

UConn

UNIVERSITY OF CONNECTICUT

Board of



TRUSTEES

VOL. 220 MAY 19, 2021

**TELEPHONE MEETING OF THE BOARD OF TRUSTEES
UNIVERSITY OF CONNECTICUT**

AGENDA

Meeting held by Telephone

May 19, 2021

Public Call In Number:
(415) 655-0002 US Toll
Access Code: 120 718 9091

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.)*

BOARD OF TRUSTEES SCHEDULE

8:50 a.m.	Academic Affairs Committee Meeting
9:00 a.m.	Board of Trustees Meeting

BOARD MEETING AGENDA

Call to order at **9:00 a.m.**

1. Executive Session anticipated
2. Public Participation*

* If members of the public wish to address the Board of Trustees during the Public Participation portion of the meeting, you must submit a request in writing 30 minutes prior to the start of the meeting (by 8:30 a.m.) to the following email address: boardoftrustees@uconn.edu. Please indicate your name, telephone number, and topic to be discussed. Per the University By-Laws, the Board may limit public comment to a maximum of 30 minutes. As an alternative, you may also submit your comments via email which will be shared with the Board.

3. Chairman's Report
 - (a) Matters outstanding
 - (b) Minutes of the meeting of April 28, 2021
 - (c) Consent Agenda Items:
 - (1) Proposed Changes to the *By-Laws of the University of Connecticut* (Attachment 1)
 - (2) Designation of Emeritus Status (Attachment 2)
 - (3) Appointment of Professor Morgaen L. Donaldson, EdD to the Philip E. Austin Endowed Chair (Attachment 3)


- (4) Appointment of Associate Professor Steven Utke, PhD to the Arthur Andersen, LLP Accounting Professorship in the School of Business (Attachment 4)
 - (5) Appointment of Professor Robert Fahey, PhD to the George F. Cloutier Professorship in Forestry in the College of Agriculture, Health & Natural Resources (Attachment 5)
 - (6) Reappointment of Professor Brenda Brueggemann, PhD to the Aetna Chair of Writing in the Department of English in the College of Liberal Arts and Sciences (Attachment 6)
 - (7) Reappointment of Professor Manisha Sinha, PhD to the James L. and Shirley A. Draper Chair in American History in the Department of History in the College of Liberal Arts and Sciences (Attachment 7)
 - (8) Graduate Certificate in Systems Genomics: Clinical Communication and Counseling (Attachment 8)
- 4. Award of University Medal – Mr. Scott Brohinsky (Attachment 9)
 - 5. Appointment of Interim President
 - 6. Other business
 - 7. Adjournment

PLEASE NOTE: *If you are an individual with a disability and require accommodations, please call the Board of Trustees Office at (860) 486-2333 prior to the meeting.*

ATTACHMENT 1

May 19, 2021

TO: Members of the Board of Trustees

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

RE: Proposed Changes to the *By-Laws of the University of Connecticut*

RECOMMENDATION:

That the Board of Trustees amend the *By-Laws of the University of Connecticut* Article XIV – The University Staff; section C, Academic Appointment and Tenure, and section K, Retirement

BACKGROUND:

The By-Laws of the University of Connecticut may be amended at any regular meeting of the Board by a recorded majority of all members of the Board, provided that notice of any proposed amendment, including a draft thereof, shall have been given at the previous regular meeting. Notice of the described amendments was given at the meeting on April 28, 2021.

The Covid-19 pandemic has caused significant disruption to normal University operations, slowing down the progress of research in many cases and creating additional workloads to rapidly transition in-person classes to an online mode of teaching. Last year a change to the bylaws was passed which allowed then currently-employed tenure track faculty who had not yet submitted their dossier to request an additional year before being considered for tenure. The proposed changes to XIV.C extend these changes by allowing them to apply to faculty who were began their employment with the University prior to March 1, 2021. It will also allow faculty who qualified for an FMLA-related additional year on their tenure clock during the Covid-19 pandemic to be able to add both the FMLA- and Covid-19-related extensions to their tenure clock.

