

AGENDA
Special Telephone Meeting
ACADEMIC AFFAIRS COMMITTEE
Tuesday, June 23, 2020
8:30 a.m.

Meeting held by telephone.

Public call-in number:

(415) 655-0002 US Toll

Access Code: 629 930 823##

(Note that the meeting will be recorded.)

ATTACHMENT

- | | |
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| 1) Minutes of the Academic Affairs Committee Meeting of
May 20, 2020, as circulated | A |
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ATTACHMENT A

DRAFT MINUTES

TELEPHONE MEETING OF THE ACADEMIC AFFAIRS COMMITTEE

May 20, 2020

Committee Trustees: Dennis-LaVigne, Fang, Gouin, Lobo and Rubin

Additional Trustees: Bessette, Boxer, Cantor, Gandara, Pollard, Ritter, Toscano, and Tumu

University Senate: Bansal, Boyer, Chafouleas, Polifroni, and Van Heest

Staff: Croucher, Elliott, Fuerst, Gilbert, Rubin, and Volin

Committee Chairwoman Gouin convened the meeting at 9:00 a.m. via phone call.

No public comment was volunteered on any of the agenda items.

On a motion by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the minutes of the April 29, 2020, meeting were approved as circulated.

Interim Provost Elliott introduced a presentation by Nathan Fuerst, Vice President for Enrollment Planning & Management, on the topic of UConn moving to test-optional admissions.

Trustee Rubin called a motion to close the meeting, seconded by Trustee Fang. Chairwoman Gouin adjourned the meeting at 9:20 a.m.

Respectfully submitted,

Sarah K. Croucher
Committee Secretary

ATTACHMENT 1

**PROMOTION AND TENURE RECOMMENDATIONS
UNIVERSITY OF CONNECTICUT
PRESENTED TO THE BOARD OF TRUSTEES — June 24, 2020**

Effective July 27, 2020

Neag School of Education

TENURE AS PROFESSOR

Franklin Tuitt

Educational Leadership

Effective August 23, 2020

College of Agriculture, Health and Natural Resources

TENURE AS ASSOCIATE PROFESSOR

Caitlin Caspi

Allied Health Sciences

Neag School of Education

TENURE AS ASSOCIATE PROFESSOR

Saran Stewart

Educational Leadership

College of Liberal Arts and Sciences

TENURE AS PROFESSOR

Vicki Carstens

Linguistics

Sandy Grande

Political Science

PROMOTION TO PROFESSOR

Andrew Bush

Geosciences

School of Nursing

TENURE AS PROFESSOR

Wendy Henderson

School of Social Work

TENURE AS PROFESSOR

Joanne Corbin

ATTACHMENT 2

**University of Connecticut Department of Human Resources
Emeritus Retirees
June 24, 2020 Board of Trustees Meeting**

<u>NAME</u>	<u>TITLE</u>	<u>DEPARTMENT</u>	<u>SCHOOL/COLLEGE</u>	<u>RETIRED</u>	<u>HIRED</u>
David Benson	Professor	Molecular & Cell Biology Chemical	Liberal Arts & Sciences	06/01/2020	09/01/1980
Douglas Cooper	Professor	Chem & Biomolecular Engineering	Liberal Arts & Sciences	06/01/2020	09/01/1985
Robin Cote	Professor	Physics	Liberal Arts & Sciences	06/01/2020	08/23/1999
Eliane Dalmolin	Professor	Literature, Culture & Languages	Liberal Arts & Sciences	06/01/2020	09/01/1991
Larry Faustman	Professor	Animal Science	Agriculture, Health & Nat Res	06/01/2020	09/01/1989
Hedley Freake	Professor	Nutritional Sciences	Agriculture, Health & Nat Res	06/01/2020	03/01/1988
Cathleen Love	Professor	Department of Extension	Agriculture, Health & Nat Res	06/01/2020	02/01/2005
Suresh Nair	Professor	Operations & Info Management	School of Business	06/01/2020	09/01/1988

ATTACHMENT 3

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Appointment of Retired Faculty to Emeritus Status

RECOMMENDATION:

That the Board of Trustees appoint retiring faculty member Associate Professor Andrea Hubbard to the status of Associate Professor Emeritus.

BACKGROUND:

Following recommendations of the Emeritus (Retirement) Committee and of President Thomas Katsouleas, retiring faculty member Andrea Hubbard is presented to the Board of Trustees for appointment to emeritus status.

Associate Professor Andrea Hubbard is retiring on September 1, 2020 from the Department of Pharmaceutical Sciences in School of Pharmacy. Professor Hubbard has a strong record in terms of research. She has published 44 peer reviewed publications and 8 book chapters. She also served as principal investigator on several grants from National Institutes of Health. She has a significant record as an accomplished teacher and advisor. This includes having taught 11 different undergraduate and 6 different graduate courses across her career. Professor Hubbard also served as major advisor for seven graduate students. José Manauto, Department Head of Pharmaceutical Sciences, describes her as a highly dedicated advisor of pharmacy students. Most notable among Professor Hubbard's accomplishments, and where she truly excels, is in the area of service and administration. Professor Hubbard served as Associate Dean of Academic and Student Affairs in the School of Pharmacy for 10 years (2005-2015). Dean Hritcko describes Professor Hubbard as demonstrating "exceptional leadership" and that across the roles she had within the School, "many of these leadership roles that Andrea has held were highly visible from both a School and University standpoint. Her ability to develop strong relationships, team build and carefully manage multiple projects simultaneously sets Andrea apart from many of our tenured and other health profession faculty colleagues." Professor Manauto describe Professor Hubbard's continued involvement in the School and Department after stepping down as Associate Dean, describing her as a "life-preserver" in his role as department head. Professor Hubbard is retiring at the rank of associate professor. If approved by the Board of Trustees, upon retirement she will be appointed to the status of "Associate Professor Emeritus."



June 12, 2020

President Thomas Katsouleas
Office of the President
352 Mansfield Road, Unit 1048
Storrs, CT 06269-1048

Dear President Katsouleas:

I am writing on behalf of the emeritus committee to strongly recommend the designation of emeritus status for Dr. Andrea Hubbard, who will retire as an Associate Professor of Pharmaceutical Sciences on September 1, 2020. On May 11, 2020, the six members of the Emeritus (Retirement) Committee unanimously voted (6-0-0) to recommend her for emeritus status.

Because Professor Hubbard was at the rank of associate professor, she will not automatically receive emeritus status at retirement. Thus, we used the following criteria from the charge for our committee: *"The title of emeritus status requires that faculty go above and beyond the expectations of research, teaching, and service for their position. Faculty must excel in one or more of these three areas, and thus have helped to elevate the university. The emeritus committee will only recommend the title of emeritus when faculty meet these criteria, and also have strong support from their department head and dean."* We believe that Professor Hubbard is a strong researcher, strong instructor, and a phenomenal administrator, and as a result has elevated the status of the university. She received strong letters of support in favor of her appointment to emeritus status from both her department head and her dean.

Professor Hubbard has a strong record in terms of research. She has published 44 peer reviewed publications and 8 book chapters. She also served as principal investigator on several grants from National Institutes of Health. She has a significant record as an accomplished teacher and advisor. This includes having taught 11 different undergraduate and 6 different graduate courses across her career. Professor Hubbard also served as major advisor for seven graduate students. José Manauto, Department Head of Pharmaceutical Sciences, describes her as a highly dedicated advisor of pharmacy students and states that *"While serving as Associate Dean, Andrea kept a significant teaching load, which included the immunology course for pharmacy students (solo taught) and a graduate course on current concepts in immunology and immunotoxicology."* Philip Hritcko, Interim Dean of the School of Pharmacy states that *"Andrea is one of our School's select faculty members who helped to develop and actively taught in the Pre-College Summer "Pharmacy: Explore the Field" program that has helped to inspire high school students to consider the science research and pharmacy healthcare field. The Pre-College Summer program strives to connect high school students to devoted, enthusiastic course instructors like Andrea, who are leaders in their specific fields of research."*

Most notable among Dr. Hubbard's accomplishments, and where she truly excels, is in the area of service and administration. Dr. Hubbard served as Associate Dean of Academic and Student Affairs in the School of Pharmacy for 10 years (2005-2015). Dr. Manauto states that as Associate Dean *"Andrea was instrumental in conceptualizing and leading a number of initiatives, including the School's LEADERS*

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Curricular Track. She also developed the School of Pharmacy Interview Program for prospective students. As Curriculum Committee Co-Chair, she played a vital role in the development of our current professional PharmD. Curriculum.” Dean Hritcko describes Dr. Hubbard as demonstrating “exceptional leadership” and that across the roles she had within the School, “many of these leadership roles that Andrea has held were highly visible from both a School and University standpoint. Her ability to develop strong relationships, team build and carefully manage multiple projects simultaneously sets Andrea apart from many of our tenured and other health profession faculty colleagues.” Dr. Manauto describe Dr. Hubbard’s continued involvement in the School and Department after stepping down as Associate Dean, describing her as a “life-preserver” in his role as department head.

Dr. Hubbard’s contributions to UConn extend far beyond the School of Pharmacy. In the past five years alone, she spent 3 years on the University Senate, one year on the Senate Executive Committee, two years as a UConn Connects mentor, and four years on the AAUP Executive Committee. These represent some of the most important university-wide committees where faculty can serve.

In summary, Dr. Hubbard has truly excelled as a faculty member, particularly in the area of service and administration. Her contributions to the School of Pharmacy, and to UConn at large, far exceed expectations of faculty. According to the University By-Laws, Professor Hubbard may be appointed “Associate Professor Emeritus” following a recommendation by the Retirement Committee, the President, and a vote of approval by the Board of Trustees. The Committee unanimously recommends that Professor Hubbard be appointed this status accordingly.

Sincerely,



Eva Lefkowitz, Professor and Department Head
Human Development and Family Sciences
Chair, Emeritus (Retirement) Committee



Thomas Katsouleas, President

Date:

ATTACHMENT 4

University of Connecticut Office of the Provost
Sabbatical Leave Recommendations Requiring Board of Trustees Approval
June 24, 2020 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>
Baggio Michele	Associate Professor	Economics	Liberal Arts and Sciences Change to	Full Full	Fall 2020 Spring 2021
Berrah, Nora	Professor	Physics	Liberal Arts and Sciences Change to	Half Half	Fall 2020 Fall 2021
Berthold, Megan	Associate Professor	Social Work	Social Work Change to	Full Full	Fall 2020 Fall 2021
Brunner, Eric J	Professor	Public Policy	Liberal Arts and Sciences Change to	Full Full	Fall 2020 Fall 2021
Byrne, Timothy B	Professor	Geosciences	Liberal Arts and Sciences Change to	Full Full	Fall 2020 Spring 2021
Cardetti, Fabiana A	Professor	Mathematics	Liberal Arts and Sciences Change to	Full Full	Fall 2020 Spring 2021
Craemer, Thomas	Associate Professor	Public Policy	Liberal Arts and Sciences Change to	Full Full	Spring 2021 Fall 2021
Cruz, Jose M	Associate Dean & Associate Professor	Operations and Information Management	Business Change to	Full Full	Fall 2020 Fall 2022
Dzhafarov, Damir	Assistant Professor	Mathematics	Liberal Arts and Sciences Change to	Full Full	Fall 2020 Spring 2021
Eigsti, Inge-Marie	Professor	Psychological Sciences	Liberal Arts and Sciences	Half Full	AY 20-21 Spring 2021

<u>NAME</u>	<u>TITLE</u>	<u>DEPARTMENT</u>	<u>SCHOOL/COLLEGE</u>	<u>PAY</u>	<u>PERIOD</u>
Fernandez, Maria-Luz	Professor	Nutritional Sciences	Agriculture, Health, & Natural Resources Change to	Full Full	Fall 2020 Spring 2021
Furtado, Delia B	Associate Professor	Economics	Liberal Arts and Sciences Change to	Half Half	AY 20-21 AY 21-22
Gordon, Lewis	Professor	Professor	Liberal Arts and Sciences Change to	Full Full	Fall 2020 Spring 2026
Hughey, Matthew	Associate Professor	Sociology	Liberal Arts and Sciences Change to	Full Full	Fall 2020 Fall 2021
Javidi, Bahram	Distinguished Professor	Electrical and Computer Engineering	Engineering Change to	Full Full	Fall 2020 Fall 2021
Jones, Richard T	Professor	Physics	Liberal Arts and Sciences Change to	Half Half	AY 20-21 CY 2021
Kravet, Todd D	Associate Professor	Accounting	Business Change to	Full Full	Fall 2020 Fall 2021
Land, Molly	Associate Director & Professor	Law	Law Change to	Half Half	AY 20-21 AY 21-22
Leahey, Tricia	Associate Professor	Allied Health Sciences	Agriculture, Health, & Natural Resources Change to	Half Half	AY 20-21 AY 21-22
Lee, Juliet	Associate Professor	Molecular and Cell Biology	Liberal Arts and Sciences Change to	Half Half	AY 20-21 AY 21-22
Magnuson, James S	Professor	Psychological Sciences	Liberal Arts and Sciences Change to	Half Full	AY 20-21 Spring 2021
Nanclares, Gustavo	Department Head & Associate Professor	Literatures, Cultures, and Languages	Liberal Arts and Sciences Change to	Full Full	Fall 2020 Fall 2021

<u>NAME</u>	<u>TITLE</u>	<u>DEPARTMENT</u>	<u>SCHOOL/COLLEGE</u>	<u>PAY</u>	<u>PERIOD</u>
Oeldorf-Hirsch, Anne	Assistant Professor	Communication	Liberal Arts and Sciences Change to	Half Full	AY 20-21 Fall 2020
Sun, Jianjun	Associate Professor	Physiology and Neurobiology	Liberal Arts and Sciences Change to	Full Full	Fall 2020 Fall 2021
Teschke, Carolyn M	Professor	Molecular and Cell Biology	Liberal Arts and Sciences Change to	Half Full	CY 2021 Fall 2021
Wuosmaa, Alan H	Professor	Physics	Liberal Arts and Sciences Change to	Half Half	CY 2020 Spring 2020 & Fall 2021

SABBATICAL LEAVE REQUESTS

<u>NAME</u>	<u>TITLE</u>	<u>DEPARTMENT</u>	<u>SCHOOL/COLLEGE</u>	<u>PAY</u>	<u>PERIOD</u>
Abramo, Joseph	Assistant Professor	Curriculum and Instruction	Education	Full	Spring 2021
Cao, Qing	Associate Professor	Management	Business	Full	Spring 2021
Gai, Moshe	Professor	Physics	Liberal Arts and Sciences	Full	Spring 2021
La Salle, Tamika P	Associate Professor	Educational Psychology	Education	Full	Spring 2021
Madaus, Joseph W	Professor	Educational Psychology	Education	Full	Spring 2021
Shea, Thomas F	Associate Professor	English	Liberal Arts and Sciences	Full	Spring 2021
Yegir, Edvin	Associate Professor	Art and Art History	Fine Arts	Full	Fall 2020
Zhong, Xiaobo	Professor	Pharmaceutical Sciences	Pharmacy	Full	Spring 2021

ATTACHMENT 5

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Appointment of Sandra Chafouleas, PhD, to a Neag Professorship

RECOMMENDATION:

That the Board of Trustees approve the appointment of Sandra Chafouleas, PhD, to a Neag Professorship in the Neag School of Education beginning on August 23, 2020.

BACKGROUND:

Unlike independently funded named professorships, Neag Professorships are based on an encumbered allocation of funds from the Ray Neag Endowment held by the Neag School of Education. Based on the criteria included in the Endowed Chair Appointment and Renewal Process, Dean Gladis Kersaint is nominating Professor Chafouleas based on her distinguished and sustained record of achievement.

Dr. Sandra M. Chafouleas is a Board of Trustees Distinguished Professor in the Department of Educational Psychology within the Neag School of Education. She is also the founder and Co-Director of the UConn Collaboratory on School and Child Health (CSCH). Dr. Chafouleas is a nationally known scholar whose work focuses on supporting schools implement evidence-informed practices in areas of integrated health and learning, school mental health, and behavior assessment. Dr. Chafouleas builds and leads research teams that bring together personnel from across UConn and the nation who offer different disciplinary perspectives and expertise in tackling important issues for children, families, and schools. Her scholarly work has focused on assisting with decisions about school-based practices to help define which behaviors are critical to learning, health, and well-being; who needs additional supports to be successful; and what processes can inform practices that are effective for individual students, classrooms, and schools.

Dr. Chafouleas has demonstrated continued success with securing extramural funding for her research, serving as the principal or co-principal investigator for over 10 million dollars of federal funding since 2006. She has authored over 150 publications, and regularly serves as a national presenter and invited speaker. She is a fellow in both the American Psychological Association and Association for Psychological Science, and is an Invited Member and Past-President of the Society for the Study of School Psychology. She received the 2018 Edward C.

Marth Graduate Mentorship award from the University of Connecticut AAUP; the 2018 UConn Alumni Foundation award for Faculty Excellence in Research and Creativity Award in the Humanities, Arts and Social Sciences; the 2016 APA Division 16 Oakland Mid-Career Scholar Award; the 2009 UConn Alumni Association award for Excellence in Graduate Teaching; and previously served as associate dean for The Graduate School (2012-2014) and then the associate dean for research in the Neag School (2014-2016). Most recently she served as chair of the search committee to find our new provost, and is serving as a member and subcommittee co-chair on the president's mental health taskforce. In sum, Dr. Chafouleas is one of our most impactful scholars, teachers, mentors, and ambassadors in the Neag School of Education and across UConn.

