabilities	115	189
Psychiatric Disabilities	540	1225
Visual Disabilities	36	55

Students may be counted in multiple categories



Impact of Increase in Students Served by CSD

New student referrals:

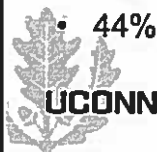
- Summer of 2014: 207 new student referrals;
- Summer of 2015: 417 new student referrals;
 - 101% increase over the previous year.
- CSD expects an increase of almost 800 students within the next 2 years.



Impact of Increase in Students Served by CSD

Student contacts and time:

- Fall 2014 semester (8/25/14-9/5/15):
 - 2121 contacts with students = 447 hours of contact time;
- First 2 weeks of the Fall 2015 semester (8/21/15-9/11/15):
 - 4624 contacts with students = 680 hours of contact time;
- 118% increase in the number of contacts, and
- 44% increase in contact time in just 1 year.



Impact of Increase in Students Served by CSD

Accommodations approved and coordinated:

- Fall 2014 semester, 3095 accommodations were approved;
- Fall 2015 semester, 5117 accommodations were approved;
 - 65% increase in approved accommodations in just 1 year.



Accommodations and Services

Accommodations and services may include:

- Academic adjustments, such as exam accommodations,
- Auxiliary aids and services which include sign language interpreters, note taking assistance, assistive listening systems,
- Alternate media for printed materials and computer-assisted real time translation (CART) or other captioning.



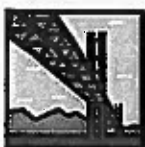


BEYOND ACCESS

Work Smarter, Not Harder.

Providing students the opportunity to work smarter, not harder in a competitive academic environment while also preparing for life beyond college.

- Individualized program designed to meet the needs of each student.
- Students work one-on-one with a trained Strategy Instructor.
- Program may include:
 - Academic Strategies
 - Learning Technologies
 - Social Skills Activities
 - Major Selection/Career Building Activities



BEYOND ACCESS

Work Smarter, Not Harder.

GOALS:

- To help students identify areas of strengths and challenges in both their academic and personal life.
- To increase awareness of strategies, skills, and technologies for application in and out of the classroom.
- To create a positive learning environment through active networking and communication amongst students, staff, faculty and parents and family members.
- To help students build the self-determination needed to advocate for themselves on campus.





Husky GPS

Husky Getting Prepared for Success

A 3-week blended summer program specifically designed for incoming first-year or transfer students at UConn. Husky GPS prepares students for a smooth transition into UConn by providing them with information on available campus resources, study and organizational skills, and commonly used technologies.

GOALS:

- Increase awareness of disability services and campus resources in order to make a smooth transition into UConn.
- Become proficient and comfortable with UConn classroom technologies.
- Become independent, engaged and active learners by developing college readiness skills.
- Develop awareness of campus life and how to be an active member of the community.



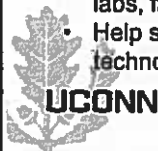
Empowering Students

Through Access to Technology

Provides students the opportunity to access learning technologies that aim to enhance overall success and independence. Students can stop by to meet with our CSDTech Team to explore a variety of software programs, apps, and other resources that can help build academic and life skills.

GOALS:

- Provide students a platform to explore educational technologies.
- Support students in finding technological tools to meet their individual needs and learning styles.
- Increase students engagement in the classroom by providing them with the tools they need to actively participate in a dynamic learning community that includes lectures, discussions, multi-media presentations, labs, field studies, and other pedagogical methods.
- Help students build self-confidence, autonomy and skills when using technology-related tools.

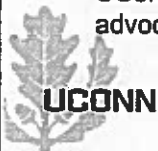




REACHing Peers

A three-fold peer mentoring program that consists of:

- Opportunities for prospective students to connect with current UConn CSD students,
- Mentor-Mentee relationships amongst current UConn students registered with the Center for Students with Disabilities, and
- Linking current UConn students with a network of CSD alumni for career preparation CSD REACHing Peers strives to create a network of peers to aid in the transition to UConn, provide students with a greater sense of support and community in their journey at UConn, and promote empowerment, engagement, and self-advocacy through peers supporting peers.



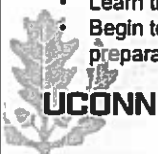
July 17-22, 2016 @ UConn in Storrs, CT

University - College
Preparation
Rights & Responsibilities
Empowerment
Planning

UC Prep is a 6-day summer residential program for rising high school juniors and seniors, and recent graduates with disabilities who are planning to attend college. Participants will be involved in numerous academic and personal skill building activities and will gain valuable experience living, learning and socializing on the UConn campus in Storrs, CT.

GOALS:

- Acquire a broader knowledge of college life, expectations and responsibilities.
- Gain a better understanding of your academic and personal strengths and needs.
- Understand your rights and responsibilities as a college student with a disability.
- Learn the skills to become an effective self-advocate.
- Begin to create an individualized college transition plan that will assist with planning, preparation and adjustment.