Previously, any faculty member who was not at the rank of full professor and who had not served in this rank for at least five years, had to apply to the University Retirement Committee to request emeritus status. The proposed changes, with the support of the University Senate, would allow faculty who are at the rank of associate professor or equivalent in non-tenure track faculty ranks, and who had been at the University for at least five years, to automatically receive emeritus status. The changes also clarify the route through which emeritus status may be revoked, and update the name of the Retirement Committee to the Emeritus Committee.

For the information of the Board, also attached is the original language of Article XIV.C.4 and Article XIV.K, with indications of the proposed amendments.

Proposed Changes to the *By-Laws of the University of Connecticut* (Deleted items in strikethrough; new language underlined)

Section XIV.C.4

Given the disruptions presented by the COVID-19 pandemic and how they impact scholarly productivity, faculty holding tenure-track appointments are offered a one-year extension to the tenure clock. This extension shall apply to tenure-track faculty members who were employed by the University on March 1, 2020 and whose tenure case is scheduled to be reviewed in the 2020-2021 academic year or later. This extension shall also apply to tenure-track faculty members who began their employment between March 2, 2020 and March 1, 2021. The Provost's Office shall implement a procedure for eligible faculty to request the extension. ~~Faculty members shall receive only one tenure clock extension between March 1, 2020 and December 31, 2020, regardless of the reason(s) for which a faculty member may qualify for an extension."~~

Section XIV.K.2

- a. The faculty member holds the rank of Associate Professor or full Professor or equivalent titles for clinical, in-residence and extension [CIRE] faculty ~~(e.g. Senior Extension Educator)~~ at the University of Connecticut.
- b. The faculty member has served at the University of Connecticut for at least five years. ~~at this rank.~~

There shall be a standing University of Connecticut ~~Retirement~~ Emeritus Committee. Faculty members who do not meet both conditions described in Section 2a and Section 2b above may become emeriti by vote of the Board of Trustees or the Health Center Board of Directors following recommendation of the President and the ~~Retirement~~ Emeritus Committee. Other professional staff are also eligible for this designation following recommendation of the President and the ~~Retirement~~ Emeritus Committee.

Section XIV.K.4

4. Emeritus status is a privilege, not a right, and can be revoked at any time at the request of the President and/or Retirement Committee with approval of the Board of Trustees.

ATTACHMENT 2


**University of Connecticut Department of Human Resources
Emeritus Retirees
May 19, 2021 Board of Trustees Meeting**

Name	Title	Department	School/College	Retired	Hired
Stark, James	Professor	Law Instruction and Research	School of Law	01/01/2017	08/19/1994

ATTACHMENT 3

May 19, 2021

TO: Members of the Board of Trustees

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

RE: Appointment of Professor Morgaen L. Donaldson, EdD to the Philip E. Austin Endowed Chair

RECOMMENDATION:

That the Board of Trustees appoint Professor Morgaen L. Donaldson, EdD to Philip E. Austin Endowed Chair for July 1, 2021 through June 30, 2024.

BACKGROUND:

Established in 2007, the endowed chair is supported by interest generated from the original endowment creating this chair to advance scholarly work including support of research experiences for undergraduate and graduate students. This chair is awarded to a tenured associate or full professor in either the College of Liberal Arts & Sciences or the Neag School of Education who has a distinguished record in both policy-relevant research (for example in social, education, health, housing, environmental, criminal justice, or other salient policy areas) and public engagement (work that is highly visible and relevant to both scholarly and lay audiences). In addition, incumbents are expected to use funds to enhance the impact of their work by promoting it to external audiences.


The decision to appoint was made following the Office of the Provost procedure; this recommendation is being made based on consultation with the Philip E. Austin Endowed Chair Selection Committee charged in Spring 2021. I strongly support the recommendation of the Committee.