ATTACHMENT 6

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Appointment of Jinbo Bi, PhD, to the Frederick H. Leonhardt Computer Science Chair in the School of Engineering

RECOMMENDATION:

That the Board of Trustees approve the appointment of Jinbo Bi, PhD, to the Frederick H. Leonhardt Computer Science Chair in the School of Engineering.

BACKGROUND:

The Frederick H. Leonhardt Computer Science Chair was established in November, 1983 with a generous grant by the Fairfield County Community Foundation to endow a chair in Computer Science at the UConn Stamford Campus. Given the evolving needs of the University, in November 2015 the University was given consent by the Fairfield County Community Foundation to relocate the Chair to the Storrs Campus in the Department of Computer Science and Engineering.

Dr. Jinbo Bi is a Professor of Computer Science and Engineering at UConn, and has established a research program of international prominence in the areas of machine learning and artificial intelligence and their application to medical diagnosis and treatment. Dr. Bi's many professional leadership roles include serving as the General Chair of the 2019 IEE International Conference on Bioinformatics and Biomedicine. She has advised the NIH's Institute for Alcohol Abuse and Addiction (NIAAA) on their strategic planning for innovation in machine learning and big data analytics, and was a highlighted speaker at the International Behavioral and Neural Genetics Society. Dr. Bi has an outstanding record of funding, being awarded over \$7 million in competitive federal funding as sole or co-PI. She is the recipient of a highly competitive Mid-Career Independent Scientist Award from the National Institute on Drug Abuse and National Institute on Alcohol Abuse and Alcoholism, received the 2019 Women Innovators and Leaders Award from the Connecticut Technology Council, and received the 2019 Distinguished Woman in STEM Award from Bay Path University. Dr. Bi's outstanding scholarship, leadership, and accomplishments make her an excellent choice for appointment to the Frederick H. Leonhardt Computer Science Chair.

ATTACHMENT 7

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Appointment of George Bollas, PhD, to the United Technologies Corp. Chair in Advanced Systems Engineering in the School of Engineering

RECOMMENDATION:

That the Board of Trustees approve the appointment of George Bollas, PhD, to the United Technologies Corp. Chair in Advanced Systems Engineering in the School of Engineering.

BACKGROUND:

The United Technologies Corporation Chair in Advanced Systems Engineering was established with a generous grant by the United Technologies Corporation as part of a major investing at UConn to advance systems engineering at UTC and UConn.

Dr. George Bollas is a Professor of Chemical and Biomolecular Engineering and is the Director of the UTC Institute for Systems Engineering (UTC-IASE) at UConn. Dr. Bollas has established a research program of excellence in systems engineering, obtaining over \$7M in research funding from federal agencies and industry for fundamental and applied research, with \$1.8M in matching fellowships. His scholarly publications include five book chapters, 56 refereed journal articles in well recognized journals in his field, over 140 conference proceedings and presentations, three patents filed and two additional provisional patents applied. Dr. Bollas has received national research awards and is a member of Frontiers of Engineering Education - National Academy of Engineering (2016).

Dr. Bollas' leadership of the UTC Institute for Advanced Systems Engineering has been outstanding. He oversees a group of 10 core faculty and 40 affiliated faculty from all departments in the School of Engineering who collaborate with numerous UTC engineers and scientists on cutting edge research projects. Under his leadership, a Masters of Engineering degree in Systems Engineering was created, and fellowships for graduate students pursuing systems engineering have supported almost 30 students. He has established connections with local industry, following the states mandate for job creation and education of the workforce. Dr. George Bollas' accomplishments in research, outreach to industry and leadership in the area of systems engineering make him an outstanding choice for appointment as the UTC Chair in Advanced Systems Engineering.

ATTACHMENT 8

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

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

RECOMMENDATION:

That the Board of Trustees approve the reappointment of Richard D. Pomp, JD, as the Alva P. Loiselle Professor of Law for a five-year term.

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 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 determinations 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. Based on the criteria included in the Endowed Chair Appointment and Renewal Process, Dean Timothy Fisher is presenting the recommendation of a committee in the School of Law that Richard Pomp be reappointed as the Alva P. Loiselle Professor of Law for a further five-year term.

Professor Pomp has held this endowed professorship since 1992. During this time he has published or edited 23 books, monographs, or reports. Most noteworthy is his casebook, now in its ninth edition, which has been used in more than 100 law schools, law and accounting firms, and state tax departments. Portions of the casebook have been translated into Chinese, Dutch, German, Japanese, Spanish, and Vietnamese. He has authored more than 100 articles and has consistently been in the top 10% of SSRN downloads. Professor Pomp has won nine major awards, two of which were for teaching. He has been interviewed by the media more than 1,000 times, including CNN, NPR, Bloomberg Radio, Sirius Radio, KCBS, WINA, The New York Times, The Wall Street Journal, The Washington Post, the Christian Science Monitor, the Los Angeles Times, and the Minneapolis Star Tribune. Additionally, Professor Pomp has spoken at over 350 major tax conferences around the country and abroad. He has served as a consultant to cities, states, the Multistate Tax Commission, the Navajo Nation, the U.S. Congress, the U.S. Treasury, the Department of Justice, the IRS, the United Nations, the IMF, the World Bank, and numerous foreign countries.

ATTACHMENT 9

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Steven Wilf, JD, PhD, as the Anthony J. Smits Professor of Global Commerce

RECOMMENDATION:

That the Board of Trustees approve the reappointment of Steven Wilf, JD, PhD, as the Anthony J. Smits Professor of Global Commerce for a five-year term.

BACKGROUND:

The Anthony Smits Professorship was established by his friends and colleagues after his untimely death early in his career. Earning his LLM 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 research who has made significant contributions to the field of global commerce. Based on the criteria included in the Endowed Chair Appointment and Renewal Process, Dean Timothy Fisher has presented the recommendation from a committee in the School of Law that Steven Wilf be reappointed as the Anthony J. Smits Professor of Global Commerce for a further five-year term.

During the past term of his appointment as Anthony J. Smits Professor of Global Commerce, Professor Wilf has actively published and engaged in public service. He has written approximately two dozen articles and book chapters, and published a book, *Patent Cultures: Diversity and Harmonization in Historical Perspective* (with Graeme Gooday, Cambridge University Press, 2020). He has also held various visiting professorships and fellowships. These include: a Radcliffe Institute for Advanced Studies Fellowship at Harvard University (one of 15 scholars selected from around the globe in every academic discipline). He has made numerous scholarly presentations in the United States, Israel, and Europe, including the Sorbonne Faculty of Law and Harvard Law School's Institute for Global Law and Policy.

As much as to scholarship, Professor Wilf been dedicated as Anthony J. Smits Chair to teaching and service. He was twice appointed visiting professor at Yale Law School and delivered various lecture series abroad such as those at Tel Aviv University. Introducing new classes, he has taught a voluntary overload at our Law School virtually every year of his endowed professorship. Professor Wilf has served as chair of two major School of Law elected committees, Faculty

Appointments (FAC) and Tenure and Renewal (PAC). Working under a special appointment that spanned the Obama and Trump administrations, he held a one-year position in the Copyright Office on Capitol Hill. He has also received a Fulbright-Schuman Innovation Award for next year, a jointly funded United States-European Union appointment intended to address shared policy concerns relating to new technologies. In this capacity, he will be a fellow at one of the world's leading intellectual property research institutes, the Centre d'Etudes Internationales de la Propriété Intellectuelle (CEIPI) in Strasbourg. Such involvements in framing global intellectual property policy—in government service at the Copyright Office, as a Fulbright, and next year in France at CEIPI—are critical for furthering the Law School's commitment towards scholarly engagement.

ATTACHMENT 10

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Angel Oquendo, JD, PhD, as the George J. and Helen M. England Professor of Law

RECOMMENDATION:

That the Board of Trustees approve the reappointment of Angel Oquendo, JD, PhD, as the George J. and Helen M. England Professor of Law for a five-year term.

BACKGROUND:

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. Based on the criteria included in the Endowed Chair Appointment and Renewal Process, Dean Timothy Fisher is presenting the recommendation of a committee in the School of Law that Angel Oquendo be reappointed as the George J. and Helen M. England Professor of Law for a further five-year term.

During his time as the George J. and Helen M. England Professor of Law, Professor Oquendo has had an outstanding record of achievement. This includes being conferred a distinguished chair in legal theory studies from the Fulbright Foundation this year (2020). He has previously received a Fulbright Hays Research Abroad Award, and visiting professor fellowships from the German Academic Exchange Service (DAAD), the Brazilian Organization for the Improvement of Higher Education (CAPES), and the Chilean National Commission on Scientific and Technological Research (CONICYT). Professor Oquendo has also been invited to participate in prestigious seminar series here in the US at Yale and Harvard, and has published widely in leading U.S. international law journals, and he has also published widely in international journals and books. His most recent book is titled *From Human Rights Principles to Politics in the Americas and Beyond* (2020), and it is forthcoming in the series *Globalization and Human Rights*, published by Cambridge University Press. *From Human Rights Principles* will uniquely contribute to contemporary discussion in both human-rights law and philosophy. It analyzes and critiques the Inter-American and other systems from a novel philosophical perspective, which faces up to the intricate interaction of policies and principles in this area.

ATTACHMENT 11

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Peter Siegelman, PhD, as the Phillip I. Blumberg Professor of Law

RECOMMENDATION:

That the Board of Trustees approve the reappointment of Peter Siegelman, PhD, as the Phillip I. Blumberg Professor of Law for a five-year term.

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 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. Based on the criteria included in the Endowed Chair Appointment and Renewal Process, Dean Timothy Fisher is presenting the recommendation of a committee in the School of Law that Peter Siegelman, PhD, as the Phillip I. Blumberg Professor of Law for a further five-year term.

During the past five years, while serving as the Phillip I. Blumberg Professor of Law, Professor Siegelman has published nine articles and book chapters, and a co-edited book. This includes two empirical pieces on neglected but important aspects of civil procedure which appeared in Cornell (2020) and U.C. Davis (2019) law reviews (joint with Miguel de Figueiredo and Alexandra Lahav). During this period he has continued to work in insurance law and economics. Work in this area has included a co-edited research handbook that surveys the field, and some shorter surveys and syntheses that have appeared as book chapters. Professor Siegelman also been active in law and economics as a peer-reviewer for several leading journals, a tenure reviewer, and as a conference organizer and frequent presenter. His current research includes a forthcoming article on “third party moral hazard” in insurance, as well as works in progress on the problems posed by physical fitness testing in employment discrimination and the application of game theory to criminal procedure.

ATTACHMENT 12

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: New Graduate Certificate in Life Story Practice and Research

RECOMMENDATION:

That the Board of Trustees approve a new Graduate Certificate in Life Story Practice and Research in the School of Nursing.

BACKGROUND:

Life stories play a vital role in promoting the health and well-being of individuals, families, and communities. They are increasingly the focus of academic research and practice in many disciplines including psychology, social work, anthropology, history, linguistics, technology, health sciences, nursing, and gerontology. The purpose of this online certificate program is to prepare graduate students and professionals with the knowledge and skills needed to conduct life story interventions and/or programs with individuals, families, and groups.

At the completion of this one-year program (Fall, Spring, Summer), students will be able to:

1. Analyze the similarities and differences in life story approaches for individuals, families, and groups.
2. Evaluate the effect of life story best practices on the health and well-being of individuals and groups.
3. Develop a plan to conduct life story sessions for a particular individual, family or group.
4. Implement life story methods with individuals, families, or groups.
5. Evaluate process and outcomes related to life story sessions.

There are no known online Life Story Research and Practice certificate programs. This Life Story certificate program is unique in that it will encompass all approaches from reminiscence and life review to narrative and oral history. This fully-online program will be administered through the Graduate School and the School of Nursing.

Request for New UConn Academic Degree Program

General Information

Name of degree program:	Graduate Certificate in Life Story Practice and Research
Name of sponsoring Department:	N/A
Name of sponsoring College:	School of Nursing
Campuses:	Program Entirely Online
Contact persons:	Juliette Shellman
Type of Proposal:	New
Type of Program:	Graduate Certificate
Entrepreneurial program, approved by Provost's Office:	Yes
Tuition for the program approved by Provost's Office:	Fee-based
CIP Code:	Unknown

Justification for the New Program

There are no known online Life Story Research and Practice certificate programs. The Life Story Practice and Research Certificate Program evolved because the University of Wisconsin – Superior (UWS) Center for Continuing Education provided a Reminiscence and Life Review Online Certificate Program (non-credit), but the program manager retired and UWS decided to stop the program. The program was successful with 45 students graduating since the program's start in 2014. Only 10 students, as reported by the Program Manager, withdrew from the program. According to UWS, 33 potential students have inquired about the program. The last cohort from UWS graduated in November 2019. Juliette Shellman, the initiator of the Graduate Certificate in Life Story Practice and Research at UConn was involved in the UWS program as a developer and instructor. There are online programs such as Narrative Medicine at Columbia University and Guided Autobiography from UCLA. This Life Story certificate program is unique in that it will encompass all approaches from reminiscence and life review to narrative and oral history.

Are there similar programs in CT or elsewhere?

No.

What are the desired learning outcomes of the program?

At the completion of this one-year program (Fall, Spring, Summer), students will be able to:

1. Analyze the similarities and differences in life story approaches for individuals, families, and groups.

Graduate Certificate in Life Story Practice and Research

2. Evaluate the effect of life story best practices on the health and well-being of individuals and groups.
3. Develop a plan to conduct life story sessions for a particular individual, family or group.
4. Implement life story methods with individuals, families, or groups.
5. Evaluate process and outcomes related to life story sessions.

Program Description

Life stories play a vital role in promoting the health and well-being of individuals, families, and communities. They are increasingly the focus of academic research and practice in many disciplines including psychology, social work, anthropology, history, linguistics, technology, health sciences, nursing, and gerontology. The purpose of this online certificate program is to prepare graduate students and professionals with the knowledge and skills needed to conduct life story interventions and/or programs with individuals, families, and groups. Students must have a baccalaureate degree to apply. This certificate program is open to students from all disciplines. The program consists of five sequential courses (Spring, Summer, Fall).

This program requires the completion of two, 3-credit didactic courses including NURSXXXX Foundations of Life Story Practice and Research, and NURS XXXX Life Story Methods. The didactic courses will be followed by three, 2 credit courses including NURSXXXX Seminar in Life Story Innovations and Practice, NURSXXXX Fieldwork I in Life Story Innovations and Practice, and NURS XXXX Fieldwork II in Life Story Innovations and Practice.

Proposed Graduate Catalogue Copy

The School of Nursing offers a 12 credit online certificate program in Life Story Practice and Research. The purpose of this online certificate program is to prepare graduate students and professionals with the knowledge and skills needed to conduct life story interventions and/or programs with individuals, families, and groups. Students will examine different life story methods including written and oral narratives, reminiscence, life review, autobiographical memory, and guided autobiography. Two fieldwork courses provide opportunities for students to apply life story methods under the mentorship of experts in the field. Required Courses: NURS 5191 Foundations of Life Story Practice and Research, NURS 5193 Life Story Methods, NURS 5194 Seminar in Life Story Practice and Research, NURS 5190 Fieldwork I in Life Story Practice and Research, NURS 5192 Fieldwork II in Life Story Practice and Research.

Faculty Involvement

Juliette Shellman will play a key role in the development of the program working with CETL to develop the online courses. Faculty from the International Center for Life Story Innovations and Practice (ICLIP) will also play an important role in teaching and advising students in the program (<https://iclip.nursing.uconn.edu/our-team/>). ICLIP, a university approved center, is

housed within the School of Nursing. The Life Story Practice and Research Certificate Program fits well with the mission of the Center. Mission The International Center for Life Story Innovations and Practice (ICLIP) brings together researchers, educators, practitioners, students, historians, and artists from around the world to promote the health and well-being of individuals, families, and communities through written and oral narratives, personal histories, reminiscence, life review, autobiographical memory, and guided autobiographies. With the overarching goal of generating new knowledge in this emerging field, ICLIP provides a collaborative infrastructure to establish programs of research, implement educational programs, develop innovative applications in practice, and disseminate life story best practices. The Center (<https://iclip.nursing.uconn.edu/>) is a membership organization that includes life story experts from around the world as well as UConn faculty and students from other schools and departments. While the School of Nursing will provide faculty support (Juliette Shellman, Millicent Malcolm, Thomas Long) for teaching within the certificate program, ICLIP members will serve as preceptors/mentors for the Fieldwork I and Fieldwork II courses lessening the workload for UConn.

Enrollment and graduate projections

10-15.

Program Evaluation

The program will be evaluated through the following indicators: 1) Course evaluations: we will monitor course evaluations for the five courses that are part of the certificate program. 2) Certificate completion: we will monitor the percentage of participants who complete all five courses. Exit interviews will be conducted with any student withdrawing from the program to identify the reasons for the withdrawal. 3) Alumni surveys: online surveys for graduates to gather data regarding their perceptions about program strengths and areas for improvement in regard to preparing them to utilize life story approaches in research, education, and practice.

Program Administration

The program will be administered through the Graduate School and the School of Nursing. The Program Director, Juliette Shellman, will be responsible for admissions, advising and oversight. Future programmatic changes will be discussed with Associate Dean Angela Starkweather as well as other faculty involved in the program.