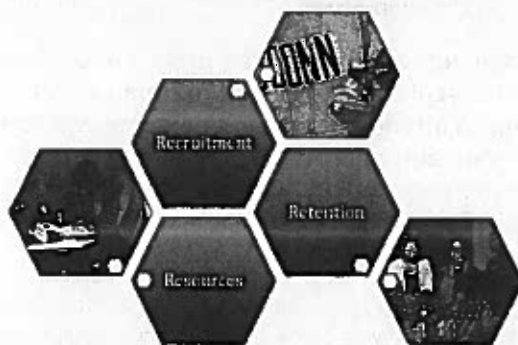


Revenue

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Beginning Balance	\$1,977,721	\$1,769,867	\$1,884,374	\$1,467,421	\$1,331,115
Revenue	\$99,950.00	\$145,151.00	\$179,842.90	\$142,094.90	\$109,265.00
Fund Addition (Testing Center Pilot)				\$5,839.32	
Expenses					
Funded Positions	\$23,664.00	\$185,797.0	\$215,985.22	\$198,782.99	\$148,300.37
Associated Costs	\$(6,180.05)	\$(5,213.73)	\$(2,339.61)	\$(6,433.49)	\$(983.81)
Expenses Subtotal	\$17,483.95	\$180,583.27	\$218,324.63	\$205,216.48	\$149,287.47
OVERALL	\$142,099.67	\$126,857.18	\$94,829.41	\$42,891.55	\$102,669.12



CSD Strategic Plan STEM Gen3R



The Center for Students with Disabilities has launched a capacity-building multifaceted initiative, STEM Gen3R, to recruit and retain students with disabilities in STEM programs in partnership with the University and State of Connecticut as part of the Next Generation Connecticut plan.



CSD Strategic Initiatives

Recruitment

Goal: to promote the STEM Gen3R initiative by collaborative efforts throughout the State that emphasize early exposure and educational preparation for students with disabilities to pursue STEM undergraduate programs;

- HuskyGPS and UCPrep programs expansion
- State-Wide Transition programing
- Underrepresented Populations outreach

Retention

Goal: to strengthen the capacity of the Center for Students with Disabilities to broaden participation and retain UConn students with disabilities in STEM programs;

- CSD REACHing Peers program establishment
- Beyond Access program and Assistive Technology services expansion
- CSD Student Advisory Committee establishment

Resources

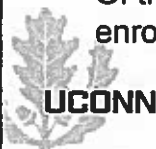
Goal: to accrue resources necessary to support students, faculty, and staff engaged in recruitment and retention efforts.

- Faculty, Staff and Student Groups presentation series development
- OSCARS expansion
- Space Resource reallocation



Next Gen CT

- The number of students CSD serves has increased significantly year after year, for the past 5 years, with a minimal increase in overall student enrollment.
- If UConn does increase student enrollment by 6580 students within the next 10 years due to the Next Generation Connecticut initiative. This will increase the number of students registered with CSD to an estimated 3674.
- Of the students currently registered with CSD, 35% are enrolled in a STEM field of study.



Students with Autism Spectrum Disorder

- Due to the Next Generation Connecticut initiative, UConn can expect to enroll a higher percentage of students with Autism Spectrum Disorder (ASD).
- Nationally, 34% of students with ASD enrolled in postsecondary education select a major in a STEM subject, compared to 23% of students in the general higher education population (Wei et. al., 2013).
- The literature suggests that institutions of higher education across the nation will see an increase year after year for the next five years (2013-2018) in the number of qualified students with ASD applying to and enrolling in college (CDC, 2012; Croen et al., 2002; Baron-Cohen, 2006).



Implications

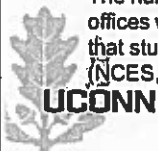
- Industry practice recommends between 200-250 students per disability service provider (AHEAD, 2009).
- At the present time, CSD averages 400 students per disability service provider.
- The Center for Students with Disabilities has proposed a capacity-building multifaceted initiative, STEM Gen3R , to recruit and retain students with disabilities in STEM programs in partnership with the University and State of Connecticut as part of the Next Generation Connecticut plan.



Aspirant Institutions

Institution	Undergraduate Enrollment	Undergraduates with Disabilities Served by DSO	Professional Staff within DSO
UConn	23,407	2,253	11
Ohio State University	51,759	1,864	25
University of Arizona	32,902	2,200	40
University of Georgia	27,548	3,030	26
University of Minnesota	30,500	3,355	68
University of Wisconsin	29,580	3,253	23

- These institutions were selected for comparison based upon the similar stature of the disability services offices.
- Average professional staff within disability services offices (DSO) at UConn's peer institutions is 36.
- The number of undergraduate students with disabilities served by disability services offices was provided by the institution or is based upon national data, which estimates that students with disabilities comprise 11% of the postsecondary student population (NCES, 2015).



CSD Organizational Chart