Professor Donaldson (EdD. Harvard Graduate School of Education) is a Professor of Educational Leadership, the Director for the Center for Education Policy Analysis, Research, & Evaluation as well as Director of the EdD. program. Professor Donaldson's research has centered on educator development, including educator performance evaluation, teaching and leadership quality, and school reform broadly. Her research on teacher evaluation practices has gained state and national attention due to high-quality research on these prominent policy issues and her work in translating her research into policy and practice. Her work is also tightly connected to the work of policymakers affiliated with the Connecticut State Department of Education, superintendents, principals, and teachers within the state's public schools. Professor Donaldson is an interdisciplinary scholar, co-sponsoring events with the departments of Economics and Public Policy, as well as the Collaboratory on School and Community Health, and the National Center for Research on Gifted Education. She has created numerous opportunities for students to engage in policy analysis and research.

ATTACHMENT 4

May 19, 2021

TO: Members of the Board of Trustees

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

RE: Appointment of Associate Professor Steven Utke, PhD to the Arthur Andersen, LLP Accounting Professorship in the School of Business

RECOMMENDATION:

That the Board of Trustees appoint Associate Professor Steven Utke to the Arthur Andersen, LLP Accounting Professorship in the School of Business for the period August 23, 2021 through August 22, 2026.

BACKGROUND:

The Arthur Andersen LLP Accounting Professor Fund was established to endow a professor within the School of Business to encourage leadership and contributions to the school's mission. The decision to recommend this appointment was made following the School of Business policy; Dean Elliott is making his recommendation based on consultation with the associate deans and the relevant department head in the School of Business.


Professor Utke (Ph.D. University of Georgia) joined the UConn faculty in 2015 and will be awarded tenure and promoted to Associate Professor effective August 23, 2021. His academic interests center on taxation, disclosure, audit, intuitional ownership, and private equity and hedge funds. Since 2015, he has published nine academic papers in many leading journals such as *Contemporary Accounting Research*, *The Accounting Review*, and *National Tax Journal*. He currently has 15 working papers and has presented his work at the top national and international accounting and finance conferences. He serves on the Editorial Boards of *The Accounting Review* and *the Journal of the American Taxation Association*. Professor Utke is also a CPA and worked in public accounting prior to his academic career.

In addition to his research, Professor Utke has demonstrated outstanding dedication to our students' undergraduate and doctoral levels. He teaches a PhD seminar in Tax Research, a required undergraduate course in federal income tax, and developed the School of Business' SAS/STATA Software Boot-camp for incoming PhD students. Regarding service, Professor Utke has been a member of the departmental PhD Committee, faculty hiring committee, undergraduate curriculum committee, workshop coordinator, and honors thesis supervisor. He has demonstrated an exceptional dedication to the research culture of the department and to our PhD students, both in terms of their coursework as well as mentoring, demonstrating "leadership and contributions to the school's mission."

ATTACHMENT 5

May 19, 2021

TO: Members of the Board of Trustees

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

RE: Appointment of Professor Robert Fahey, PhD to the George F. Cloutier Professorship in Forestry in the College of Agriculture, Health & Natural Resources

RECOMMENDATION:

That the Board of Trustees appoint Robert Fahey, PhD to the George F. Cloutier Professorship in Forestry in the College of Agriculture, Health & Natural Resources for August 23, 2021 through August 22, 2024.

BACKGROUND:

Newly established in 2021, Professor Fahey will be the first appointment to the George F. Cloutier Professorship in Forestry. This Professorship is supported by an endowment from alumnus and former Adjunct Instructor George F. Cloutier to the forestry program in the Department of Natural Resources and the Environment with the goal of emphasizing the importance of forest stewardship and engagement with foresters and forest landowners. In addition to supporting the professional development and research program of the appointee, the Cloutier Professor will act as Director of the UConn Forest and Chair of the UConn Forest Committee. In this role, the Cloutier Professor is expected to coordinate and organize stewardship of the UConn Forest parcels by engaging with the UConn Forest Committee and associated stakeholders university-wide.


The decision to appoint was made following the College of Agriculture, Health & Natural Resources procedure; Dean Chaubey is making his recommendation based on consultation with the College's Executive Council and the relevant Department Head in the College of Agriculture, Health & Natural Resources.