Funding and Financial Resources Needed

None at this time. Administrative assistance may be needed depending on enrollment.

Other Resource Needs

This is a fully online program. Initially, I will work with CETL to develop the courses.

Consultation with other potentially affected units

The School of Social Work, the Human Development and Family Sciences Department have been enthusiastically supportive of the International Center for Life Story Innovations and Practice from the beginning through faculty and student membership and collaborations in the development of the Center. It is anticipated that this certificate program will have a positive impact on other units providing more opportunities for interdisciplinary practice and research collaborations and additional course offerings for students interested in Life Story.

Who can apply to this program?

Internal applicants (current UConn students enrolled in another UConn degree or certificate program)

External applicants (individuals who are not currently UConn students)

Anticipated term and year of first enrollment

Spring 2021

Admission Requirements

Baccalaureate degree with minimum of a 3.0 GPA.

Required for application:

- Personal statement
- 1 letter of recommendation

Term(s) to which students will be admitted

- Spring

Application deadline: Unsure at this time

Initiator

Juliette Shellman, School of Nursing, juliette.shellman@uconn.edu, 860-212-4044

Program Director Name

Juliette Shellman, School of Nursing, juliette.shellman@uconn.edu, 860-212-4044

Administrative Contact Email

Juliette Shellman, School of Nursing, juliette.shellman@uconn.edu, 860-212-4044

ATTACHMENT 13

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: New Graduate Remote Sensing and Geospatial Data Analytics Certificate

RECOMMENDATION:

That the Board of Trustees approve a new graduate Remote Sensing and Geospatial Data Analytics Certificate in the College of Agriculture, Health and Natural Resources.

BACKGROUND:

Remote sensing is the science of obtaining information about objects or areas from a distance, typically from aircraft (manned or unmanned), or satellites, or ground-based sensors. Agriculture, environment, business, defense, geointelligence, disaster management, ocean resources, urban planning, and water resources are some of the critical areas where remote sensing is widely used. Remote sensing is a ubiquitous technology that has been seamlessly integrated into modern economies. Over the recent decade, remote sensing has made a radical shift from its traditional role of being the central data engine of geographical information systems (GISs) to an imagery-enabled application horizon. The global market for satellite remote sensing has been projected to reach US\$ 7 billion by 2024 in which the United States represents the largest market worldwide.

Despite the remote-sensing market growth and workforce needs, traditional GIS certificate programs overlook the criticality of remote-sensing data analytics in modern applications. The proposed certificate program will be attractive to a broader audience as it aims to resonate market trends and workforce needs. Our remote-sensing certificate program will be the first in the State and one of the few in the Nation. The proposed certificate program is designed to equip students with modern remote sensing technologies to solve real-world problems. Students will complete the certificate program with highly-valued remote sensing knowledge and technical skills. The Remote Sensing and Geospatial Data Analytics Certificate has the potential to generate a significant amount of revenue for UConn and would provide financial support for non-tenure-track faculty and Postdocs in Natural Resources and the Environment.

**Remote Sensing and Geospatial Data Analytics Certificate
Add/Create New Certificate Program**

General Information

Program Name:	Remote Sensing and Geospatial Data Analytics Certificate
Name of sponsoring College:	College of Agriculture, Health and Natural Resources
Name of sponsoring Department:	Natural Resources and the Environment
Degree Type:	Graduate Certificate
Proposed CIP Code(s):	45.0702 (Geographic Information Science and Cartography)
Campus:	Program entirely online
Program discussed with CETL?	Yes
Entrepreneurial Program approved by the Provost's Office?	Yes
Payment for the program, approved by Provost's Office:	Fee-based

Justification/need for new program:

Remote sensing is the science of obtaining information about objects or areas from a distance, typically from aircraft (manned or unmanned), or satellites, or ground-based sensors. Agriculture, environment, business, defense, geointelligence, disaster management, ocean resources, urban planning, and water resources are some of the critical areas where remote sensing is widely used. Remote sensing is a ubiquitous technology that has been seamlessly integrated into modern economies. Over the recent decade, remote sensing has made a radical shift from its traditional role of being the central data engine of geographical information systems (GISs) to an imagery-enabled application horizon. The global market for satellite remote sensing has been projected to reach US\$ 7 billion by 2024 in which the United States represents the largest market worldwide.

Unmanned aerial system technology (UAS, commonly known as drones) is an emerging branch of remote sensing. It has been projected that there is a \$100-billion market opportunity in the US for drones, which is driven by growing demand from the commercial and civil government sectors. The unprecedented growth of remote sensing – from satellites to drones – across a multitude of sectors demands a workforce equipped with an advanced skill-set tailored to generate insightful analytics from remote sensing data. Remote sensing is quickly blending with trending data science, artificial intelligence, and cloud computing domains. Employment opportunities are growing due to the increased adaptation of remote-sensing technologies in commercial and government sectors. New sectors are becoming the frontlines of remote sensing

end-users. For example, the construction and engineering sectors are projected to be the number-one user of drone technology.

Despite the remote-sensing market growth and workforce needs, traditional GIS-certificate programs overlook the criticality of remote-sensing data analytics in modern applications. The proposed certificate program will be attractive to a broader audience as it aims to resonate market trends and workforce needs. Our remote-sensing certificate program will be the first in the state and one of the few in the nation. The proposed program would potentially generate a significant amount of revenue for UConn and would provide financial support for non-tenure-track faculty and Postdocs at NRE.

Are there similar programs in CT or elsewhere?

In Connecticut there are no similar programs that are specifically tailored to remote sensing technologies and data analytics. The available certificate programs in the State are devoted to the geographical information system (GIS) technology. Those in-state institutions equipped with GIS certificate programs include UCONN, Univ. of New Haven, Eastern Connecticut State University, and Central Connecticut State University. Compared to nation-wide GIS certificate programs, there are comparatively few programs available for remote sensing. Some example institutions that offer remote sensing certificate programs include Pennsylvania State University, Texas A&M University, University of Colorado Boulder, George Mason University. In the New England region, only the Northeastern University offers a remote sensing certificate program.

What are the desired learning outcomes?

The proposed certificate program is designed to equip students with modern remote sensing technologies to solve real-world problems. Students will complete the certificate program with highly-valued remote sensing knowledge and technical skills.

Learning outcomes include:

- Understanding remote sensing sensors, platforms, data products, and processing techniques to address real-world applications.
- Applying remote sensing knowledge and skills to professional work or research questions.
- Customizing geospatial software via programming to extend its built-in functionality and to automate repetitive tasks.
- Gaining knowledge on regulatory framework on unmanned aerial systems and operations.

Program description:

The proposed certificate program primarily targets the geospatial audience consisting of professionals at all levels of government, military, geointelligence as well as engineering and

Remote Sensing and Geospatial Data Analytics Certificate

environmental consulting groups and other private organizations. The certificate program aims to provide advanced training for students currently working in this field who would like to leverage their skills in this area and acquire the latest knowledge in remote sensing technology. The certificate program requires 12 credits. Students are required to complete two required courses, and two elective courses.

Required courses are: [NRE 5525] Remote Sensing of the Environment, [NRE 5535] Remote Sensing Image Processing. Elective course are: [NRE 5215] Introduction to Geospatial Analysis with Remote Sensing, [NRE 5545] Quantitative Remote Sensing Methods, [NRE 5560] High Resolution Remote Sensing Applications of UAS and LiDAR, [NRE 5585] Python Scripting for Geospatial Analysis.

All these courses exist from a Course Catalog perspective, and NRE5585 is already an online graduate course. NRE 5535 and NRE 5545 are under development with CETL currently, and NRE5525 and NRE 5215 are soon to follow.

Proposed catalog copy:

This is an online program offered by the Department of Natural Resources and the Environment. The RSGDA program is designed for college graduates and graduate students looking to develop remote sensing knowledge and skills, and working professionals looking to enhance their skills or prepare for a graduate degree program. It takes about 12 to 18 months to complete.

Requirements: The program requires 12 credits total. Six credits come from two required courses; NRE 5525 and NRE 5535. Six additional credits are earned by selecting two of the following four courses; NRE 5215, NRE 5545, NRE 5560, or NRE 5585.

Faculty involvement:

- Jason Vokoun (Head, Dept of Natural Resources and the Environment)
- Chandi Witharana (Assistant Research Professor, Dept of Natural Resources and the Environment)
- Zhe Zhu (Assistant Professor, Dept of Natural Resources and the Environment)
- Tom Meyer (Professor, Dept of Natural Resources and the Environment)

Enrollment and graduation projections:

Enrollment (graduates):

- Spring 2021 - 5 (0)
- Fall 2021 - 10 (0)
- Spring 2022 - 15 (8)
- Fall 2022 - 20 (10)
- Spring 2023 20 (10)

Program evaluation:

Performance evaluation includes informal and formal assessments to measure and report student and program performance outcomes and impacts. Informal assessments include surveys at the beginning and end of each programmatic year with questions pertaining to students' knowledge of remote sensing and geospatial data analytics and applications; and actions taken to collaboratively apply knowledge in professional, research, and academic endeavors. These informal assessments will be used to assess if the program is suitable for students to achieve expected outcomes, and to assess the cumulative changes of the program. Success of the program will be measured in terms of changing knowledge, actions, and conditions with respect to program outcomes, as well as increased collaboration among students, faculty, and outside partners.

Formal assessments of the program will target primarily performance outcomes of progress, products, and networking. Progress metrics are time to completion of the graduate certificate and time to first employment opportunity (if the student is not employed) or change in the career level (if the student is employed). Product metrics include number of students graduated from the program, number of graduate certificates awarded to program participants, and number of students participating in one or more program courses. Networking metrics include number of partners engaged in the program and number of internship opportunities. All formal assessments will be conducted during the program. The goal for tracking students post-completion is 100% contact rate. All students will be required to maintain current contact information with the program coordinator upon completion of the certificate program.

Program administration:

The remote sensing graduate certificate will be administered by the Department of Natural Resources and the Environment, with advising and oversight provided by a program Coordinator reporting to the head of NRE. Any programmatic changes stemming from program evaluation or otherwise would be decided by the coordinator, NRE department head, and the NRE Courses and Curricula committee. Applications will be evaluated by the NRE Graduate Admissions Committee, with admission recommendations of the committee sent to the Graduate School by the Coordinator.

Funding and financial resources:

The remote sensing certificate program coordinator will be partially supported with entrepreneurial revenues generated by this program. Staffing for three courses is provided by existing tenure track faculty, the remainder will be taught by the program coordinator (non-tenure track) and post-doctoral scholars as adjuncts. The Center for Excellence in Teaching and Learning and eCampus will provide necessary technical, administrative, and online course development support.

Other resource needs:

No additional or unique resources are required for program success.

Consultations with other potentially affected units:

The proposed remote sensing certificate program complements the under development new GIS MS program from the Dept of Geography (we have been co-planning these programs) and the campus-wide Data Science online initiative. An email confirmation of support from Geography was provided by the Department Head of Geography.

Who can apply to this program?

- Internal applicants (current UConn students enrolled in another degree or certificate program)
- External applicants (individuals who are not currently UConn students)

Anticipated term and year of first enrollment:

Spring 2021

Admissions Requirements

There are no official course requirements for admission to the remote sensing graduate certificate. A background in GIS/Remote Sensing will be helpful but is not assumed. Professional experience in related fields (e.g., Engineering, Geoscience, Geography, Environmental Science, Ecology) or academic degree in those fields are preferred for acceptable progress through the program.

Terms to which students will be admitted:

- Fall
- Spring

Anticipated application deadline:

- Rolling

Initiator, Administrative Contact, & Program Director: Chandi Witharana, Natural Resources and the Environment, chandi.witharana@uconn.edu, 860-486-8732

ATTACHMENT 14

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: New Undergraduate Major in Multidisciplinary Engineering

RECOMMENDATION:

That the Board of Trustees approve a new undergraduate major in Multidisciplinary Engineering in the School of Engineering.

BACKGROUND:

There are some important reasons to introduce this new major. It will allow UConn to have a baseline engineering degree that can be paired with partner programs from other schools and colleges across the University to create unique degree opportunities. With our recently announced Krenicki Institute between the School of Fine Arts and the School of Engineering, we were looking for creative ways to create dual programs. The General/Multidisciplinary Engineering program allows us to do that, not only with fine arts, but with other programs across the university, providing students with unique opportunities here at UConn. It also provides us a single degree program that we can use for ABET accreditation purposes, maximizing creativity and flexibility and minimizing administrative burden.

By introducing a new General/Multidisciplinary engineering major, we will eliminate Undecided Engineering as an admissions choice, while serving the same purpose – an unspecialized engineering program for students that may not have decided exactly which degree program they want to pursue upon admission. The biggest downsides to undecided engineering are that it does not have a truly defined curriculum, and it does not lead to a terminal degree. By introducing the General/Multidisciplinary engineering degree, we formalize a curriculum, as well as provide a degree path for students who truly remain undecided or want to be more of a generalist. As other engineering programs in the Northeast do not have this program, we see it as an opportunity and a differentiator that may attract new students to UConn Engineering.

University of Connecticut
Degree Program/Major Processing Form

Requester's Information:

Name (and title): Daniel D. Burkey, Associate Dean for Undergraduate Education and Diversity
Department: Engineering Dean's Office
School/College: School of Engineering
Phone: 860-486-5466
Email: daniel.burkey@uconn.edu

- If **creating a new** Degree Program/Major, please fill in the following:

Degree Program/Major Abbreviation (up to 10 characters): *ENGR*
Degree Program/Major Name (up to 30 characters) *Multidisciplinary Engineering*
Effective date of change will be *May 1 following the completing by Dec. 31 of the previous year, unless a later date is requested.*
Later Effective Date: *May 1, 2021*

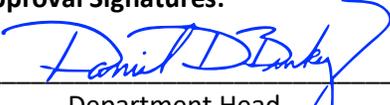
- If **changing an existing** Degree Program/Major, please fill in the following:

Present Name of Degree Program/Major:
New Name:
Effective Date:

- If **inactivating** a Degree Program/Major, please fill in the following:

Present Abbreviation of Degree Program/Major:
Present Name of Degree Program/Major:
Last Admission Term:

Approval Signatures:

 _____ Department Head	<u>04/06/2020</u> Date
 _____ Dean	<u>04/06/2020</u> Date
_____ Provost's Office	_____ Date

Note: Enclose any supporting documentation regarding this request, such as meeting minutes from the School/College, indicating the approval of the requested change.

cc: Registrar
OIR

Undergrad Council Meeting
Wednesday, April 1, 2020
10:30am – 12:00pm
Virtual meeting

Attendees: A. Lozefski, A. McLaury, S. Armington, B. Schwarz, , D. Kaputa, S. Nakhmanson, B. Weber; J. Tang , I. Mandoiu, L. Ephraim, T. Maheu, D. Burkey, T. Vadas, L. Zhang; J. Pascal, W. Losapio, M. Bullock; N. Lownes; N. Delaney
Absent: K. McLaughlin, D. Ziter, M. Zoni

1) Advising Updates

- a) Summer orientation will all be virtual. The advising team is actively working on this.
- b) Can folks at department level override advisor portion in Plan of studies and final plan of studies. Seems to be dependent on department.
- c) How do we want to evaluate students transferring, specifically if they are taking classes on Pass/fail at another institution this semester? Dan will check with provost on University's perspective.

2) Undergrad Updates:

- a) General Check In – How is it Going, What are you hearing from the field?
Concerns with ABET reporting; students are overwhelmed and having a hard time adjusting; students feel they are getting extra assignments; students are disengaged because they are overwhelmed and can always go to pass/fail; faculty concerned about final exams.
- b) ABET – June 1 Supplemental Response and need to assess even though online
30 day response submitted March 18th; Supplemental is due June 1st please be sure that we stay on schedule with assessments.
- c) Design Day (see <https://undergrad.engr.uconn.edu/keep-teaching>)
Will be important to communicate to students and faculty
Students will submit a video about 5 minutes by April 24th. Website will be shared widely so student should be sure the project is explained thoroughly. We want the students to present o and authentic audience.
- d) Commencement Updates (Virtual Ceremony 5/9 – info to come; Alumn/Commencement Weekend Oct 9-11)
Students will graduate even if there is no physical ceremony
A new commencement ceremony has been launched and graduates have been reached out to.
We will have a virtual ceremony on May 9th
Possible ceremony in October during Alumni weekend
Diploma covers and diplomas will be mailed.
Can '20 graduates walk in '21 ceremony? Most likely not due to capacity
- e) Admitted Students Update (Monday April 13) - presentations throughout the week – Eng. Is scheduled for Monday, the 13th from 6-7pm. Learning Comm, International Engineering and co-ops will be treated like a department and should put together a video. Department heads want to do outreach – virtual. Sessions to be scheduled.
- f) General Education Committee Update (attached) – this will go back to senate in Spring.
- g) Apparel – email sent – requested mailing addresses for seniors or those not returning to UConn, others can pickup when campus reopens and at beginning of Fall semester.
- h) Other Business
UTA's – need choices by end of week – April 3rd.

3) C & C Items

- a) UGP Updates:

Motion: Create General Engineering Degree program

Can still be fine-tuned, won't be offered until all 2021

A general engineering with a specialized concentration

Motion: I. Mandouis

Second Motion: J.Tang

Motion passed

Motion: Eliminate Undecided Engineering as an admissions option

Those in Undecided will have to choose a major before graduating – can move to general engineering - adding this major won't affect those currently in Undecided.

