SPECIAL TELEPHONE MEETING

Board of Trustees
ACADEMIC AFFAIRS COMMITTEE
University of Connecticut
Friday, October 21, 2022
11:00 a.m.

AGENDA

Meeting held by Telephone
Public Call-In Number:
(415) 655-0002 US Toll
Access Code: 2622 357 3880

Public Access Link:
http://ait.uconn.edu/bot

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

Call to order at 11:00 a.m.

1. Public Participation (limited to agenda items)*
   * If members of the public wish to address the Committee during the Public Participation
   portion of the meeting, limited to agenda items, you must submit a request in writing
   30 minutes prior to the start of the meeting (by 10:30 a.m.) to the following email
   address: BoardCommittees@uconn.edu. Please indicate your name, telephone number, and topic to
   be discussed. Per the University By-Laws, the Board may limit public comment. As an alternative,
   you may also submit your comments via email which will be shared with the Board.

ACTION ITEMS:

2. Minutes of the Academic Affairs Committee Meeting of September 22, 2022
3. Sabbatical Leave Recommendations
4. Graduate Certificate in Supply Chain Management

INFORMATION ITEMS:

5. Accelerated Program in Law
6. Academic Program Inventory
7. Faculty Engagement Presentation
8. Executive Session (as needed)
9. Adjournment
Vice-Chair Gouin convened the meeting at 8:36 a.m.

1. Public Participation

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

2. Minutes of the Academic Affairs Committee Meeting from August 2, 2022

On a motion by Trustee Rubin, seconded by Trustee Crow, the Committee voted unanimously to approve the minutes of the August 2, 2022, meeting.

3. Tenure at Hire

On a motion by Trustee Crow, seconded by Rubin, the Committee voted unanimously to recommend Agenda Item #3 to the full Board for approval.

4. Emeritus Status

On a motion by Trustee Rubin, seconded by Trustee Crow, the Committee voted unanimously to recommend Agenda Item #4 to the full Board for approval.

5. Sabbatical Leaves

On a motion by Trustee Crow, seconded by Trustee Rubin, the Committee voted unanimously to recommend Agenda Item #5 to the full Board for approval.
6. Academic Affairs Update

Interim Provost D’Alleva introduced Professor Sandy Chafouleas who shared provided information about a UConn initiative titled “Feel Your Best Self”.

Interim Provost D’Alleva discussed the accomplishments displayed before and approved by the committee over the past academic year, and thanked the Committee Trustees and Senate Representatives for their role in these accomplishments.

7. Adjournment

On a motion by Trustee Rubin, seconded by Trustee Crow, the Committee voted unanimously to adjourn the meeting. The meeting was adjourned at 9:14 a.m.

Respectfully submitted,

Alexis M. Cassan
Secretary to the Committee
### University of Connecticut Office of the Provost

**Sabbatical Leave Recommendations Requiring Board of Trustees Approval**

**October 26, 2022 Board of Trustees Meeting**

**SABBATICAL MODIFICATIONS/POSTPONEMENTS**

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>DEPARTMENT</th>
<th>SCHOOL/COLLEGE</th>
<th>PAY</th>
<th>PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burton, Leslie Ann</td>
<td>Professor</td>
<td>Psychological Sciences</td>
<td>Liberal Arts and Sciences</td>
<td>Full</td>
<td>Spring 2024</td>
</tr>
<tr>
<td>Govoni, Kristen Elizabeth</td>
<td>Associate Dean, Director, and Professor</td>
<td>Animal Science</td>
<td>Agriculture, Health and Natural Resources</td>
<td>Full</td>
<td>Spring 2023</td>
</tr>
<tr>
<td>Skoog, Annelie</td>
<td>Associate Professor</td>
<td>Marine Sciences</td>
<td>Liberal Arts and Sciences</td>
<td>Full</td>
<td>Fall 2023</td>
</tr>
</tbody>
</table>