Professor Fahey (Ph.D. University of Wisconsin-Madison) is an Assistant Professor of Natural Resources and the Environment and is an accomplished scholar with 37 publications since 2016. He was awarded the 2020 UConn AAUP Excellence in Research: Early Career award. Professor Fahey's research examines the links between composition, structure, and functioning of forest ecosystems and their resilience to a variety of stressors. His research strives to help forests become more resilient to threats of climate change, introduction of exotic pests and pathogens, and urban and suburban development. Professor Fahey currently serves as Associate Director of UConn Eversource Energy Center, Research Fellow at the Center for Tree Science (The Morton Arboretum), and is a member of the Connecticut Urban Forest Council. Professor Fahey teaches Forest Ecology, Landscape Ecology, and Exurban Silviculture at the undergraduate and graduate levels receiving high student evaluations of teaching.

ATTACHMENT 6

May 19, 2021

TO: Members of the Board of Trustees

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

RE: Reappointment of Professor Brenda Brueggemann, PhD to the Aetna Chair of Writing in the Department of English in the College of Liberal Arts and Sciences

RECOMMENDATION:

That the Board of Trustees approve the reappointment of Professor Brenda Brueggemann to the Aetna Chair of Writing in English in the College of Liberal Arts and Sciences.

BACKGROUND:

The Aetna Chair in Writing was established in 1986 in order to develop, sustain, and enrich writing programs throughout the UConn system. As Chair, Professor Brenda Brueggemann has led distinguished faculty and school teachers throughout the state to ensure the continued national and international prominence of our program through professional research, scholarship, teaching and the activities of UConn's student participants, who themselves graduate to become part of this extensive network.

The Aetna Chair of Writing works with campus writing directors and oversees the Aetna Chair endowment, which funds the Connecticut Writing Project, visiting writers, writing awards and other initiatives. This is a position endowed with possibilities for innovation, creativity, and major contributions to writing, both academic and creative, writing research, conferences, and the teaching of writing at all levels. Professor Brueggemann has expanded a culture of writing at UConn and across the state; she has inaugurated the Aetna Celebration of Student Writing; and she will undertake the advancement and programmatic presence of Medical Humanities by threading together narrative medicine and disability studies. The decision to reappoint was made according to College policy; Dean Wade is making her recommendation following consultation with the associate dean for the humanities and the department head of English.


No additional funding, support or investment is necessary in order to fulfill the terms of this appointment.

Professor Lynn Bloom was honored to be the inaugural chair-holder, beginning in 1988 and continuing until her retirement in 2015. The Department of English and the College launched a search for a scholar with an international reputation in Rhetoric, Composition, Creative Nonfiction, Technical Communication and/or Writing Studies to exercise intellectual leadership on matters related to writing and the teaching of writing. Professor Brueggemann was hired as a result of this search, and she held this Chair for an initial term of five years from the start of her appointment on August 23, 2016 to August 22, 2021. This second five-year term will be from August 23, 2021 to August 22, 2026.

ATTACHMENT 7

May 19, 2021

TO: Members of the Board of Trustees

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

RE: Reappointment of Professor Manisha Sinha, PhD to the James L. and Shirley A. Draper Chair in American History in the Department of History in the College of Liberal Arts and Sciences.

RECOMMENDATION:

That the Board of Trustees approve the reappointment of Professor Manisha Sinha to the James L. and Shirley A. Draper Chair in American History in the Department of History in the College of Liberal Arts and Sciences.

BACKGROUND:

The James L. and Shirley A. Draper Chair in American History was established in order to develop, sustain, and enrich the knowledge, understanding, and teaching of American history. As Chair, Professor Manisha Sinha ensures the continued national and international prominence of our program through professional research, scholarship, teaching and outreach.

The James L. and Shirley A. Draper Chair in American History endowment has allowed our faculty and students to take a wide-ranging look at the diverse ways in which the study of American history and culture, past and present, has shaped how we live as citizens of the United States and of a transnational world. The endowment provides us with ongoing possibilities for innovation, creativity, and major contributions to teaching and learning about American history. Since arriving at UConn, Professor Sinha has won three major fellowships and multiple book prizes, has hosted conferences, and now has a forthcoming book. The decision to reappoint was made according to College policy; Dean Wade is making her recommendation following consultation with the associate dean for the humanities and the department head of History.