Motion: B. Weber

Second Motion: I. Mandoius

Motion passed

b) BME Updates

Motion: Create a new course, BME 3630 ~~Finite Element Analysis for Design Engineers~~ **Multiphysics Finite Element Analysis and add the course as a BME Elective in all four BME concentrations, Biomaterials and Tissue Engineering (BTE), Biomechanics & Mechanobiology (BMM), Systems, Imaging and Instrumentation Track (SII) and Computational and Systems Biology (CSB). CAR # 15570**

Rationale: This course was taught as a BME 4985 Special Topics Course Spring 2018, Fall 2018 & Fall 2019 and will be taught again Fall 2020. The department wishes to assign a permanent catalog number to the course. In previous semesters the course has been taken by BME as well as ME students. **Course title changed to better reflect course content.**

Catalog Description

BME 3630 **Multiphysics Finite Element Analysis**

Three Credits

Graded

Prerequisite: MATH 1132Q and MATH 2410Q, or by instructors consent.

The course material emphasizes basic mathematical and physical principles underlying finite element analysis (FEA), general procedure of identifying and solving engineering problems using COMSOL Multiphysics FEA software, and interpretation of FEA results.

Biomaterial & Tissue Engineering Track

From: (<https://www.bme.uconn.edu/wp-content/uploads/2019/08/FINAL-BTE-Track-19-20.pdf>)

Biomaterial & Tissue Engineering Track – BME Electives	Credits
BME 3320 - Biosensors and Nanodevices for Biomedical Applications	3
BME 3420 - Stem Cells for Regenerative Medicine	3
BME 3520 - Developing Mobile Apps for Healthcare	3
BME 3720 - Drug Delivery	3
BME 3740 - Introduction to Microscopy and Biophotonics	3
BME 4701 - Advanced Biomaterials	3
BME 4720 - Cellular Engineering	3

To:

Biomaterial & Tissue Engineering Track – BME Electives	Credits
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BME 3320 - Biosensors and Nanodevices for Biomedical Applications	3
BME 3420 - Stem Cells for Regenerative Medicine	3
BME 3520 - Developing Mobile Apps for Healthcare	3
<i>BME 3630 – Multiphysics Finite Element Analysis</i>	<i>3</i>
BME 3720 - Drug Delivery	3
BME 3740 - Introduction to Microscopy and Biophotonics	3
BME 4701 - Advanced Biomaterials	3
BME 4720 - Cellular Engineering	3

Biomechanics & Mechanobiology Track

From: (<https://www.bme.uconn.edu/wp-content/uploads/2019/08/Final-BMM-Track-19-20.pdf>)

Biomaterial & Tissue Engineering Track – BME Electives	Credits
BME 3320 - Biosensors and Nanodevices for Biomedical Applications	3
BME 3500 - Biomedical Engineering Measurements	4
BME 3520 - Developing Mobile Apps for Healthcare	3
BME 3700 - Biomaterials	4
BME 4201 - Introduction to Medical Imaging.	3
BME 4600 - Biosolid Mechanics	3

To:

Biomaterial & Tissue Engineering Track – BME Electives	Credits
BME 3320 - Biosensors and Nanodevices for Biomedical Applications	3
BME 3500 - Biomedical Engineering Measurements	4
BME 3520 - Developing Mobile Apps for Healthcare	3
<i>BME 3630 – Multiphysics Finite Element Analysis</i>	<i>3</i>
BME 3700 - Biomaterials	4
BME 4201 - Introduction to Medical Imaging.	3
BME 4600 - Biosolid Mechanics	3

Systems, Imaging and Instrumentation Track

From: (<https://www.bme.uconn.edu/wp-content/uploads/2019/08/Final-SII-Track-19-20.pdf>)

Systems, Imaging and Instrumentation - BME Electives	Credits
BME 3100 - Physiological Modeling	3
BME 3320 - Biosensors and Nanodevices for Biomedical Applications	3
BME 3520 - Developing Mobile Apps for Healthcare	3
BME 3740 - Introduction to Microscopy and Biophotonics	3
BME 4120 - Neural Information Processing and Sensory Coding	3
BME 4300 - Physiological Control Systems	3
BME 4520 - Digital Imaging Processing	3

To:

Systems, Imaging and Instrumentation - BME Electives	Credits
BME 3100 - Physiological Modeling	3
BME 3320 - Biosensors and Nanodevices for Biomedical Applications	3
BME 3520 - Developing Mobile Apps for Healthcare	3
<i>BME 3630 – Multiphysics Finite Element Analysis</i>	<i>3</i>
BME 3740 - Introduction to Microscopy and Biophotonics	3

BME 4120 - Neural Information Processing and Sensory Coding	3
BME 4300 - Physiological Control Systems	3
BME 4520 - Digital Imaging Processing	3

Computational and Systems Biology Track

From (<https://www.bme.uconn.edu/wp-content/uploads/2019/08/Final-CSB-Track-19-20.pdf>)

Systems, Imaging and Instrumentation - BME Electives	Credits
BME 3100 - Physiological Modeling	3
BME 3520 - Developing Mobile Apps for Healthcare	3
BME 4300 - Physiological Control Systems	3
BME 4800 - Bioinformatics	3

To:

Systems, Imaging and Instrumentation - BME Electives	Credits
BME 3100 - Physiological Modeling	3
BME 3520 - Developing Mobile Apps for Healthcare	3
<i>BME 3630 – Multiphysics Finite Element Analysis</i>	<i>3</i>
BME 4300 - Physiological Control Systems	3
BME 4800 - Bioinformatics	3
BME 4720 - Cellular Engineering	3

Motion: B. Weber

Second Motion: N. Lownes

Motion passed

ATTACHMENT 15

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Academic Program Inventory

BACKGROUND:

The Office of Higher Education maintains an inventory of approved academic programs offered by public and independent colleges and universities in Connecticut. Those listings are available to the general public through the Office's web site and provide the most accurate up-to-date information about programs of study in our state.

The information on the Inventory of Approved Academic programs is an important resource and is used to convey educational information to a broad range of constituencies, both in Connecticut and across the country. Additionally, in order for veterans to receive their earned educational benefits, they must be enrolled in a program that is accredited.

The following non-substantive changes and updates are provided to the Board for informational purposes.

Non-Substantive Changes and Updates

- Change name of current Nursing Practice Graduate Certificate so that it is listed as "Post-Graduate APRN Certificate") with concentrations each reported separately: Adult Gerontology Acute Care Nurse Practitioner; Adult Gerontology Primary Care Nurse Practitioner; Family Nurse Practitioner; Neonatal Nurse Practitioner.

ATTACHMENT 16

June 23, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Centers and Institutes

The *By-Laws of the University of Connecticut*, Article XII, state that “All centers and institutes will be reviewed on a five-year cycle to determine their continued contribution to the University’s mission,” and that the “Provost will routinely inform the Board of Trustees ... of the establishment and discontinuation of all centers and institutes.” This document represents such notice.

BACKGROUND:

Following review and deliberation, the Academic Centers and Institutes Review Committee brought forth the following recommendations, which I support:

Established

Connecticut Advanced Computing Center (CACC)

Renewed for five-year term

Center for Applied Research in Human Development (CARHD)

Center for Clean Energy Engineering (C2E2)

Center for the Ecological Study of Perception and Action (CESPA)

Center for Education Policy Analysis (CEPA)

Center for Judaic Studies and Contemporary Jewish Life

Connecticut Institute for Resilience and Climate Adaptation (CIRCA)

Connecticut Institute of Water Resources (CTIWR)

Institute for Systems Genomics (ISG)

Institute of Materials Science (IMS)

Kildsig Center for Pharmaceutical Processing Research (CPPR)

Renzulli Center for Creativity, Gifted Education, and Talent Development

Thermo Fisher Scientific Center for Advanced Microscopy and Materials Analysis (CAMMA)

Renewed for two-year term

Center for the Study of Culture, Health, and Human Development (CHHD)

Granted one-year extension

Reading-Language Arts Center

Mission statements for established and renewed Centers and Institutes are available on the following pages.

Established

Connecticut Advanced Computing Center

The mission is to bring under one umbrella entity within the School of Engineering the advanced computing capabilities of the Booth Engineering Center for Advanced Technology (BECAT) and the Connecticut Cybersecurity Center (C³). The latter center incorporates the Center for Voting Technology Research, the Center for Hardware and Embedded Systems Security and Trust (CHEST, formerly the Center for Hardware Assurance, Security, and Engineering, CHASE), the Comcast Center of Excellence for Security Innovation (CSI), and the Synchrony Financial Center for Cybersecurity (SYF). CACC is envisaged as a rebranding of BECAT, newly incorporating C³.

Renewed

Center for Advanced Microscopy and Materials Analysis

The mission is to provide faculty expertise, state-of-the-art laboratories and specialized equipment to enhance commercialization of new products and high-paying jobs for the State of Connecticut.

Center for Applied Research in Human Development

The Center enables the development and application of interventions intended to improve quality of life for individuals, families, and communities. In particular, to improve outcomes for sociodemographically marginalized populations by informing and evaluating interventions intended for public benefit. To provide assistance to state and community-based agencies in the development, delivery, and evaluation of human service programs. The collaboration with state and community-based agencies is intended to facilitate the development of high quality program evaluations.

Center for Clean Energy Engineering

To provide an umbrella and platform for developing and validating advanced energy systems concepts and cost effective engineering and demonstration of the long term operation and reliability. The Center for Clean Energy Engineering further serves as a nexus for the development to deployment activities involving fundamental and applied research in clean and efficient energy systems (from energy conversion and distributed generation technologies to utilization of fossil and non-fossil fuels to power distribution and management) utilizing foundational knowledge in the field of materials science, systems engineering, computational analysis, large scale demonstration and testing as well as training of 21st century scientists and engineers.

Center for Ecological Study of Perception and Action

The Center's mission is to understand perceiving, acting, and knowing as the natural-law consequences of self-organizing systems embedded in rich ecosystems.

Center for Education Policy Analysis

To inform educational leaders and policymakers on issues related to the development, implementation and consequences of education policies. The Center for Education Policy Analysis examines policies through multiple perspectives, paying particular attention to the impact of policies on social justice and educational equity across P-20 educational settings.

Center for Judaic Studies and Contemporary Jewish Life

The mission is to foster research and scholarship in Judaic Studies, enrich undergraduate and graduate education in Judaic Studies as part of a general liberal arts education, and provide resources for continuing education and community service. The program objective is the pursuit of empirical, historical, literary, philosophical, and theoretical approaches to the field of Judaic Studies through creative scholarship, undergraduate and graduate courses, scholarly lectures, and community events. The Center seeks to promote the academic and scholarly study of Jewish history, culture, and civilization in recognition of the need to bring that study to a general audience. Center activities are open to all persons, regardless of religious or ethnic background.

Center for Pharmaceutical Processing Research

The Center is an industry/university research center focusing on new technology for pharmaceutical processing, to foster collaborative research projects between industrial and academic scientists, and to promote an interdisciplinary approach to training students in pharmaceutical process research and development.

Center for the Study of Culture, Health and Human Development

The Center was established to promote interdisciplinary scientific collaboration, training, and outreach related to human development and health in cultural context.

Connecticut Institute for Resilience and Climate Adaptation

The mission is to increase the resilience and sustainability of vulnerable communities along Connecticut's coast and inland waterways to the growing impacts of climate change on the natural, built, and human environment.

Connecticut Institute of Water Resources

The mission is to collaborate with and serve all colleges and universities in the state to resolve state and regional water related problems and provide a strong connection between water resource managers and the academic community, in addition to sharing the results of water resources research and other information with the general public.

Institute for Systems Genomics

The Institute's mission is to integrate genomics research and education across The Jackson Laboratory and UConn campuses as well as affiliated teaching hospitals. The advantages of joining the ISG include participation in seed/pilot grant programs, in the ISG-affiliated Ph.D. program, in networking events and in the implementation of the UConn academic plan in genetics, genomics and personalized medicine. In addition, ISG members may have preferred access to certain core facilities and the opportunity to sponsor/invite speakers for joint ISG/UConn/JAX seminars.

Institute of Materials Science

The Institute was established in 1965 by the Connecticut General Assembly to maintain an advanced materials research center, provide superior graduate research education in the interdisciplinary fields of materials science and engineering, and provide materials-related technical outreach to Connecticut's industries.

Renzulli Center for Creativity, Gifted Education, and Talent Development

The Center is one of the leading national and international centers in the area of gifted education and talent development. For over four decades, the faculty at the Center has conducted research and been involved in training and professional development that has influenced policy and practice on creativity, talent development, and gifted education across the country and the world.

April 24, 2020

Dr. Ugur Pasaogullari
Center for Clean Energy Engineering
Unit 3139

Dear Dr. Pasaogullari,

The Center for Clean Energy Engineering (C2E2) was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Center for Clean Energy Engineering will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Center for Clean Energy Engineering. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

**Center for Clean Energy Engineering (C2E2)
2019-2020 University Centers/Institutes Review Committee**

Mission/Criteria:

The mission of the Center for Clean Energy Engineering (C2E2) is to be recognized for world class education, research and training of scientists and engineers; for innovations in transforming “Science to Systems”; enabling industries and organizations in developing cost effective solutions for multi-disciplinary problems in a timely manner; and for providing guidance and leadership in solving global societal issues ranging from sustainable energy to environment. The Center focuses on basic and applied research, provides educational opportunities and training for campus, industry, and outreach audiences, and has dedicated research facilities. Components of these services include: consultations, advocacy, education, research, athlete testing, and mass-market outreach. The center launched in 2002 under a different name has been C2E2 since 2009. The center has an advisory board consisting of representatives from industry, government, and UConn. Directors during the self-study period were Prabhakar Singh (2009-2017) and Ugur Pasaogullari (2017-present).

Staff/Budget:

C2E2 had an operating budget of \$506,482 over the 2015-2019 period which was split between the School of Engineering, VPR Office (IDC Return), and the Provost’s office. Incoming external funding over the 2015-19 period averaged >\$4 million per year from a variety of (mostly) federal and industry sources. The center supports 9 staff members and includes 18 core faculty and 17 affiliated faculty all from the School of Engineering.

Contributions/Accomplishments:

- 1) External funding awarded 2015-2019: \$29,143,820
- 2) 333 journal articles and 138 conference proceedings between 2015 and 2019
- 3) Hosted 5 regional/national workshops
- 4) Developed new interdisciplinary MS program with initial funding from DOE: Master of Science in Advanced Manufacturing for Energy Systems (AMES)
- 5) Initiated Summer Undergraduate Fellowship in Energy with funding from VPR and SOE.
- 6) Conducted outreach to school-age students, industry groups, and government including hosting State Reps in 2015.
- 7) Expanded and maintained research facilities in 3 locations including space in New Engineering Science Building.

Strategic Plan and Goals/Challenges:

Strategic goals stated for the next 5 years include: 1) increasing in visibility, size, and research productivity, 2) increasing collaboration, and 3) improving interaction with stakeholders.

The center will undergo a strategic planning process in 2020 with a focus on better identifying and engaging with stakeholders both internal and external to the university. Faculty-led working groups will focus on growth opportunities to help meet goal #1 above.

The center will focus on fostering a nationwide network of energy centers that will also engage energy-focused centers at UConn. The center will continue in a similar direction thematically with some expansion noted into energy storage and deployment of renewables.

Recommendations:

The center has been highly and consistently successful over the past several years in terms of scholarly output, external research funding, training, and outreach.

The University Center/Institute Review Committee recommends a 5-year approval with review scheduled for 2024. In the next self-study, the following points should be considered:

- Document increased interdisciplinarity including integration with other energy-focused C/Is at UConn (EEC, Fraunhofer, IOE, etc.) and increasing the number of faculty from outside the SOE engaged as either core or affiliate faculty
- Clarification of the roles and activities of 1) staff, 2) “core” faculty, and 3) “affiliated” faculty.
- Identification of how scholarship, funding, and related accomplishments are uniquely attributable to C2E2 activities/projects.
- Outcomes of Strategic Planning process mentioned in the self-study.

May 11, 2020

Dr. John A. Chandy
Dr. Laurent Michel
Connecticut Advanced Computing Center
Unit 3237

Dear Drs. Chandy and Michel,

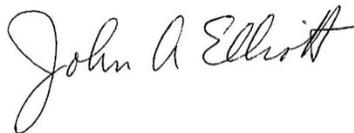
The proposal to create the Connecticut Advanced Computing Center (CACC) through the rebranding of the Booth Engineering Center for Advanced Technology (BECAT) and incorporation of the Connecticut Cybersecurity Center (C³) was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Connecticut Advanced Computing Center has been approved with renewal scheduled for a three-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee. We look forward to learning how these recommendations have been instituted in your next self-study report.

Furthermore, as a result of the merger, the following centers will cease to function as independent entities, serving instead as sub-centers within CACC. They are as follows: Connecticut Cybersecurity Center (C³); Center of Hardware and Embedded Systems Security and Trust (CHEST formerly CHASE); Comcast Center of Excellence in Cybersecurity (CSI); Center for Voting Technology Research; Synchrony Financial Center for Cybersecurity (SYF).