**SABBATICAL LEAVE REQUESTS**

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>DEPARTMENT</th>
<th>SCHOOL/COLLEGE</th>
<th>PAY</th>
<th>PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andreyeva, Tatiana</td>
<td>Associate Professor</td>
<td>Agricultural and Resource Economics</td>
<td>Agriculture, Health and Natural Resources</td>
<td>Half</td>
<td>AY 2023-2024</td>
</tr>
<tr>
<td>Bagtzoglou, Amvrossios C</td>
<td>Professor</td>
<td>Civil and Environmental Engineering</td>
<td>Engineering</td>
<td>Full</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>Cobb, Casey D</td>
<td>Professor</td>
<td>Educational Leadership</td>
<td>Education</td>
<td>Full</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>Feely, Megan</td>
<td>Assistant Professor</td>
<td></td>
<td>Social Work</td>
<td>Full</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>Gage, Daniel J</td>
<td>Professor</td>
<td>Molecular and Cell Biology</td>
<td>Liberal Arts and Sciences</td>
<td>Full</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>Lachos Davila, Victor Hugo</td>
<td>Professor</td>
<td>Statistics</td>
<td>Liberal Arts and Sciences</td>
<td>Full</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>Moeiko, Jennifer L</td>
<td>Assistant Professor</td>
<td>Speech, Language, and Hearing Sciences</td>
<td>Liberal Arts and Sciences</td>
<td>Half</td>
<td>AY 2023-2024</td>
</tr>
<tr>
<td>Tran, Nu-Anh</td>
<td>Associate Professor</td>
<td>History</td>
<td>Liberal Arts and Sciences</td>
<td>Half</td>
<td>AY 2023-2024</td>
</tr>
</tbody>
</table>
October 26, 2022

TO: Members of the Board of Trustees

FROM: Anne D’Alleva, Ph.D.
      Interim Provost and Executive Vice President for Academic Affairs

RE: Graduate Certificate in Supply Chain Analytics

RECOMMENDATION:

That the Board of Trustees approve a Graduate Certificate in Supply Chain Analytics.

BACKGROUND:

The proposal to create a graduate certificate in Supply Chain Analytics is based on feedback from alumni and partners in the business and industry communities. It is being developed to meet the special needs of experienced professionals, managers and executives who have significant work experience in their field and want to enhance their skills in the area of supply chain analytics. The program is designed for people who want to systematically use data to drive evidence-based decision making in supply chain management settings.

The program will prepare students to be conversant in the language of global supply chain management, distribution, transportation, and logistics operations, understand the role of distribution and logistics operations, analyze underlying issues and tradeoffs in distribution network design, and other directly related skills. The certificate requires 12-credits and it’s expected to admit approximately 10 students per year.
October 21, 2022

TO: Members of the Board of Trustees

FROM: Anne D’Alleva, Ph.D.
Interim Provost and Executive Vice President for Academic Affairs

RE: Accelerated Program in Law

BACKGROUND:

After a thorough review of the program, including input and perspectives from both the UConn School of Law and UConn’s Pre-Law Advising Office (housed in Enrichment Programs), a collective decision has been made to pause admission to the Accelerated Program in Law (“APL”) program indefinitely. This decision affects current first- and second-year undergraduates (prospective APL participants); students currently admitted to the APL (current UConn juniors) are not affected by this decision. We will continue to support all current APL participants as they apply to the School of Law in the 2022-23 academic year, and we are jointly committed to meeting with first- and second-year UConn students who want to develop an accelerated pathway to the UConn School of Law in the meantime.

We arrived at the collective conclusion that the program—which requires students to develop a second, individualized major during their undergraduate career and also to complete their undergraduate degree while concurrently beginning studies at the Law campus in Hartford—is not serving students’ needs and success adequately. A detailed review of the program occurred in 2021-22, identifying a number of concerns. These concerns were deemed significant enough to warrant the unanimous recommendation to cease admitting students to the program in its current form. Additionally, in recent years, very few students had applied and been admitted to the APL, and even fewer have matriculated to UConn School of Law (one student of four initial APL acceptances in 2021 and zero of six in 2022). Over the next year, both Enrichment Programs and the School of Law will continue to assess the future of the APL, including alternative programs (e.g., “3+3 programs”) that might better serve the needs of UConn students seeking to attend the UConn School of Law on an accelerated path.