No additional funding, support or investment is necessary in order to fulfill the terms of this appointment.

Professor Robert Gross was honored to be the inaugural chair-holder beginning at the time of his hire in 2003 and continuing until his retirement in 2015. The Department of History and the College launched a search for a scholar with an international reputation to exercise intellectual leadership on matters related to the research and scholarship of American history. Professor Sinha was hired as a result, and she held this Chair for an initial term from the start of her appointment in 2016. This second five-year term will be from August 23, 2021 to August 22, 2026.

ATTACHMENT 8

May 19, 2021

TO: Members of the Board of Trustees

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

RE: Graduate Certificate in Systems Genomics: Clinical Communication and Counseling

RECOMMENDATION:

That the Board of Trustees approve a new Graduate Certificate in Systems Genomics: Clinical Communication and Counseling

BACKGROUND:

The process of establishing a trusting relationship, also referred to as a “therapeutic alliance” is imperative for all clinical relationships and not simply reserved for professional counselors. The Clinical Communication and Counseling Graduate Certificate is a 12-credit asynchronous online program consisting of four courses designed to provide foundational concepts of counseling and health communication theories. Concepts of counseling will be applied in varied formats toward creating effective provider-patient or advocate-consumer communication. Skill development will focus on supporting health care discussions for the benefit of the person and society in the era of individualized medicine.

Target Populations of Learners Include:

- Persons currently in a helping profession seeking additional education on supporting patients/consumers during health care discussions.
- Individuals desiring to become competitive for the application process of graduate programs related to clinical genetics, clinical communication, public health, advocacy, medicine, or other related fields.
- Learners without financial means or opportunity to pursue a full graduate degree for the sole purpose of applying to an advanced professional degree program.
- Career-switching adults seeking a broad understanding of health communication and consumer support.

With an online format that is flexible, in-depth, and designed to help learners refine and enhance critical communication skills, UConn’s Clinical Communication and Counseling Graduate Certificate program is predicted to draw great interest from the community at large. The Clinical Communication and Counseling certificate program proposes an enrollment target of 6-10 students per year. The Center for Excellence in Teaching and Learning has relayed that based on their investigations, this proposed graduate certificate program shows promise and viability with minimal resources required.

Request for New UConn Academic Degree Program

General Information

Name of degree program:	Graduate Certificate in Systems Genomics: Clinical Communication and Counseling
Name of sponsoring Department:	Institute for Systems Genomics
Name of sponsoring College:	The Graduate School
Campuses:	Entirely Online
Contact persons:	Maria Gyure
Type of Proposal:	New
Type of Program:	Graduate Certificate
Anticipated Initiation Date:	Spring 2022
Program Payment Type:	Fee based
CIP Code:	51.1504 Community Health Services/Liaison/Counseling

Justification for the New Program

Justification: The process of establishing a trusting relationship, also referred to as a “therapeutic alliance” is imperative for all clinical relationships and not simply reserved for professional counselors. The delivery of services and the relationship between the provider and patient is far more significant than a specific therapeutic technique itself (Beck & Kulzer, 2018). Additionally, effective provider-consumer communication has been repeatedly associated with important outcomes such as adherence to treatment, satisfaction with care, and improved health status (Haskard et al, 2008). Clinicians and health advocates skilled in both communication and counseling strategies can help patients and families focus their energies on the healthcare challenges at hand. Clinicians trained to share unexpected or “bad” news while attending to patients’ emotional responses have been shown to have greater satisfaction in their work and decreased levels of stress and burnout (Tulsky, 2014). Health care provider communication training programs are effective, with multiple programs exhibiting impacts on patient-perceived empathy, patient-centeredness and satisfaction with care and moreover, are highly valuable to staff (JCOH, 2016).