Please accept our thanks and congratulations for the many fine accomplishments of the two centers now merged into one. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

cc: Jeannette Burke, Administrative Assistant
Benjamin Fuller, Associate Director
Omer Khan, Associate Director

Connecticut Advanced Computing Center (CACC)
2019-2020 C/I Review of Proposed Merger of BECAT and C³

Mission/Criteria: CACC's mission is to bring under one umbrella entity within the School of Engineering the advanced computing capabilities of the Booth Engineering Center for Advanced Technology (BECAT) and the Connecticut Cybersecurity Center (C³). The latter center incorporates the Center for Voting Technology Research, the Center for Hardware and Embedded Systems Security and Trust (CHEST, formerly the Center for Hardware Assurance, Security, and Engineering (CHASE), the Comcast Center of Excellence for Security Innovation (CSI), and the Synchrony Financial Center for Cybersecurity (SYF). CACC is envisaged as a rebranding of BECAT, newly incorporating C³.

Staff/Budget: Professors John Chandy and Laurent Michel will co-direct CACC, with a budget of approximately \$200K per year. Jeannette Burke, the current admin for C³, will be the admin for the new CACC center. This budget will support the current CSI Assistant Jeannette Burke, a postdoc researcher, two graduate students, and summer salary for the CACC directors.

Funding: Funding is split between the School of Engineering (IDCs: \$100K per year) and income from CHEST (\$100K per year). Dr. Bollas, current director of BECAT, and the co-directors have agreed to transfer any remaining funds in BECAT to CACC and IASE proportionally with respect to faculty contributions. Any revenue that the subcenters generate through grants and contracts will be retained within the subcenter to support the activities delineated by the grant or contract. However, all indirect costs from these activities will flow the parent CACC center to support common services such as administrative and technical staff, computing and test equipment, and grant writing services. A supportive letters is provided by Dr. Bollas, who has agreed to the conditions described above and will step down as director of BECAT once the merger is complete.

Strategic Plan and Goals/Challenges: A merger of the currently separate entities is sensible, as evidenced by the governance structure of each: Professors Chandy and Michel direct or co-direct C³, CHEST, CSI, and SYF. A transition plan is presented regarding how existing infrastructures, such as admin support in BECAT, will be transferred to CACC, and how technical requirements due to the merger (e.g. website reorganization) will be managed. CACC will take over the BECAT website and forward it to the new CACC website. Current CACC technical staff will manage the website reorganization. The organizational chart is presented. Day-to-day management of the center will be conducted by the co-directors John Chandy and Laurent Michel with the assistance of Ben Fuller and Omer Khan. The executive committee is comprised of the Dean of School of Engineering (Kazem Kazerounian) and the Senior Associate Dean of School of Engineering (Michael Accorsi). The executive committee will provide overall guidance and governance and will meet with the co-directors on a regular basis.

A self-evaluation plan is also included, which will focus on the following areas: 1) the extent to which CACC faculty provides high quality outcomes that enhance the university's reputation; 2) CACC's impact on industry and government practices and activities; and 3) the extent to which external communities are reached. The metrics of assessment build on prior activities and will help guide the evaluation post-merger.

Recommendations:

The University Center/Institute Review Committee recommends approval of the BECAT and C³ merger to create the **Connecticut Advanced Computing Center (CACC)**, with a re-evaluation after three years (2023). For the next review, the Committee highly recommends articulation of specific, measurable annual goals/outcomes and resources required to produce the outcomes over this period of time, as well as a 5-year plan that builds on post-merger activities to guide the strategic goals and activities of the CACC.

April 24, 2020

Dr. Steven L. Suib
Thermo Fisher Scientific Center for Advanced Microscopy and Materials Analysis
Unit 3136

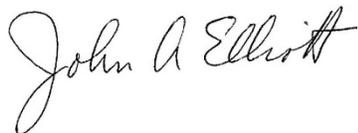
Dear Dr. Suib,

The Thermo Fisher Scientific Center for Advanced Microscopy and Materials Analysis (CAMMA) was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Center for Advanced Microscopy and Materials Analysis will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Center for Advanced Microscopy and Materials Analysis. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

**UConn Thermo Fisher Scientific Center for Advanced Microscopy and Materials Analysis
(CAMMA)
2019-2020 University Centers/Institutes Review Committee**

Mission/Criteria: The UConn Thermo Fisher Scientific Center for Advanced Microscopy and Materials Analysis (CAMMA) is to promote state-of-the-art electron microscopy research endeavors. CAMMA oversees operations, technical training and oversight of nine instruments housed in the Innovation Partnership Building (IPB) and manages service agreements through Institute for Materials Science (IMS), which is responsible for billing, setting charges, maintenance, training of users, and operation of the facilities.

Staff/Budget: Dr. Steven L. Suib, Board of Trustees Distinguished Professor, Department of Chemistry, has been serving as Director of CAMMA since 2015. There are 3 academic assistants supported by CAMMA. The role descriptions of the director and staff are provided under CAMMA Operations. There are 72 supervisory users with 332 group member users of CAMMA over the past 5 years representing a diverse array of departments across UConn including Anthropology, Biology, Chemistry, Engineering, and Physics. Thermo Fisher funds selected projects and is committed to do so for another 2 years. In addition, a Memorandum of Understanding was initiated with Pratt and Whitney to station Pratt researchers at UConn and fund the use of the instruments, training and supplies used.

Funding: The Operative Budget of CAMMA was \$640,000 in FY2020. User fees were established to cover costs of maintenance, repair and purchase of expendables for the CAMMA facility.

Accomplishments: The first 5 years of operation were focused on setting up the laboratory and microscopes, establishing a fee-for-service model and growing the number of users. During this time, a Fellowship program was established and now supports 5 students per year. In addition, six new faculty positions have been filled with researchers who are experts in electron microscopy. Faculty users have published 40 peer-reviewed manuscripts based on work conducted at CAMMA and many scholarly contributions are noted by CAMMA faculty. In addition, over 30 patent applications have been submitted or issued from work generated by the CAMMA instruments. Numerous research projects have developed due to the existence of CAMMA, with partnerships between UConn and industry (Thermo Fisher, Pratt & Whitney) and visiting researchers from other academic institutions including Yale, Wesleyan, and UMass. The FEI company awarded \$50K each year for 5 years to support student scholarships and \$2M to support 4 UConn research projects.

Strategic Plan and Goals/Challenges: The CTIWR has set the following goals for the next 5 years:

1. Continue providing seed funding opportunities for groups of faculty members to use CAMMA to develop new multi-investigator research areas that will lead to major funding.

2. Developing stronger relationships with Thermo Fisher Scientific researchers, other industrial researchers, and continued collaborations with other Centers and Institutes.
3. Promoting CAMMA to external partners in order to increase usage and revenue flow for maintenance of equipment.

Recommendations:

CAMMA was established to provide state-of-the-art equipment and training for research using electron microscopy. Over the past 5 years, CAMMA has become a foundational resource for faculty and student training, multiple research grants and patents. Based on the 5-year self-report the University Center/Institute Review Committee recommends another 5-year approval with the next self-report due in 2024. Specific recommendations that should be considered include:

1. With the goal of becoming a self-sustaining unit, affiliate faculty responsibilities for grant submissions or contracts that use CAMMA resources should be a priority. This could be facilitated by developing an itemized budget template that incorporates maintenance and service fees. Grants submitted (funded and unfunded) would be a useful metric to report on the next self-study. In addition, indirect revenue streams from federally-funded grants that are primarily based on CAMMA resources could be negotiated with the dean to provide maintenance support.
2. A budget that includes service contracts, personnel costs, upgrades, and repairs would be useful to determine projected expenses and required revenue to make more strategic decisions and provide constituents with more concrete fundraising goals.
3. Planning for the next five years would be enhanced by articulating measurable goals with activities to achieve the goals and who will be responsible to carry them out. This could serve as a template for Center meetings and activities and provide affiliate faculty with a better sense of how they can contribute to the Center's mission.

April 24, 2020

Dr. Beth Russell
Center for Applied Research in Human Development
Unit 1058

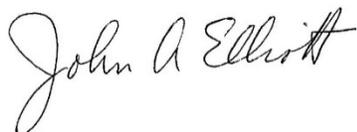
Dear Dr. Russell,

The Center for Applied Research in Human Development (CARHD) was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Center for Applied Research in Human Development will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Center for Applied Research in Human Development. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

**Center for Applied Research in Human Development
2019-2020 University Centers/Institutes Review Committee**

Mission/Criteria: The primary mission of the Center for Applied Research in Human Development is to provide assistance to state and community-based agencies in the development, delivery, and evaluation of human service programs. CARHD's primary focus is on promoting high quality human service programming and evaluation for programs that promote child, youth, and family development. Recent advances in theory and research are applied in the planning and implementation of all Center initiatives. These foci are separate from the academic mission of the department as a whole but complement the academic, research, and scholarship/service mission of the department, particularly through faculty and student research-practice partnerships with external agencies.

Staff/Budget: Beth Russell, Associate Professor of Human Development and Family Sciences, has been serving as Director of the CARDHD since 2018. There are 5 core faculty from HDFS and 12 affiliated faculty across different units with approximately 30 student members. There does not appear to be any dedicated staff support for CARHD.

Funding: In FY2013-2017, the Center has generated over \$335,000 per year in external funding, although FY18 and FY19 are not listed. Additional revenue has been accrued through over 20 fee-for-service contracts over the past 5 years. Five external grants have been awarded as well to support projects.

Accomplishments: The Center has dispersed \$2,392,856 from 2013-present on projects related to its mission. Center faculty have published 8 peer-reviewed articles and composed 60 reports over the last 5 years. Additional recognition of the Center has been through invited presentations and over 25 national and international presentations by Center faculty and students. Awards and other contributions to the University are noted, although it is unclear whether these activities are individual faculty accomplishments versus supported by the Center as part of the mission.

Strategic Plan and Goals/Challenges: By December 2020 the Center will

- (1) recruit faculty affiliates, identify Core Faculty members and establish a steering/advisory committee;
- (2) create an annual report template;
- (3) create a key finding infographic template;
- (4) develop a sustainable research-practice partnerships resource;
- (5) finalize website updates; and
- (6) develop sustainable resource and staffing plan.

Long-term goals are set to:

- (1) formalize and align CARHD policy with department and college standards;
- (2) increase faculty and graduate student affiliates and recognize community partners as community affiliates; and
- (3) promote CARHD project scholarship.

Recommendations:

The CARHD has played an instrumental role in leading service-research partnerships between the University and local/state/federal-based agencies and programs and in promoting opportunities for faculty and students to be involved in the development, delivery, and evaluation of human service programs. The goals of the CARHD were met over the past 5 year cycle and the University Center/Institute Review Committee recommends a 5 year approval with review scheduled for 2024. In the next self-study, the following points should be considered:

1. Clarification of the roles and activities of core faculty, affiliated faculty and students.
2. Document reliable sources of revenue that can support Center infrastructure and staff support, such as the certificate course or Parent Education program.
3. Ensure that a Strategic Planning process is used to develop measurable goals, steps, and resources required to achieve the goals, and person/people responsible to carry them out, to document the success of the Center.

April 24, 2020

Dr. Avinoam Patt
Center for Judaic Studies and Contemporary Jewish Life
Unit 1205

Dear Dr. Patt,

The Center for Judaic Studies and Contemporary Jewish Life was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Center for Judaic Studies and Contemporary Jewish Life will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Center for Judaic Studies and Contemporary Jewish Life. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

**Center for Judaic Studies and Contemporary Jewish Life
2019-2020 University Center/Institute Committee Review**

Reviewers: I. Valla and S. Chafouleas

Mission/Criteria: The mission of the Center for Judaic Studies and Contemporary Jewish Life is to foster research and scholarship in Judaic Studies; to enrich undergraduate and graduate education in the liberal arts by providing opportunities for students to study for the B.A., M.A. and PhD degrees in Judaic Studies; and to provide resources for continuing education and community service. During the last five years the Center has worked to expand its potential impact and reach to a broader audience of students and changed its mission. New coursework has been added and an expanded program of community outreach and engagement was developed to enhance teaching, research and service associated with the Judaic Studies. Collaboration with the Office of Global Affairs to develop innovative new programs in Israel has been successful in stimulating faculty research and enhancing learning opportunities for students.

Staff/Budget/Funds: The newly hired Associate Professor Avinoam Patt serves as the Director of the center which counts 7 core faculty, 23 affiliated faculty and 7 staff members. The faculty members come from various departments, including History LCL, Digital Media and Design etc. which meets the Center's requirements. The budget of the center between 2015 to 2020 is \$266,745.67 and it is funded by the College of Liberal Arts and Sciences and supported by the Doris and Simon Konover Chair in Judaic Studies.

Goals/Accomplishments: Over the last 5 years the goals of the Center for Judaic Studies and Contemporary Jewish Life were:

1. Enhance learning opportunities through new and innovative coursework on campus for both undergraduate and graduate students. The HEJS was approved in the 2017-18 year. New courses have been added and two more are expected to be added through course development grant competition. The enrollment of the students has increased from 154 in Fall 2015 to 199 in Spring 2020. The graduate program for MA and PhD in Judaic Studies also strong because HEJS is situated within LCL. The Center and the LCL offer teaching and research assistantship to the grad students as well as resources including an estate gift by the late Stephen Cohen and the Cohen Henes Scholarship Fund in Judaic Studies and the Fund for the Enhancement of Judaic Studies. Moreover the Center took the following actions to enhance the graduate program: a) use of Foundation funds to support faculty and students travel to Israel, 2) work with the Office of Global Affairs to develop new programs, 3) work with El Instituto and the Office of Global Affairs to promote a new study abroad program, 4) continued preparations to launch a new degree program in Hebrew and Judaic Studies and majors in School of Engineering and School of Business. 5) explore the creation of a Holocaust and genocide studies certificate to train teachers in the state.
2. Campus programming: The Center has a robust series of programs which support undergraduate coursework, benefit graduate students, contribute to the scholarly

community on campus and provide adult learning opportunities. The Center also sponsor annual events to commemorate the victims of the Nazi genocide through a variety of events focused on the Shoah.

3. Community outreach. In the summer of 2015 the Center launched the Judaic Road Show, a program to bring our faculty out into the community, which was very successful. In collaborative partnership with the Charter Oak Cultural Center, the Center organized and attracted more people in events such as the Jewish Plays Project and multiple concerts. Community activities were also developed in the Stamford branch of the Center, which was very important taking into account the fact that there is not Jewish student organization at UConn Stamford. The new initiatives in the Greater Hartford area include: a) ALEPH: the Institute of Jewish Ideas, 2) The Jewish Hartford: European Roots.
 4. International programs and partnerships. The programs include; a) UConn Education Abroad in Israel, where the Center awards travel stipends to students who travel to Israel, b) Summer Brain and Behavior in Tel Aviv and c) Summer Entrepreneurship and Innovation Program. Exchange programs are also offered to students.
- The Center has also invited and hosted various scholars.

Goals for the next five years: The Center will focus on: a) Expanding undergraduate enrollments and increasing the number of majors/minors in the program, by offering combination of large enrollment classes that fill General Education requirements, and developing new coursework that explores interdisciplinary connections, promotes conversations among diverse group of students and challenges conventional thinking. The Center will also explore new programs (American Jewish Studies for Israelis, Jewish Life and Culture in Europe, Holocaust and genocide education certificate) and will work with the UConn Foundation to raise money for scholarships. b) Building the graduate program through offering new graduate level courses in collaboration with other departments, while recruiting PhD students in disciplines associated with Judaic Studies. The hiring of the new director, an expert in Modern Jewish History and Holocaust Studies, with broader scholarly engagement in the fields of Modern and American Jewish History, Holocaust Studies, Israel Studies, and Jewish Literature will help the Center towards recruiting more grad students to the program. c) Supporting and developing innovative scholarship among faculty in Judaic Studies and d) offering high-level community-oriented programming, which will translate into donor support for long-term Judaic Studies-related initiatives. The Center will continue to work with partners to turn UConn into the state leader in advancing Holocaust and genocide education workshops.

Recommendations:

The Center is very focused with clear directions and priorities in education, scholarly accomplishments, and outreach. All of which are very reasonable. The committee highly recommends that the Center establish clear metrics and a rigorous assessment plan for itself. The goals of the Center are very well defined, but the progress towards these goals is not clearly measured. How many publications, conferences, workshops took place in the previous 5 years cycle of the Center compared to the currently reviewed (2015 – 2020) cycle? The Center should have also clearly stated in their report what were the concerns/recommendations from their

previous report cycle and whether it had addressed these concerns or not. In the next report the Center is highly encouraged to provide clear measures and assessments of the goals and the progress. This way the committee will have a clearer understanding of the progress and will better assess and give feedback on the viability of the Center.

April 24, 2020

Dr. Morgaen L. Donaldson
Center for Education Policy Analysis
Unit 3093

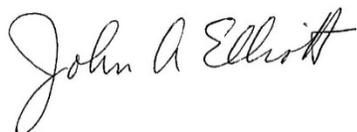
Dear Dr. Donaldson,

The Center for Education Policy Analysis (CEPA) was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Center for Education Policy Analysis will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Center for Education Policy Analysis. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

**Center for Education Policy Analysis
2019-2020 University Center/Institute Committee Review**

Reviewers: I. Valla and M. Hussein

Mission/Criteria: The mission of the Center for Education Policy Analysis (CEPA) is to inform educational and public policy leaders about the development, analysis and implementation of educational policies. CEPA examines policies through multiple perspectives paying particulate attention to the impact of policies on social justice and educational equity in P-20 educational settings. The Center's role is to serve as a hub of learning regarding education policy matters for UCONN faculty and students and provide learning opportunities for policymakers and education professionals in the state. The goals of CEPA during the last 5 years were to: 1) conduct original research on educational policy issues, 2) Analyze (a) existing policy initiatives to determine their impact and (b) pending proposals to delineate potential outcomes, 3) provide technical assistance to states, educational organizations and educational leaders that inform policy options and provides useful information on state and federal policy initiatives, 4) disseminate information to educational and public policy leaders about the consequences of various educational policies and 5) propose new or revised policies that have the potential to help educational leaders address education problems and issues.