Note: This decision has no impact on the joint Special Program in Law; this program will continue.
October 21, 2022

TO: Members of the Board of Trustees

FROM: Anne D’Alleva, Ph.D.
Interim 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:

- CIP Code Change: Master of Business Administration, Business Analytics Concentration from 52.1301 (Management Science) to 30.7102 (Business Analytics)
- CIP Code Change: Advanced Business Certificate in Business Analytics from 52.1301 (Management Science) to 30.7102 (Business Analytics)
- CIP Code Change: Advanced Business Certificate in Health Care Analytics from 51.0701 (Health/Health Care Administration/Management) to 30.7102 (Business Analytics)
- CIP Code Change: Advanced Business Certificate in Accounting Analytics from 52.0301 (Accounting) to 30.7102 (Business Analytics)
- CIP Code Change: Master of Science in Business Analytics and Project Management from 52.1301 (Management Science) to 30.7102 (Business Analytics)
- Modality Change: Masters of Science in Financial Technology to add online modality
- Modality Change: Advanced Business Certificate in Financial Technology to add online modality
A lasting impact on students

A study of post-graduation UConn Environment Corps students

July, 2022

UCONN UNIVERSITY OF CONNECTICUT
Evaluating the impact of E-Corps

The Environment Corps (E-Corps) is a multi-college collaboration at the University of Connecticut implementing a new model of undergraduate STEM education that combines classroom instruction, service learning, and Extension outreach. Currently, there are three courses - climate resilience, brownfields redevelopment, and stormwater management - each focusing on the local aspects of a critical environmental challenge. Improvements to the model, and research into its impacts on faculty, students, and the university, are currently funded by a grant from the National Science Foundation. As part of this effort, in spring 2022, the project’s evaluation partner Horizon Research, Inc. conducted a study of former E-Corps students. A total of 170 UConn graduates who had taken at least one E-Corps course were sent an invitation to complete a survey. 70 survey responses were received (a 40% response rate). In addition, 12 of the respondents (4 from each course) underwent a follow-up interview. The following is a summary of the results of the survey, with representative quotes from the interviews.

5 Key Findings

Finding 1: E-Corps graduates reported that the course had a substantial impact on their KNOWLEDGE.

The vast majority of the 70 respondents indicated that E-Corps had a substantial impact on their understanding of the focus issue of the course (i.e., rank of 4 or 5 on a 5-point scale from 1 “not at all” to 5 “to a great extent”).

“One thing that stood out to me as an engineer working in that second semester environment was that a lot of the times the approach to brownfields remediation includes a lot of non-scientists. So like having conversations about what people want versus what’s realistic and different ways to look at a problem was sort of helpful. . . . I think my understanding of brownfields remediation was expanded, you would have to work with very different people because you have to work with people who are living in the area, and then you have to work with the town planners and then the town regulators.”

“So [the course] taught me how to bring my scale of thinking inwards and down, and think at community-level solutions for the community, because that’s what’s needed. Big climate solutions are necessary, but to help people immediately . . . helping them kind of build solutions that they can take their own action on is what I found really helps get the community involved.”
Finding 2: E-Corps graduates reported that the course had a substantial impact on their development of \textbf{PROFESSIONAL SKILLS}, and that they are using these skills.

Large percentages of the 70 respondents indicated that E-Corps had substantially helped them to develop skills, including both skills specific to environmental work (left two columns), and general professional skills (right six columns).

"We had to make quite a big presentation. We wanted to make sure that the people from the town were interested and wanted to look, so not having too many words on the slides. Making sure, when we made our pictures of our designs, you could actually look at it and understand what we were saying if you haven’t previously heard of stormwater infrastructure."

"I think it was a really good practice in writing and academic writing, which kind of translates into grant writing, and report writing. . . . At the time, it was the first time I’d ever written something for a broader community, not a scientific community, and kind of put together a report that was comprehensive, and readable, and all of this stuff. That style of writing, I think, really helped quite a bit."

When asked if they are using these skills, the great majority of the 70 respondents reported that they were. (Note: only Brownfields Corps involves writing grants).
Finding 3: E-Corps graduates often pursue graduate degrees in environmental fields, and over half of those that do say E-Corps had a large influence on their decision. 29% of the 70 respondents had completed or were enrolled in graduate school in an environmental field, and another 24% planned to do so. Of these individuals, over half (54%) indicated that participating in E-Corps had a large impact on their decision.

“I think specifically from E-Corps, the practicum portion, and being able to get field-based research experience and just field-based experience as well, impacted my decision [to attend graduate school] because I was like, “Oh, this is kind of fun. This is something I could see myself doing.”