Given that communication and counseling skills can be difficult to master through traditional forms of teaching content (i.e., didactic instruction and examinations) and that programs able to impart knowledge through practice, repetition, feedback, and evaluation are more likely to see long lasting results, we have designed a curriculum to include experiential and performance-based learning. Need: The clinician’s role in delivering health information is readily apparent, however counseling and communication skills are requisite for health care advocates including family members as well. The addition of this graduate certificate program addresses the need to support the learning of both foundational principles and skill development for all types of

healthcare providers and advocates. The ISG faculty envision an interdisciplinary approach within counseling disciplines and a recognition of the inclusion of the individual, family and community in the support of health discussions during the era of individualized medicine. The UConn graduate certificate will provide for increased health, communication, and counseling literacy and give graduates economic and career utility. Given the broad applicability to multiple careers, the expected audience will be diverse.

Are there similar programs in CT or elsewhere?

There are no similar programs in CT. There are fewer than 30 graduate certificate programs in “health communication” across the US. Five health communication programs with models similar to this proposed certificate can be found within Boston University, Loyola University, Sam Houston State University, University of Illinois at Urbana-Champaign and Western Kentucky University. Boston University, Loyola University and Sam Houston State University programs focus is digital, social and mass media-based communications and students are not typically medical professionals who interface with patients. While the certificate programs housed at University of Illinois at Urbana-Champaign and Western Kentucky University are both intended for medical professionals, the programs do not require courses on cultural competency, do not offer education on communication with patients and families during the death and dying process, are not marketed to include health care advocates and are not intended to focus on the era of individualized medicine.

What are the desired learning outcomes of the program?

Upon successful completion of this program, students will be able to:

1. apply counseling methods and helping skills utilized within a health care context
2. support health care discussions for the benefit of the person and society in the era of individualized medicine
3. develop micro skills relevant to effective communication and patient/consumer rapport
4. describe the concept of culture and how cultural beliefs influence an individual’s approach to health, illness and treatment
5. explain the impact of different social approaches to death, dying and grief on consumer decision making with respect to health care decisions

Program Description

The Clinical Communication and Counseling Graduate Certificate is a 12-credit asynchronous online program consisting of four courses designed to provide foundational concepts of counseling and health communication theories. Concepts of counseling will be applied in varied formats toward creating effective provider-patient or advocate-consumer communication. Skill development will focus on supporting health care discussions for the benefit of the person and society in the era of individualized medicine.

Target Populations of Learners Include:

Certificate, Systems Genomics: Clinical Communication and Counseling

- Persons currently in a helping profession seeking additional education on supporting patients/consumers during health care discussions.
- Individuals desiring to become competitive for the application process of graduate programs related to clinical genetics, clinical communication, public health, advocacy, medicine, or other related fields.
- Learners without financial means or opportunity to pursue a full graduate degree for the sole purpose of applying to an advanced professional degree program.
- Career-switching adults seeking a broad understanding of health communication and consumer support.

Requirements

Completion of the following courses with a grade of B- or better: ISG 5200 Communication and Counseling Skills for Effective Health Care Conversations (3 credits) ISG 5201 Cultural Awareness: Working with Diverse Populations in Health Care (3 credits) ISG 5202 Creating a Therapeutic Alliance (3 credits) ISG 5203 Death, Dying, Grief & Coping (3 credits)

Proposed Graduate Catalogue Copy

The Systems Genomics: Clinical Communication and Counseling Graduate Certificate is a 12-credit asynchronous online program consisting of four courses designed to provide foundational concepts of counseling and health communication theories. Concepts of counseling will be applied in varied formats toward creating effective provider-patient or advocate-consumer communication. Skill development will focus on supporting health care discussions and conversations requiring translation of genetic and genomic information for the benefit of the person and society in the era of precision medicine.

This program is designed for individuals tracking for or already practicing in the healthcare field who are interested in gaining an academic foundation to improve work performance and/or for professional advancement. Admission to the graduate program in Systems Genomics: Clinical Communication and Counseling requires completion of an undergraduate degree in a related communication, health and/or science field. Requirements: ISG 5200, 5201, 5202, and 5203. It is recommended that the courses be completed in the order listed. Each required course taken must be passed with a grade of B- or higher to count toward the certificate requirements.