Staff/Budget/Funds: Dr Morgaen L. Donaldson is serving as the Director of CEPA. The Center has 17 more core faculty, 5 affiliated faculty and 2 staff members. The core faculty are involved in planning events and participate in short term and long-term planning meetings. Affiliated faculty are regularly involved in these activities and sometimes help to organize these events. The budget of the Center for the last 5 years were \$701,794. The funds were distributed to faculty, post doc, staff and GA. The post doc funds were provided by the Director of CEPA Dr. Donaldson, while all the other funds were provided by the Neag School of Education.

Accomplishments: Over the last 5 years CEPA has engaged in five major initiatives tied to goals laid out in 2015. The first Goal was to serve as a Nexus for education policy research campus and statewide. To achieve this goal the Center has initiated the CEPA Speaker Series and they created opportunities to develop the next generation of education policy researchers. For the later, CEPA launched the CEPA Policy Brief Series through which a small number of students were selected to write policy briefs and were mentored through the process. The second Goal was to increase publications and research productivity. The Centers exceeded their benchmark for this goal. CEPA faculty have published a high number of papers and have received over \$11M in grants far surpassing their benchmark. The third Goal of CEPA was to strengthen the connections with state policymakers and educational leaders. The Center has developed many more than 10 partnerships including the Connecticut State Department of Educations, the Connecticut Association for Boards of Education, the Queen Rania Teacher Academy, the Hartford Educational Research Consortium the Connecticut Technical High Schools and the Connecticut Association of Public School Superintendents, the Bridgeport Public Schools and more. The fourth Goal was to establish a stronger national presence in key areas of educational policy. CEPA has created and maintained s social media presence both state

and nationwide, however the Center has not hold a national conference yet (although the goal was to hold two national conferences). Lastly, the fifth Goal was to expand the core and affiliated faculty by 10%. CEPA has not been able to increase the number of faculty members (core or affiliated) due to attrition issues. However, they have been able to attract faculty from other departments, outside the Neag School.

Strategic Plan and Goals/Challenges for the next five years: The CEPA has set the following goals for the next 5 years:

1. Continue to serve as a Nexus for education policy research campus wide and expand reach statewide. CEPA will target three campus wide events per year and one statewide event every two years, on average
2. Increase publications and grant productivity. CEPA will target at least four applied research products per core faculty member per year, a minimum of \$10M in submitted proposals and will generate a substantial number of website hits assessing research products.
3. Strengthen connections with state policymakers and educational leaders. CEPA is targeting a minimum of 10 partners seeking research partnerships.
4. Establish a stronger national presence in key areas of education policy. Monthly social media interactions and at least one conference in the next five years.
5. Expand core and affiliated faculty. CEPA will target to increase the core or affiliated faculty members by 10% and triple the number of CEPA outside the School of Education.

The Center recognizes the many opportunities, but also the threats and challenges for the next five years of the life of CEPA. Specifically, one of CEPA's strengths is the many research and proposal writing collaborations with the Connecticut State Department of Education and with state-level professional organizations. Another big opportunity lies on possibility moving CEPA from Neag's Department of Education Leadership, to the Neag Scholl as a whole. Such as move will expand CEPA's opportunities for collaborations within and outside of the state.

One of the biggest concerns is the difficult of the Center to retain its faculty. The last 2 -3 years the Center has lost some of the most productive faculty to other universities with more resources for education. The Center claims that the university has not filled the lost positions yet and this is a serious threat. Another big challenge is the lack of funding to incentivize faculty involvement.

Recommendations:

Grant productivity has been a great success for CEPA for the last five years. Collaborations with various organizations have also been instrumental to the success of the Center and one of its major strengths. However, it is apparent that faculty retention and lack of resources is a challenge. Based on the 5-year self-report the University Center/Institute Review Committee recommends another 5-year approval with the next self-report due in 2024. Specific recommendations that should be considered include:

1. As stated in the review, the Center should increase its resources to the faculty and should incentivize faculty and students. The opportunity to move the Center directly under the Neag School of Education should be leveraged here. The Center should engage the

School for funding resources. It is unclear from the report why the funds from the Neag School have been reduced to such extent over the years.

2. It is also highly recommended for the Center to achieve the goal of developing a National conference in the next five years. It is very encouraging that the Center has developed and strengthened the connections with state organizations. However, it is important for the Center to increase its visibility to faculty and organizations nation-wide.
3. Working directly with the Office of Vice President for Research to secure funds for resources from workshops and conferences in state and nation level might also help.

April 24, 2020

Dr. James A. Dixon
Center for the Ecological Study of Perception and Action
Unit 1020

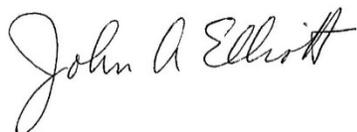
Dear Dr. Dixon,

The Center for the Ecological Study of Perception and Action (CESPA) was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Center for the Ecological Study of Perception and Action will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Center for the Ecological Study of Perception and Action. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

Center for the Ecological Study of Perception & Action (CESPA)

2019-2020 University Centers/Institutes Committee Review

Reviewers: Mohamed Hussein and Robert Fahey

Mission and Goals: The mission of the Center is to promote research on perceiving, acting, and knowing as the natural-law consequences of self-organizing systems embedded in rich ecosystems.

The Center's goals include: 1. Strive to keep the science moving forward. 2. Work to expand the scope of ecological science by extending ideas into new domain. 3. Seek new opportunities for graduate students such as collaboration with an external scientist, a corporate or paid internship.

Staff:

Professor James A. Dixon, Director

No dedicated administrative staff. The Department of Psychological Sciences provide administrative assistance with grants. Graduate students help organize social and intellectual events. The center does not appear to have an advisory board either internal or external to UConn.

Core Faculty:

James A. Dixon, Director, Professor of Psychological Sciences [Perception, Action, Cognition: Ecological]

Steven Harrison, Assistant Professor of Kinesiology

Alexandra Paxton, Assistant Professor of Psychological Sciences [Perception, Action, Cognition: Ecological]

Till D. Frank, Associate Professor of Psychological Sciences [Perception, Action, Cognition: Ecological]

Tehran J. Davis, Assistant Professor of Psychological Sciences [Perception, Action, Cognition: Ecological] (now at University of Cincinnati)

Dilip Kondepudi, Professor of Chemistry (Wake Forest University)

Bruce A. Kay, Research Scientist

Jeffrey Kinsella-Shaw, Associate Professor of Kinesiology, Head of Physical Therapy Program

Kerry Marsh, Professor of Psychological Sciences [Social]

Adam Sheya, Assistant Professor of Psychological Sciences [Developmental]

Edward Large, Professor of Psychological Sciences [Perception, Action, Cognition: Language & Cognition]

Affiliated Faculty:

James F. Rusling, Professor of Chemistry

Sudha Srinivasan, Assistant Professor of Kinesiology

Dimitris Xygalatas, Assistant Professor of Anthropology

Bert Hodges, Professor of Psychology (Gordon College)

Maurici Lopez Felip, Senior Scientist (Futbol Club Barcelona)

Emeriti: Claudia Carello, Professor Emerita of Psychological Sciences

Budget: No regular budget. Depends on research grants. Over the 5 years had 13 grants with total funding of \$1,401,947. Also receives an annual donation by anonymous donor of \$10,000.

Contributions of the Center:

Research: The Center's research is in three areas; 1. Research on Perception and action, 2. Research on self-organizing Physical systems and 3. Research on Collective Behavior and Impersonal Dynamic. In the three areas the Center collaborates with partners including the military, firefighters, corporations, the NSF and private foundations. The Center has published a 117 publications including 2 authored and 2 edited books.

20 graduate students trained over past 5 years, including award of 8 PhDs.

The Center has two endowed faculty positions and in the process of establishing a graduate endowed fellowship.

Three annual conferences organized, weekly workshops, and large volume of visiting scholars.

Challenges and Strategic Plans for the Next Five Years:

Considering the current interest of the faculty, the Center plans to focus on collective behavior and interpersonal dynamics research.

The Center will also continue to push on the core ideas of self-organization in living and non-living systems

A strength of the Center is the makeup of the faculty with five assistant professors and a group of senior professors with international reputation and considerable experience. However, the Center has to plan for retirement of a leading faculty member and the prospect of losing the emeriti faculty.

The Center will continue to develop the corporate partnerships into stable and reliable sources of funding and graduate students training.

The Center hopes to generate funding from the corporate partners to pay the University for overhead.

The Center leadership certainly view interdisciplinarity as a strong feature of CESP and repeatedly indicate the link to natural sciences as an important feature of the work. However, there is only one UConn faculty member outside Psychology/Kinesiology listed among the either the core or affiliated faculty. More effort to expand the affiliated faculty to (or at least engage with) researchers from the natural sciences (biology, physics, ecology, etc.) would seem to be of great potential value going forward.

Recommendation: The University Centers/Institutes Review Committee recognizes the contributions of CESP in terms of education, research, outreach, and funding generation. The self-study indicates a high level of productivity and strong likelihood of continued success. However, there is a lack of specific attainable goals presented in the self-study that could indicate success at the next review period.

The University Center/Institute Review Committee recommends a 5-year approval with review scheduled for 2024. In the next self-study, the following points should be considered:

- Include specific and attainable goals that are likely to be met prior to the next self-study
- Document increased interdisciplinarity including integration with other academic units in the natural sciences and increasing the number of faculty engaged as either core or affiliate faculty
- Identification of scholarship, funding, and related accomplishments as center activities rather than collected multiple times as accomplishments of individual faculty.

April 24, 2020

Dr. Sara Harkness
Center for the Study of Culture, Health, and Human Development
Unit 1058

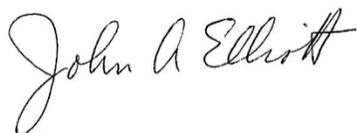
Dear Dr. Harkness,

The Center for the Study of Culture, Health, and Human Development (CHHD) was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Center for the Study of Culture, Health, and Human Development will be renewed for a two-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Center for the Study of Culture, Health, and Human Development. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

**Center for the Study of Culture, Health, and Human Development
2019-2020 Centers/Institutes Committee Review**

Mission/Criteria:

The mission of the Center for the Study of Culture, Health, and Human Development is to bring together (as an educational resource) UConn faculty from various disciplines and organizational units whose scholarship focuses on the scientific understanding and active promotion of healthy human development in cultural context, to create a platform for collaboration on this subject, and to recruit students from various doctoral programs whose interests overlap the topic and provide them certification and training. The Center provides educational opportunities and training for students across a range of disciplines through its Graduate Certificate Program in Culture, Health and Development and its participation in the National Family Development Credential Program. The center launched in 1998 in conjunction with the establishment of the Graduate Certificate Program and Sara Harkness and Charles Super have been Director and C-Director of the center since its inception, including throughout the current study period. The center does not indicate an advisory board.

Staff/Budget:

CHHD receives no routine direct support from any university source and is supported through external funding. The center has brought in ~\$4 million in external funding over the 2015-2019 self-study period, the majority of which (~\$2.5 million) is associated with its entrepreneurial National Family Development Credential program. The center partially supports 3 staff members in Research Professor and Coordinator roles and includes 4 core faculty (2 tenure-track) and 13 affiliated faculty across 3 academic units (Human Development and Family Sciences, Psychological Sciences, and Anthropology and Human Rights).

Contributions/Accomplishments:

- 1) External funding awarded 2015-2019: \$3,922,665
- 2) 12 journal articles and 18 invited/keynote presentations between 2015 and 2019
- 3) Continued Graduate Certificate Program in Culture, Health and Development and produced 13 Graduate Certificate awardees
- 4) Initiated CHHD “Seed Grant” program and awarded one grant to two affiliated faculty members
- 5) Organized informal seminar series entitled “Culture ‘n’ Cuisine”
- 6) Developed MOU with University of Botswana and initiated/explored several other international opportunities

Strategic Plan and Goals/Challenges:

The goal of maintaining the Graduate certificate program was met and there was increased success in encouraging students to complete all requirements. Other strategic goals listed in prior self-study were not met for a variety of reasons, mostly outside the control of the Center faculty.

The directors identify several challenges including a lack of departmental diversity in the affiliated faculty (largely HDFS) and a slow (but consistent) influx of students into the Certificate program, also largely from HDFS. The success of the National FDC program is identified as an opportunity as well as a challenge in terms of administrative support. The directors also list their workload as a challenge and the lack of course release as an issue with maintaining center activities that are largely conducted by them.

The directors did not discuss the issue of the center being almost entirely dependent on two faculty members within the same department and at similar stages of career. This would seem to be a huge issue that will affect the long-term viability of the center and its activities, and there should be some indication of efforts to engage a wider net of faculty in a more substantial capacity.

Recommendations:

The center has been somewhat successful over the past several years, mostly in the development/maintenance of an entrepreneurial program that supports the majority of center activities. There has also been some success in terms of scholarly output, external research funding, and training, but many of the stated goals from the prior self-study were not met.

The University Center/Institute Review Committee recommends a 2-year approval with review scheduled for 2022. In the next self-study, the following points should be addressed:

- There is need to establish a clear plan with specific goals and metrics for the center for the next self-study. For example, what might the goals and metrics be for the potential new global opportunities? As another example, what is the future plan to ensure leadership stability, such as involving a wider net of faculty who could provide a long-term vision?
- It is critical to document clear strategy for increased interdisciplinarity, including integration with other academic units beyond HDFS and increasing the number of faculty engaged as either core or affiliate faculty. An alternative option for the center is to consider merging or folding of the center within another entity in order to strengthen unique and substantial contribution as a university center.
- As noted in the prior points, it is important to identify scholarship, funding, and related accomplishments as activities that substantiate a university center distinction, as opposed to focus on accomplishments, albeit important, of individual faculty.

April 24, 2020

Dr. James O'Donnell
Connecticut Institute for Resilience and Climate Adaptation
Avery Point Campus

Dear Dr. O'Donnell,

The Connecticut Institute for Resilience and Climate Adaptation (CIRCA) was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Connecticut Institute for Resilience & Climate Adaptation will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Connecticut Institute for Resilience and Climate Adaptation. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

Connecticut Institute for Resilience and Climate Adaptation (CIRCA)
2019-2020 C/I Review

Mission/Criteria: CIRCA's mission is to work with communities in CT and the Northeast to increase resilience and sustainability along Connecticut's coast and inland waterways in the face of the growing impacts of climate change on the natural, built, and human environment. CIRCA works with the Connecticut Department of Energy and Environmental Protection (CTDEEP) to create sustainable strategies for these communities that enhance resilience while protecting natural ecosystems. The Institute's principle goals are not education and research, but rather their application to practical approaches to protecting the environment (both natural and manmade). Among other activities, CIRCA develops and coordinates the Climate Change Resilience and Adaptation strategy for the State of Connecticut, disbursing grants to local and regional projects. This multi-million dollar program ("Resilient Connecticut") continues through to July 2022.

Staff/Budget: James O'Donnell, Professor of Marine Sciences, serves as Director of the CIRCA. There are 4 core faculty drawn from 4 different departments at UConn, although only the Director is (partially) supported by UConn funds to participate in CIRCA. Another 12 staff are listed (in the 2nd "Table 1") who are primarily based at Avery Point and are supported by the Resilient Connecticut program. There are a further 27 affiliated faculty who participate in the various projects/programs supported by CIRCA.

Funding: CIRCA was initially funded with \$2.5M from CTDEEP, \$450K from UConn, and \$49K from U.S. Department of Housing's National Disaster Resilience Competition (NDRC). It has raised, during the period 2014-2019, \$13.5M in external funds including \$8.2M from NDRC for its ongoing Resilient Connecticut program ((it was a challenge, however, to identify from the document the individual funds making up the additional \$5.3M). Some IDCs have been returned to the Institute: In 2019, as an example, the OVPR provided a share of IDCs to cover accounting expenses and \$14K for other purposes.

Accomplishments: The Institute has disbursed over \$2.1M in grants (to local communities, and faculty), and has received a further \$2.3M in grants from 6 other agencies not covered by the CTDEEP MOU. These have led to 35 project products. CIRCA has supported at least 17 events and 21 scholarly publications, and has supported 5 postdocs and 8 graduate students (and 10 undergraduates). There have been countless presentations at conferences and workshops. The primary goals of the Institute have been met by ample engagement with local communities and agencies, as well as UConn faculty whose grants (and associated income) have supported the mission of the Institute.

Strategic Plan and Goals/Challenges: It is anticipated that the Institute's mission will necessarily change over the next 5 years, reflecting changes in partnerships and funding. There are opportunities associated with the CT Governor's Council on Climate Change although it is currently unclear how these might manifest. CIRCA has established itself as the foremost State entity with expertise on managing resilience and sustainability along the coastline, and should likely be a part of future State investments. Two challenges in particular stand out: (1) the

challenges inherent in building multi-disciplinary groups, although UConn has experience of managing such challenges; (2) perhaps more crucially, CIRCA's reliance on a single member of faculty (The Executive Director) with responsibility for the future development of CIRCA. As a part of the strategic plan, CIRCA are proposing five 50% faculty positions to support the Executive Director in developing projects and proposals (including academic offerings in the classroom) and four FTEs for administrative support (including a research coordinator and IT support; the submitted document did not detail any current administrative support). It was quite unclear as to how these numbers were arrived at, what cannot currently be accomplished that these new positions would enable, and how their utility would be evaluated if these new positions came to fruition. The proposal is for University resourcing to be linked to support from state agencies and the legislature.