“Really liked this course, and it helped me to identify my future path. It convinced me to learn more in the soil and water quality side [of brownfields remediation]. And right now, I just graduated from a master’s program. . . . I think that [E-Corps] had some impact on me to choose my future path, because I saw the industrial impact on the urban—on the town, and the soil and water quality of the human living environment.”

Finding 4: E-Corps graduates overwhelmingly choose environmental career paths, and two-thirds of them say E-Corps greatly influenced their decision to do so. 94% of all 70 respondents reported being employed in an environmental field, or desiring to be in the future. Most of these reported that E-Corps increased both their understanding of what environmental careers might entail, and their interest in a career in environmental fields. 64% said that E-Corps greatly influenced their decision to seek employment in these fields.

“It definitely opened my eyes to some other positions I didn’t know because I had no idea what this field was at the time. I just knew that I liked the environment and I wanted to do something to protect it. So, I didn’t know that civil engineering was involved. I didn’t know that there were even things like sustainability offices as part of city government.”

“I would say the only reason I have my job now is because that course kind of gave me all the basic knowledge that I needed to—when I go into these interviews, I can talk shop and have a pretty good understanding of what needs to get done. Again, not the same professional experience as someone of years of doing it, but way more than someone who would’ve not taken the course.”
Finding 5: Most E-Corps graduates say that the course influenced their interest in addressing environmental issues as a citizen. And many are turning that interest into action.

Finally, because E-Corps aims to produce individuals who are environmentally conscious in their personal lives, the survey asked former students about the extent to which E-Corps impacted their interest in addressing environmental issues as a citizen. The vast majority of respondents (90 percent) indicate that E-Corps impacted their interest to a large extent.

"[Interest in addressing environmental issues is] definitely something I already had, but [E-Corps] did help foster it more. So as you kind of get more involved and you know a little bit more about all these different environmental impacts, and it makes you want to do something."

Yeah, I think [E-Corps] helped me relate, see in the different aspects of climate that I could relate to. When I was in school, they taught climate as like polar bears on ice caps that were melting, which isn’t very tangible for somebody that doesn’t live in the Arctic to understand. So, it helped me relate and see the importance of movement towards resiliency. And so, it’s definitely impacted how I view my connections to climate and different resiliency practices that would be important in my communities.

Some final thoughts from the study participants

“I’m just really glad they’re still doing it. It was the first time I’d gotten out of the classroom at UConn and really met people that weren’t students or professors. And I think that was a really valuable thing to offer students. So I’m just glad they’re still doing it, and I’m just happy to sing its praises whenever I can.”

Brownfields Corps Student

“I do think [E-Corps] was very impactful. And I definitely got the foundations for a lot of skills that I’m currently using... And I’m very happy that I took that class and got the experience that it provided me.”

Climate Corps Student

“I think all environmental classes should be the same [E-Corps] format of learning. And then also, field-based portion... Or even in the same semester having the practicum component, I think it’s really helpful to be able to apply the skills that you learn about and being able to actually see them.”

Stormwater Corps Student

This report was created with information from the 2022 Impacts Study Report of Horizon Research, Inc. Environment Corps is supported by the University of Connecticut, private donors, and a grant from the National Science Foundation Division of Undergraduate Education/Improving Undergraduate STEM Education (IUSE) Program, Award #1915100. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation. More information about E-Corps can be found on the project website at https://ecorps.initiative.uconn.edu/
Promoting Environmental Research, Education and Justice through Community Engagement

Marisa Chrysochoou, Ph.D.
Professor and Department Head
Department of Civil and Environmental Engineering
“...Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni.

As our state’s flagship public university, and as a land and sea grant institution, we promote the health and well-being of Connecticut’s citizens through enhancing the social, economic, cultural and natural environments of the state and beyond”.