Faculty Involvement

Maria Gyure, MS, LCGC, will function as the Program Director/Administrator. Course instructors will include Maria Gyure, graduate students with appropriate discipline training may be used to supplement instruction of courses and adjunct faculty will be hired as needed and approved by the ISG Director, Dr. Rachel O'Neill. Maria Gyure's development and delivery of the graduate certificate programs is covered in a memorandum of understanding between the Institute for Systems Genomics and the Department of Allied Health Sciences. Clewiston

Certificate, Systems Genomics: Clinical Communication and Counseling

Challenger (Ed Psych), instructor of EPSY 5308 Counseling Theories and Practice and Keith Bellizzi (HDFS), instructor of HDFS 3252 Death, Dying and Bereavement, and Judy Brown (ISG), instructor of AHS 5700 Ethical Considerations in Genetic Testing and Research, were consulted in the design of the course syllabi and curriculum content as presented within the GPAR so as to present an interdisciplinary and inclusive approach. Dr. Clewiston Challenger and Dr. Keith Bellizzi will be paid via contract from CETL for the development of specific online learning modules within specific classes primarily during the summer session. HDFS and EPSY faculty involvement is not expected or planned beyond this point. Department Head and Faculty Letters for attestation of involvement will be provided at the GEC meeting.

Enrollment and graduate projections

With an online format that is flexible, in-depth, and designed to help learners refine and enhance critical communication skills, UConn's Clinical Communication and Counseling Graduate Certificate program is predicted to draw great interest from the community at large. To date, the Program Director has received inquiries from current UConn students seeking post-graduation educational opportunities that will better prepare them for MS/PhD programs in the field of medical genetics and counseling. Additionally, current employees of research and commercial industries have reached out looking for training to better translate laboratory testing knowledge to patients and the lay community. The Clinical Communication and Counseling certificate program proposes an enrollment target of 6-10 students per year with a projected graduation of 6-10 students per year. The Center for Excellence in Teaching and Learning has relayed that based on their investigations, this proposed graduate certificate program shows promise and viability with minimal resources required. This proposed graduate certificate would not be eligible for student visa sponsorship given the completely online format of the program.

Program Evaluation

The program will follow University-wide assessment policies for graduate courses and programs. Alumni surveys will be distributed every five years. Recommendations from reviews and assessments will be used to make programmatic and curriculum improvements. Course enrollment numbers, reviews and instructor feedback are reported at the first ISG C&C meeting following the course offering. Metrics for success of the program will include enrollment to capacity for financial sustainability, retention and graduation at 80% or higher, enrollment of learners from diverse professions across the country, and recommendations by or promotional support by other training program or program director

Program Administration

The Clinical Communication and Counseling certificate program is an educational initiative from the Institute for Systems Genomics, and in this capacity, will receive oversight and

Certificate, Systems Genomics: Clinical Communication and Counseling

administrative support from the ISG. The ISG C&C, Educational Committee and Director review courses, enrollment, and outcomes once per academic year at minimum. All graduate programs at UConn (both master's and doctoral, except Law, Medicine, and Dental Medicine) formally report to the Dean of the Graduate School. The academic policies and procedures that govern the Graduate School will apply to the proposed graduate certificate as well, including admission requirements, general academic requirements, graduation requirements, and program review policies.

Funding and Financial Resources Needed

None

Other Resource Needs

None

Consultation with other potentially affected units

ISG Director O'Neill and Program Director, Maria Gyure provided EPSY and HDFS department heads with copies of the program and curriculum proposals, and had meetings to discuss interest in shared collaborative approach for delivery and tuition return. HDFS and EPSY indicated a non-interest, but were supportive of the program. Dr. Clewiston Challenger (EPSY) and Dr. Keith Bellizzi (HDFS) were specifically approached for collaboration with course design. Drs. Challenger and Bellizzi will be paid via contract from CETL for the development of specific online learning modules within specific classes primarily during the summer session. Course teaching and delivery expectations will be the responsibility of the ISG. HDFS and EPSY faculty involvement is not expected or planned beyond this point. Department Head and Faculty Letters for attestation of involvement will be provided at the GEC meeting.