Over the next five years the strategic plan includes:

- (1) expanding Resilient Connecticut to become sustainable beyond 2022, with additional/renewed funding, aiming to deliver climate change adaptation programs in 25 towns by 2025;
- (2) publishing 100 peer-reviewed publications and technical reports;
- (3) winning 10 external grants to support faculty, postdoctoral and other students;
- (4) hosting a national conference on Adaptation Science and Policy;
- (5) developing partnerships with 5 out-of-state institutions and 2 non-US institutions.

Recommendations:

CIRCA has been instrumental in leading a major partnership with the State and other agencies concerned with adaptation to climate change. It has met, and exceeded, its original goals, and has proven highly successful at winning both large grants/contracts and smaller grants. It occupies a unique niche within the State. The University Center/Institute Review Committee recommends a 5 year approval with review scheduled for 2024/5. Over the next five years the following points should be considered:

1. Development and clarification of roles that core faculty can provide in supporting the Executive Director. For example, the Executive Director might consider appointing Associate Directors with clearly designated roles and creating an organizational chart. This should be a part of a related goal to ensure that a strategic planning process in the short-term identifies the governance and other infrastructures that would support CIRCA in the event that the current Executive Director is unable to sustain in the current role. It was unclear how the Executive Steering Committee feeds into the governance structure, again, supporting the potential need for an organization chart.
2. Related, it is important to ensure that the institutional experience gained from negotiating Resilient Connecticut (and other funding) is not lost by (a) establishing a mechanism/infrastructure to ensure continuity across the next five years and more, and (b) documenting contacts, resources, policies, and operational practices that have uniquely contributed to, and supported, the success of CIRCA over the past five years.
3. As another suggestion, it may be helpful to consider the relationship between CIRCA and other, related centers and institutes, such as the Institute of the Environment. Similarly, consideration of how the activities of CIRCA will dovetail with ongoing school-level strategic planning. And if moving forward with academic offerings, how would these dovetail with current course offerings?

4. Given the strong potential for CIRCA in accelerating trajectory of reach (e.g. aspiring to become more visible regionally and nationally) further attention to identifying both the opportunities that may exist beyond CT, and the resources that may be required to meet these opportunities may be necessary.

April 24, 2020

Dr. Robin Bogner
Kildsig Center for Pharmaceutical Processing Research
Unit 3092

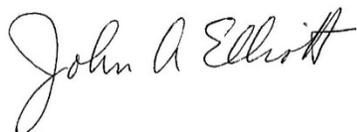
Dear Dr. Bogner,

The Kildsig Center for Pharmaceutical Processing Research (CPPR) was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Center for Pharmaceutical Processing Research will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Center for Pharmaceutical Processing Research. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

cc: Xiuling Lu, Associate Director

**Kildsig Center for Pharmaceutical Processing Research (CPPR) at UConn
2019-2020 University Centers/Institutes Committee Review**

Reviewers:

Mohamed Hussein and Angela Starkweather

Description: a multi-university cooperative research center, consisting of 4 academic sites – Purdue University, University of Connecticut, University of Minnesota. and University of Puerto Rico – funded by annual fees of member companies interested its research focus. CPPR was founded in 1995, as part of the industry/university cooperative research center (I/UCRC) of the National Science Foundation (NSF). Due to the small number of faculty across the country that are involved in pharmaceutical processing research, the CPPR provides a critical mass of researchers that can attract the interest of pharmaceutical and related companies. The Headquarters of CPPR was moved from Perdue to UConn on September, 2018. The report submitted focuses on the UConn Site of the CPPR.

Mission:

1. advance the understanding of how unit operations in the manufacture of pharmaceutical dosage forms influence critical quality attributes of pharmaceutical products,
2. explore novel processing technology aimed at improving product quality or decreasing cost,
3. develop and implement improved process monitoring methods,
4. foster an interdisciplinary approach to pharmaceutical processing research,
5. support the application of rigorous science in graduate pharmaceutical education, and
6. catalyze scientific interaction between academic scientists and their counterparts in the pharmaceutical industry.

Staff/Budget:

Budget for the UConn Site of the CPPR– in thousands of dollars

	2015	2016	2017	2018	2019	2020
Member Company Fees ¹	\$175	\$175	\$210	\$240	\$228 ₂	\$225

1:The budget is from fees paid by member companies; in 2018-2019 was \$40K, in 20-21 \$\$45K and 21-22 \$50 K. Member companies included AstraZeneca-Biologics, Biogen, Boehringer-Ingelheim, GlaxoSmithkline, Regeneron, and SP Scientific.

Staff:

Center Director: Robin Bogner.

Assoc. Director: Xiuling Lu.

Administrative Specialist: Joanne Nault.

Participating Faculty (since 2015) from Dept. of Pharmaceutical Science:

1. Robin H. Bogner, Professor – Center Director, Site Director and PI on projects
2. Diane Burgess, Professor – PI on projects
3. Bodhi Chaudhuri, Associate Professor – PI on projects
4. Xiuling Lu, Associate Professor– Assoc. Center and Site Director and PI on projects
5. Na Li, Assistant Professor – new faculty who proposed a project last Fall
6. Raman Bahal, Assistant Professor – PI on a project
7. Michael Pikal, Professor – retired – former Site Director and former PI on projects
8. Devendra Kalonia, Professor – retired – former PI on projects

Affiliated Faculty:

Faculty whose expertise is required for CPPR projects are considered affiliated faculty during the project period.

1. Tai-Hsi Fan (Dept. of Mechanical Engineering) – co-I on a project
2. Anson Ma (Dept. of Chemical & Biomolecular Engineering) – co-I on a project
3. Sina Shahbazmohamadi (Dept. of Biomedical Engineering) – co-I on a project

Contributions of the Center (in the past 5 years):

- 1. Advance the understanding of how unit operations in the manufacture of pharmaceutical dosage forms influence critical quality attributes of pharmaceutical products** a. Project on Investigation of Mixing and Segregation of Ordered Mixtures for Dry Powered Inhaler (DPI) Formulations. i. **Final Report:** Delivered to CPPR Industrial Advisory Board May 2016 and three papers were published.
- 2. Explore novel processing technology aimed at improving product quality or decreasing cost. The results were two projects:** a. Project on Controlled Ice Nucleation in Freeze-Drying Optimization of Nucleation Control and Quality by Design Implications i. **Final Report:** Delivered to CPPR Industrial Advisory Board May 2014. b. Project on Impact of Freezing Variability on Process Economics and Product Quality: Characterization of Scale-up Differences i. **Final Report:** Delivered to CPPR Industrial Advisory Board May 2016
- 3. Develop and implement improved process monitoring methods** a. Project on Impact of Water Resorption on MTM Product Temperature Measurement: Implications for the Smart Freeze Dryer **Final Report:** Delivered to CPPR Industrial Advisory Board May 2014 b. Project on Protein Conformation in Freeze-Dried Amorphous Solids: Implications for Product Stability i. **Final Report:** Delivered to CPPR Industrial Advisory Board May 2018 c. Investigation of Heat and Mass Transfer in Dual Chamber Syringes/Cartridges i. **Final Report:** Delivered to CPPR Industrial Advisory Board May 2018. ii. **Invention Disclosure:** Submitted Nov 2018.
- 4. Foster an interdisciplinary approach to pharmaceutical processing research** a. Faculty outside of the Department of Pharmaceutical Sciences have been included on 3 project teams i. Tai-Hsi Fan (Department of Mechanical Engineering) was co-I on the completed project on Development of a scale-down model for freeze-thaw of biologics applying a design of experiments (DoE) approach. ii. Anson Ma (Department of Chemical &

Biomolecular Engineering) is co-I on the current project on Inkjet Based 3D Printing Methods for Solid Oral Dosage Manufacturing. iii. Sina Shabzhmohamadi (Department of Biomedical Engineering) is co-I on the current project on Pore Structure Characterization of Freeze-Dried Products.

5. **Support the application of rigorous science in graduate pharmaceutical education** a. Support of \$1,083,000 over the last 5 years was provided by the member companies for CPPR projects, all of which involve graduate student support as the major portion of the budget. b. Scientific rigor of the CPPR projects is ensured by i) the process by which PI's present their proposals twice – once for feedback and the second time incorporating that feedback, and ii) holding midpoint teleconference meetings to update interested CPPR industry scientists on the progress of the project and solicit further feedback to guide the project.
6. **Catalyze scientific interaction between academic scientists and their counterparts in the pharmaceutical industry** a. The CPPR holds face-to-face meetings twice yearly (in May and Oct) for 1 ½ days each, during which faculty, students, and scientists from member companies discuss pressing research needs of the industry and how to solve them. b. Each CPPR project is required to have at least one “industrial mentor” to work closely with the project team – faculty and graduate students.
7. **Foster collaborative research projects between industrial and academic scientists** a. CPPR faculty often work with scientists at the CPPR member companies to develop new project proposals. The higher success rate in receiving funding approval for collaboratively developed proposals provides incentive for such collaboration.
8. **Train the next generation of process and development scientists for the changing needs of the pharmaceutical industry** a. Funding was provided for 17 graduate students and 3 post-doctoral fellows. b. Many of the Ph.D. graduates and post-doctoral fellows who have completed their training are now employed in major pharmaceutical companies such as Pfizer, Genentech, Merck, Bristol-Myers Squibb, Sanofi, and Regeneron.

Publications: During the reporting period, thirteen articles were published, five conferences were hosted and many presentations were made.

Conferences: The Center hosted the CPPR semi-Annual Conference in 2015, 2018 and 2019. The Center faculty also made several presentations at member companies.

Strategic Analysis and Plan for Upcoming Five Year Period

Opportunities and threats:

1. Increase visibility and name recognition utilizing social media and other promotional opportunities
2. The number of CPPR member companies has declined from over 20 at its maximum to 10 as of January 2020. The decline is a threat to survival of CPPR, and an opportunity to recruit more companies, thereby strengthening the consortium.

3. The University of Puerto Rico has been inactive for several years. A major strength of CPPR that attracts industrial funding is the multi-university aspect that brings together a critical mass of research expertise. The loss of academic sites diminishes ability to attract funding.

4. The most pressing threat is from similar research centers. The Center for Pharmaceutical Development (CPD, an NSF I/UCRC) and the Center for Integrated Material Science and Engineering for Pharmaceutical Products (CIMSEPP, which has a planning grant from NSF I/UCRC) have overlap with CPPR's mission and seek to recruit and/or poach the same set of companies. Furthermore, the CPD has overlap with a CPPR academic site – Purdue University. CIMSEPP has overlap with another CPPR academic site – University of Minnesota. The overlap with the two academic sites threatens the ability of those sites to remain in CPPR. If we lose those sites, we lose some research strength, and CPPR would be a single university center. At the time of this report, it appears that CPD will fold into CPPR. The status of CIMSEPP is pending.

Strategic goals/aims for the next 5 years

1. **Goal** – Although is a constitution, CPPR was run informally. The contracts that the member companies signed with each academic site did not always match the constitution. Now that UConn has become the lead academic site, the relevant portions of the constitution and contract are now being recast into a Governance document, with the remainder incorporated into a Policies and Procedures document. Distributing these to all CPPR IAB members and faculty will allow full disclosure and uniform understanding of the operation of the Center. 1.2.

Action plan – Finalize the Governance Document, submit it to the Industrial Advisory Board, revised as necessary, and have it approved **by** the celebration planned for the 25th Anniversary of the Founding of CPPR to be held in **Fall 2020**.

2. **Goal** – Increase the number of member companies. 2.1. Background – Many years ago, there were more than 21 member companies in CPPR, with UConn having 6-8. As of January 2020, the four academic sites are down to 10 member companies, with UConn having 4. 2.2. **Action Plan** – Identify 4 companies to recruit **by March 2020**. Actively recruit to increase the number of UConn's member companies to **8 by May 2021**.

3. **Goal** – Reduce the attrition of member companies by increasing the value of CPPR to a broader audience within each company.

3.2. **Action Plan** – Visit current member companies to present a formal research talk and general overview of CPPR **at least once every other year**.

4. **Goal** - The strength of CPPR is having active research at multiple academic sites. Once UConn has 8 member companies, the recruiting effort of the Center Director can turn to adding companies to CPPR's other academic sites. Adding research dollars to the other sites helps UConn by strengthening CPPR as a whole.

4.2. **Action Plan** – Once UConn has 8 member companies, identify another 8 companies to recruit for other institutions. Actively recruit those companies to increase the total number of member companies (over all academic sites) to **18 by 2023**.

Recommendation:

The Kildsig Center for Pharmaceutical Processing Research (CPPR) has a unique role in serving as a multi-university cooperative research center. There are, however, some significant challenges to the previous structure and financial support that has been instrumental to successful collaboration and achievement of set goals. The director and associate director are to be commended for providing a thorough assessment of the assets, as well as real and potential threats. Each goal for the next 5 years is followed by an action plan with feasible solutions and alternatives. The University Centers/Institutes Review Committee recognizes the contributions of CPPR in terms of education, research, outreach and funding generation. Thus, we recommend the approval of five years for the 2024 cycle.

April 24, 2020

Dr. Michael Dietz
Connecticut Institute of Water Resources
Unit 4036

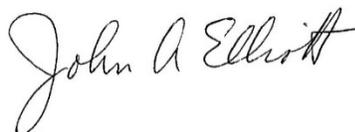
Dear Dr. Dietz,

The Connecticut Institute of Water Resources (CTIWR) was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Connecticut Institute of Water Resources will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Connecticut Institute of Water Resources. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

cc: James Hurd, Associate Director

Connecticut Institute of Water Resources 2019-2020 University Centers/Institutes Committee Review

Mission/Criteria: The Connecticut Institute of Water Resources (CTIWR) has been in continuous existence since 1965 and is currently located within the Department of Natural Resource and the Environment (NRE), in the College of Agriculture, Health and Natural Resources at the University of Connecticut. The mission of the CTIWR is stipulated by the Federal Water Resources Research Act of 1984 and involves: (1) planning, conducting and arranging for research that fosters the entry of new scientists into the water resources field; training and education of future water scientists; exploration of new ideas that address water problems or expand understanding of water and water-related phenomena; and dissemination of research results to water managers and the public; (2) coordination with other colleges and universities in Connecticut that have demonstrated capabilities for research, information dissemination and student training in order to develop a statewide program designed to resolve state and regional water and related land problems.

Staff/Budget: Dr. Michael Dietz, Associate Professor and Extension Educator has been serving as Director since 2018. Mr. James Hurd has been serving as Associate Director at 50% FTE since 2012. The role descriptions of the director and associate director are well defined. There are 4 administrative faculty, 2 faculty advisors and 13 faculty PIs internal and external to UConn from 2015-2019. A student worker was hired to carry out social media activities. An Advisory Board is engaged in the activities and planning of the CTIWR by reviewing grant applications and providing recommendations for program implementation and evaluation.

Funding: The United State Geological Survey 104B Base Grant Program awards CTIWR \$92,335 per year to provide core financial support. The bulk of these funds (73%) are distributed to water resource scientists at Connecticut institutions of higher learning through a competitive grant program. An additional \$40,000 is provided by the Dean of the College of Agriculture, Health and Natural Resources at the University of Connecticut. These funds provide a portion of the 50% FTE salary of the associate director and is part of the 2:1 match of the Federal dollars provided.

Accomplishments: The CTIWR has dispersed over \$300,000 from 2015-present toward 15 research projects related to its mission, 1 of which resulted in external funding, and supported 6 student theses and dissertations. In addition, ongoing projects and activities of the CTIWR involved 35 students across all levels of training (BS, MS, PhD, Postdocs, Visiting Scholars). The main method of dissemination is through the CTIWR website. CTIWR faculty have published 8 peer-reviewed articles and provided 22 presentations at local and national conferences over the last 5 years. Additional recognition of the CTIWR has been through the Director's participation on several statewide water related panels, committees and workgroups. The CTIWR also coordinates a weekly seminar series with invited speakers, and a student photography contest.

Strategic Plan and Goals/Challenges: The CTIWR has set the following goals for the next 5 years:

1. Continue providing funding opportunities for water resources based research, education and information transfer for researchers in Connecticut via the 104B Base Grant and 104G National Competitive Grant Programs. The CTIWR depends on federal appropriations and financial support from CAHNR, which is expected to continue. The goal is to improve participation in research submission in the 104B and 104G grant programs, especially from researchers from outside UConn.
2. Pursue eternal, stable funding sources. The Director has worked with external agencies to identify the most likely partner for collaboration on an externally funded grant. The Director will continue dialogue with contacts at the Connecticut Department of Public Health to develop and implement one externally funded project.
3. Improve in-state visibility of CTIWR. Several strategies are described to increase recognition and dissemination of information including increase in social media presence, annual newsletter posted on the website, via electronic means and to key stakeholders.
4. Provide increased services and information to researchers and the general public. The Director has added content on the website “For Residents” tab on water-related topics. Google analytics will be employed to evaluate visitor statistics and new content will be developed to maintain interest. A free drinking water testing campaign will be launched in 2020 to increase services to residents of the state. In addition, the CTIWR will continue to support an international speaker at the fall Department of Natural Resources and the Environment (NRE) seminar series to create visibility of CTIWR within the state.
5. Impacts of research on public policy and general public. Working with the Advisory Board, the CTIWR will develop a method for measuring impact of research results on public policy, implementation and information to the general public.