UConn Mission Statement
"Environmental justice is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

-US ENVIRONMENTAL PROTECTION AGENCY

EPA.GOV/ENVIRONMENTALJUSTICE
Scope of presentation

- Life Transformative Education
- Generation of new knowledge
- Public Engagement and Service

EJ
## Projects

<table>
<thead>
<tr>
<th>TAB</th>
<th>Technical Assistance for Brownfields</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Environmental Protection Agency</td>
<td></td>
</tr>
<tr>
<td>$1,000,000, 2021-2023, to be renewed for $5,000,000 2023-2028</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Corps</th>
<th>The Environment Corps</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Science Foundation</td>
<td></td>
</tr>
<tr>
<td>$2,375,000, 2019-2024</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EJ TCTAC</th>
<th>EJ Technical Assistance Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Environmental Protection Agency</td>
<td></td>
</tr>
<tr>
<td>$10,000,000 2023-2028</td>
<td></td>
</tr>
<tr>
<td>Proposal due November 1st</td>
<td></td>
</tr>
</tbody>
</table>
Brownfield Redevelopment

From this

Capewell Lofts, Hartford, CT

To this

Two Roads Brewery, Stratford, CT
Scope of Brownfield Program

**Community Technical Assistance**
- Document and Proposal Review
- Data collection and Analysis
- Resources

**Workforce Development**
- Two-semester Service Learning Program
- Support of EPA grant proposals (Fall)
- Technical site- and community-specific projects (spring)

**Community Engagement and Education**
- Workshops/Webinars/Short Courses
- Town Halls, Visioning Sessions
- Community Engagement Plans

Research and Scholarship on policy and practice

UCONN
2017-2021
Connecticut Brownfields Initiative

- Municipal Assistance Program
- Outreach - Education
- Workforce development

### Total

- # of communities applied: 74
- # of communities supported: 47
- # of EPA grants submitted: 20
- # of EPA grants awarded: 11
- EPA funds awarded to CT: $4,445,000
- # of technical projects: 21
- # of workshops and webinars: 16
- # of students in the brownfields course: 148
- # of internships: 9

$400K of philanthropic contributions and $150K of state support
The Environment Corps

Redefining Public Engagement at the University of Connecticut: Studying the Impact of an Innovative STEM Service Learning Model on the University Community (2019-2024)

Students
- 454 total enrollment
- 21 different majors

Communities
- 100+ town projects
- 60+ partner towns & organizations

Beyond 2024: Service Corps?

Service Learning
- Environmental Science, Studies Engineering
- SoE, CLAS, CAHNR
- 3 courses (Climate, Brownfields, Stormwater)

Educational Research
- NEAG
- CETL

Community Outreach
- Center for Land Use Education and Research
- Extension

Climate Corps:
- Vulnerability Assessments, Resilience Plans

Stormwater Corps:
- Runoff Reduction plans, codes & ordinances review
Environmental Justice Thriving Communities Technical Assistance Center

Environmental Quality

Energy Justice

Environmental Health

Civic Engagement

Vision: Creation of an EJ Center, expanding research, philanthropy and engagement

- Environmental Quality
- Energy Justice
- Environmental Health
- Civic Engagement

Internal:
- School of Engineering
- Eversource Energy Center
- Human Rights Institute
- School of Social Work
- CLAS

External:
- Yale School of Public Health
- Univ. of Southern Maine
- New England Rural Health Association
- Institute for Native American Studies (UMass Boston)
- Hispanic Health Council
- Environmental Protection Network
- Grant Proposal Support
- Continuing Education
- Community Engagement

2023-2028
$10M
(RFP deadline 01/11/22)
Acknowledgments

Nefeli Bompoti
Assistant Research Professor
Civil and Environmental Engineering
TAB Program Manager
EJ TCTAC PI

Chet Arnold
Former Director
Center for Land Use
Education and Research
E-Corps PI

Rupal Parekh
Assistant Professor
School of Social Work
TAB and EJ TCTAC co-PI

Peter Diplock
CETL Director
E-Corps co-PI

Dave Dickson
Interim Director
Center for Land Use
Education and Research
TAB and E-Corps co-PI

Todd Campbell
Department Head,
Curriculum and Instruction,
NEAG
E-Corps co-PI

Sara Wakai
Assistant Professor
Center for Population Health
TAB co-PI

Davis Chacon-Hurtado
Assistant Research Professor
Civil and Environmental Engineering
Human Rights Institute
EJ TCTAC co-PI

Carolyn Lin
Department Head
Communication
EJ TCTAC co-PI

Diego Cerrai
Assistant Professor
Civil and Environmental Engineering
Eversource Energy Center
EJ TCTAC co-PI