Recommendations:

The CTIWR has a rich history with the United States Geological Survey that provides a continuous source of support for research on water-related topics led by faculty and students across the state. Leadership of CTIWR has been instrumental in meeting each of the goals over the past review cycle and will continue to be imperative for continued success. Based on the 5-year self-report the University Center/Institute Review Committee recommends another 5-year approval with the next self-report due in 2024. Specific recommendations that should be considered include:

1. As previously stated in the review, leadership succession is a priority with an opportunity to re-evaluate the Associate Director role and responsibilities of affiliate members who contribute to the mission of CTIWR. Responsibilities of faculty PIs and affiliate members could be developed and might include federal grant submissions and publications.
2. It is unclear whether there is a goal to increase submissions to the 104G National Competitive Grants Program. If so, the CTIWR could host a workshop for interested investigators to develop ideas prior to or as part of distributing the 104G RFP to generate more applications. Working

with the OVPR or INCHIP, resources on grant writing and submission could be a part of creating a pipeline to facilitate grant development and submission.

3. Impacts of Institute research on public policy and water management and the information transfer program will be a priority over the next self-study cycle. The C/I Committee recommends collaboration with InCHIP as a potential source of expertise to carry out recommended plans developed with the Advisory Board.

April 24, 2020

Dr. Steven L. Suib
Institute of Materials Science
Unit 3136

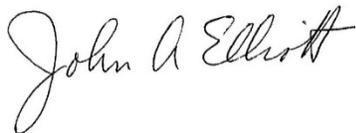
Dear Dr. Suib,

The Institute of Materials Science was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Institute of Materials Science will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Institute of Materials Science. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

cc: Rainer J. Hebert, Associate Director

Institute of Materials Science (IMS)

2019-2020 University Centers and Institutes Review Committee

Mission/Role:

The current mission of the Institute of Materials Science (IMS) is to promote interdisciplinary activities amongst various schools, departments, centers, and institutes at the University of Connecticut in the broad areas of research, teaching, service, and outreach. IMS activities that are unique contributions atypical to departments, schools and colleges primarily include multi-investigator awarded proposals and contracts; novel interactions with industry via the Industrial Affiliates Program; and research and education at the borders of numerous disciplines. Stated goals for the next 5 years are to expand already strong research programs in IMS, enhance joint programs with other Centers and Institutes at UConn, promote industry collaboration, and strengthen and build educational programs.

Staff/Budget:

Net operating budget of slightly over \$9 million annually, with combined sources including university permanent funds, IDC return, and services/contracts. Appendix 7 contains a list of awards obtained by IMS over the review period.

IMS is led by a director (Suib) and associate director (Hebert), with leaders designated for each of the various program areas as well as core and affiliated faculty. In addition, IMS includes both internal and external advisory boards, and is supported by 20 staff members. See Appendix 1 for the IMS organizational chart.

Accomplishments:

- Emphasis has been successful with regard to raising visibility of IMS, increasing external support, and strengthening multi-investigator programs with both academic and industrial researchers. For example, on average, slightly over 80 extramural proposals have been submitted annually over the reporting period.
- An impressive list of publications attributed to IMS appear in Appendix 2 as well as indications of accolades/honors by faculty (see p 11). IMS researchers have been in patents as well as starting companies.
- IMS has included employment of a substantial number of positions that include post-docs, graduate students, student labor, and temporary researchers. In addition to those employed by IMS, users of laboratory resources has included close to 700 undergraduates and over 700 graduate students.
- Multi-disciplinary efforts have led to inclusion of multiple centers within IMS, as well as supports to the Innovation Partnership Building – all demonstrated during challenging budget times.
- Outreach and dissemination has increased reach and exposure of IMS, with targeted efforts to share information about the work of IMS.

Recommendations:

- The report shared summary information using portions of a SWOT analysis approach (e.g. threats on return, opportunities in strengthening external board), however, more detailed analysis and strategies for addressing, enhancing, or strengthening would be helpful. For example, is there industry analysis that suggests strengthening the External Advisory Board in certain areas would be

most beneficial? Does that analysis also suggest directions for creating new educational programs – what is needed, why, and how might IMS be positioned to fill that gap?

- The 5-year goal plan should include greater specificity (as suggested in the prior review), formatted as SMART goals (specific, measurable, actionable, relevant, and time-bound) for each of the defined areas (e.g. website includes education, research, outreach as main areas) in order to facilitate evaluation at the end of the next review period. Although a section on strategic goals and associated strategies is included, it was somewhat difficult to discern the goals in alignment with the stated areas within the mission (education, research, outreach), and metrics for evaluating success of goals were not included. For example, Appendix 8 includes a list of equipment needs - what are the proposed strategies for meeting those needs?

Overall Recommendation:

- Renew for 5 years, with submission of a more detailed plan outlining goals, objectives, and expected outcomes.

April 24, 2020

Dr. Rachel J. O'Neill
Institute for Systems Genomics
Unit 3197

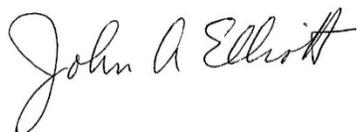
Dear Dr. O'Neill,

The Institute for Systems Genomics was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Institute for Systems Genomics will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Institute for Systems Genomics. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

Institute for Systems Genomics
2019-2020 University Center/Institute Committee Review

Reviewers: I. Valla and M. Hussein

Mission/Criteria: The Institute of the Systems Genomics (ISG) was established in 2012 by Prof. Marc Lalande. The field of genomics today spans areas as broad as data science, biology, agriculture and sustainability, computer science, physics, chemistry, engineering, math, medicine, sociology, philosophy, data visualization, business and law. For this reason, the ISG is multi-disciplinary, cross-campus and inter-institutional and serves as a nexus to coalesce genome based inquiry across diverse disciplines to support an internally recognized CT community. The goals of the ISG are: a) to establish a world class program for research and training in Genomics and in Personalized Medicine by mobilizing the strengths of the Jackson Labs (JAX) and the UCONN, with other academic and industry partners, b) to lower administrative barriers to collaboration among JAX, the Farmington Campus and the Storrs campus in areas related to Genomics and to Personalized Medicine, 3) to develop an academic structure that supports undergraduate, professional and graduate education bridging the UConn and JAX genomics communities.

Organizational Structure: The leadership team includes Dr. Rachel O’Neil, who serves as the Director of the ISG and Dr. Brenton Graveley, who serves as the Associate Director. The activities of the Institute are also supported by the ISG Executive Committee (14 members) and two sub-committees: the ISG Scientific Committee (12 members) and the ISG Education/Curricula and Courses Committee (12 members). The Institute serves as a hub of four centers and core facilities which represent its research pillars: 1) the Center for Genome Innovation (CGI), 2) the computational biology core (CBC), 3) the iPSC and Chromosome Core (CC) and 4) the Single Cell Genomics Center (SCGC). The Institute has also outreach and educational pillars for graduate and undergraduate training. Within all these research and educational pillars, the ISG has 148 faculty members, representing 36 departments and 10 schools/colleges within UConn.

Accomplishments: The most important success of the Institute during the period of 2013 to 2019 is the grant awards of \$414M in total funding. Even more remarkable is the increase of the funding from \$8M in 2013 to \$93.4M. Other major accomplishments of the ISG faculty include 64 book chapters and review articles, 1,502 peer review publications, 34 prizes/achievement awards, 24 patents, the development of 21 genomics software tools, 89 professional society accolades, 84 journal editorships/advisory board memberships, 987 invited presentations, 187 grant review panels and the organization of 125 conferences. Beyond the aforementioned accomplishments, the ISG has worked towards the following goals:

- 1) Built an internationally recognized cluster of four cores and centers (CGI, CBC, CC and SCGC).
- 2) Incentivized and facilitated collaborations among the faculty and centers. ISG achieved this goal via two different internal funding mechanisms: a) the Affinity Research Collaboration award mechanism launched in 2013 (\$1M) and the b) the Seed Grant

Mechanism launched in 2010 (\$200K). The first mechanism supported 11 UConn faculty, 6 JAX faculty and 12 CCMX participant/faculty and the results included 5 awarded grants of more than \$5M (5-fold return on investment), 19 publications and 18 trainees. The second mechanism just started to generate results which look encouraging.

- 3) Sponsored integrative research symposia and conferences and fostered reeducations across disciplines through the executive training modules. Since 2012 the Institute hosted 18 workshops and networking events, conferences and special events. Furthermore, a total of 36 formal workshops was offered and held by the CGI and CBC.
- 4) Developed an interdisciplinary graduate program. To achieve this goal the ISG started the following programs: a) In 2014 the PhD in Systems Genomics was approved. This is an interdisciplinary, cross campus and inter institutional program with participation from various departments and schools across UConn. However, immediately after the launch of the program and prior to recruitment of its first class, funding was suspended due to university budget constraints. To support students' stipend the program needs restoration of the funding, b) the Professional Science Masters in Generic Counseling was established, approved and is ready to launch in fall of 2021. It is anticipated that ten students will be enrolled, c) the Professional Masters degree in Health Care Genetics started in 2015. It has already graduated 15 students, while the current program student enrollment is 10, d) the certificate in clinical genetic and genomics was launched in July 2019. The certificate is already a feeder for further graduate training, e) The certificate in clinical communication and counseling has been approved. The estimated enrollment is 6-10 students per year, f) two graduate fellowship opportunities, the Kenneth and Paula Munson Family Funds and the Linda D. Strausbaugh Fellowship in Genetics and Genomics. Through these fellowships have been awarded to UConn graduate students, g) Mentorship for UConn students is provided by JAX.
- 5) Developed hybrid, on-line and distanced learning capabilities
- 6) Supported the entrepreneurial undergraduate program iGEM, which consists of 25 undergraduate students from a diverse range of different majors at UConn.
- 7) Supported various different outreach programs, targeting high school students, families, Native American college and university students and various special events for the public.

Strategic Plan and Goals/Challenges for the next five years: The ISG is committed to grow its research portfolio and to establish concentrations that will prepare the Institute for successful federal grant opportunities, emerging training grant initiatives and to meet the growing demands for genetics and genomics training and workforce enhancement across disciplines. The ISG will also work with the UConn administration to develop faculty reporting mechanisms that decreasing reporting efforts by members and staff, comprehensively track impact and derive metric based data analytics. Specifically, the goals of ISG are:

- 1) Fiscal Sustainability. Through the first 5 years the Institute was supported by the Academic Plan. The ISG is no longer operating under the funds of the Academic Plan. The Institute seeks support for its centers through Health Center Research Advisory Council (HCRAC), OVPR and Provost requests. However, university investment is essential for the continuation of various activities including the graduate and undergraduate programs, as well as the acquisition of various equipment.

- 2) Growth in research portfolio and grant revenue. Assuming that the ISG will have support from the university, it will: 1) continue offering network events, conferences, 2) provide seed grant program, 3) provide workshops and staff support for large consortium efforts, 4) reduce structural barriers among UConn campuses, 5) increase faculty recruitment, 6) solidify partnership with UConn Foundation, 7) establish Clinical Genomics Core.
- 3) Promote multidisciplinary training opportunities in genomics, including existing programs of graduate and undergraduate students as well as fellowships. The application for the Accreditation Council for Genetic Counseling Program will be submitted by 2020 with a goal of matriculating the first cohort of generic counseling programs in fall 2021 or 2022.
- 4) Promote outreach programs in genomics, health and the environment.

Recommendations:

Apparently, the ISG has achieved outstanding progress through the last years. The review committee supports the continuation of the Institute for the next five years and recommends to work closely with the OVPR, the Provost and the UConn Foundation to secure the required funds for the continuations of the research, educational and outreach programs. However, it is unclear the extent of the support that is required for the next years. It is also unclear from the report what is the budget of the Institute.

April 24, 2020

Dr. Joseph S. Renzulli
Renzulli Center for Creativity, Gifted Education, and Talent Development
Unit 3007

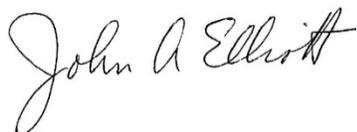
Dear Dr. Renzulli,

The Renzulli Center for Creativity, Gifted Education, and Talent Development was reviewed during the 2019-2020 academic year by the Academic Centers and Institutes Review Committee, chaired by Professor Angela Starkweather. The Review Committee's report is attached.

We are pleased to add our endorsement to that of the Review Committee and notify you that the Renzulli Center for Creativity, Gifted Education, and Talent Development will be renewed for a five-year period beginning in September 2020. We ask that you carefully consider the recommendations of the Committee and begin instituting the recommended changes as soon as possible. We look forward to learning how these recommendations have been instituted in your next self-study report.

Please accept our thanks and congratulations for the many fine accomplishments of the Renzulli Center. The Board of Trustees will be informed of this recommendation at a forthcoming meeting.

Best,



John A. Elliott, Ph.D.
Interim Provost and Executive Vice
President for Academic Affairs



Jeffrey Shoulson, Ph.D.
Vice Provost for Academic Operations
Co-chair, Centers and Institutes Review
Committee (*ex officio*)

cc: E. Jean Gubbins, Associate Director
Del Siegle, Associate Director

Renzulli Center for Creativity, Gifted Education, and Talent Development 2019-2020 University Centers/Institutes Committee Review

Mission/Criteria:

The Renzulli Center for Creativity, Gifted Education, and Talent Development focuses on gifted education and talent development with a mission to engage teachers and students at all levels of education through high quality research and outreach on innovative teaching strategies. The center houses a federally-funded research center in gifted education (National Center for Research on Gifted Education [NCRGE]) and conducts Confratute (conference/institute), an internationally renowned professional learning experience in talent development. The center has expanded its focus to more emphasize engagement/study of underserved populations. The center provides direct services to teachers, administrators, researchers, and policy makers throughout the world. The center is directed by its namesake Joseph Renzulli and two Associate Directors (Del Siegle and Jean Gubbins). The center does not list an advisory board but the self-study included input from several faculty from outside the core faculty group.

Staff/Budget:

The Renzulli Center has received >\$17 million in external grant and outreach-focused funding to support the activities of the center, much of the funding was from federal grants. No direct budget from UConn is listed in the self-study document. The center lists 4 staff members administrative or coordinator roles, but does not explicitly specify that they are funded directly by the center. Center programs also supported 8 Research Scientist/Associate staff during the 2015-2019 period. The center included 9 core faculty (7 active) during the self-study period, all at the rank of Professor and all from the Department of Educational Psychology. In addition 7 affiliated faculty are listed including two from the Department of Curriculum and Instruction, only one affiliate faculty is pre-tenure.

Contributions/Accomplishments:

- 1) External funding awarded 2015-2019: Grants - \$13,687,641, Outreach Revenue - \$3,645,749
- 2) Center affiliated faculty produced 30 books, 109 book chapter and 129 journal articles and presented 190 invited/keynote presentations between 2015 and 2019
- 3) Annual Confratute and technology conference engaged “several hundred” educators
- 4) 31 graduate students and 26 undergraduate students were engaged in center projects
- 5) Grants and programs supported 9 postdoctoral scholars and the center hosted 13 visiting scholars from around the world
- 6) Several national and regional media outlets have featured the work of the center

Strategic Plan and Goals/Challenges:

The self-study identifies several challenges the center has faced or may need to address in the future. This includes potential uncertainty surround the main federal funding source that has supported the center (>80% of grant income is from Department of Education) and the need to diversify funding streams. The self-study identifies some initial progress toward this aim. Two of the core faculty engaged with the center left the university during the review period and the replacement of this capacity is a need. The self-study also identifies a plan for transition from the current Director (who is Emeritus) to a new Director – Dr. Siegle former Associate Dean of the Neag School scheduled to occur in August 2020.

The self-study provides 4 strategic goals, which are largely continuation of the excellent direction of the center to this point, but with an emphasis on diversifying funding sources. The center identifies attainable and measureable outcomes/metrics for each of the strategic goals, highlighting activities such as having summits of leading scholars to drive the direction of the center, exploring distance learning options for outreach activities, developing a social media plan, partnerships with school districts, and formation of a national advisory board.

Recommendations:

The center has been extremely successful over the past several years, strongly achieving the goals presented in the previous self-study. The center faculty have had great success in terms of scholarly output, external research funding, training, and outreach and engagement of a wide variety of stakeholder groups. The lack of junior faculty among the core or affiliate faculty of the center is a concern that was not identified by the center leadership. The lack of new directions for the center could be viewed as an issue, but this may be an important outcome of some of the new initiatives listed (i.e., the scholar summits and national advisory board). There may also be value in attempting to more effectively expand the engaged faculty (or at least advisory board) beyond EPSY and especially outside Neag to incorporate other viewpoints and potential interdisciplinary research directions.

The University Center/Institute Review Committee recommends a 5-year approval with review scheduled for 2024. In the next self-study, the following points should be considered:

- Illustrate the involvement of faculty from across the career spectrum who may be able to provide a longer-term vision for the center.
- Include some indication of new directions and initiatives stemming from scholar summits and advisory board input
- Document increased interdisciplinary including integration with other academic units beyond EPSY/Neag and increasing the number of affiliate faculty
- Identification of how scholarship, funding, and related accomplishments are uniquely attributable to center activities/projects.