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 2022

Admission Requirements

Bachelor's degree or higher from an accredited institution. Cumulative GPA of 3.0 or higher. This program is eligible for non-degree students.

Term(s) to which students will be admitted

Fall, Spring

Certificate, Systems Genomics: Clinical Communication and Counseling

Application deadline: Rolling

Initiator & Program Director

Maria Gyure, maria.gyure@uconn.edu, 203-676-1459

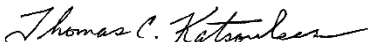
Administrative Contact

Rachel O'Neill, rachel.oneill@uconn.edu, 860-486-3043

ATTACHMENT 9

May 19, 2021

TO: Members of the Board of Trustees

FROM: Thomas C. Katsouleas 

RE: University Medal

RECOMMENDATION:

That the Board of Trustees approves the award of the University Medal to Mr. Scott Brohinsky.

BACKGROUND:

The awarding of a University Medal is the University's highest honor. One of the ways to be considered for this award is a determination that the nominee is a person whose activities have had a significant influence on the University.

Scott Brohinsky served the University of Connecticut with great distinction, leadership, and loyalty during his 19-year career leading Governmental Relations and, later, University Communications. In this role, Mr. Brohinsky served as a collaborative leader and colleague to many at UConn. He was also committed to forging strong relationships and partnerships with the University's many external constituents.

Mr. Brohinsky came to UConn at an extremely pivotal time and played an important role in virtually all aspects of the University's transformation in the 1990s. Through his leadership, he was instrumental in laying the foundation and support for the enactment of the UCONN 2000 and 21st Century UCONN Programs, including the authority to manage its own construction and renovation projects. He secured passage of legislation allowing the University to do its own hiring and purchasing, and a block grant appropriation was instituted. The University gained fiscal autonomy to not only modernize the campus infrastructure, but to also progress academically as a center of excellence in teaching, research, and service. As a result, UConn gained attention as a nationally recognized public research institution.

The recommendation to award the University Medal to Mr. Brohinsky has the strong support of the University administration and has been unanimously approved by the Committee on Honors and Awards at its May 6, 2021 meeting.

Academic Affairs

- | | |
|---|---|
| 8) Reappointment Professor Manisha Sinha, PhD to the James L. and Shirley A. Draper Chair in American History in the Department of History in the College of Liberal Arts and Sciences. | 7 |
| 9) Graduate Certificate in Systems Genomics: Clinical Communication and Counseling | 8 |

INFORMATIONAL ITEMS:

- | | |
|-------------------------------|---|
| 1) Academic Program Inventory | B |
| 2) Centers and Institutes | C |

ATTACHMENT A

DRAFT MINUTES
MEETING OF THE ACADEMIC AFFAIRS COMMITTEE
April 28, 2021

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

Additional Trustees: Bessette, Boxer, Bunnell, Cantor, Gandara, O'Connor, Ritter, Toscano, and Werstler

University Senate: Bird, Chafouleas, Polifroni, and Van Heest

Staff: Agwunobi, Blanchard, Bradford, Buffkin, Cruickshank, Daniels, Gelston, Geoghegan, Gilbert, Henderson, Hritcko, Irizarry, Jednak, Jordan, Kazerounian, Katsouleas, Kendig, Kersaint, Lejuez, Lepowsky, Maric, Nelson, Rubin, and Weiner

Committee Chairwoman Gouin convened the meeting at 8:30 a.m. via phone call.

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

On a motion by Trustee Dennis-LaVigne, seconded by Trustee Fang, the minutes of the February 24, 2021 meeting was approved as circulated.

Provost Lejuez introduced ***Action Item #2 Designation as Board of Trustees Distinguished Professors, Academic Year 2020-2021***. Moved by Trustee Rubin, seconded by Trustee Fang, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Item #3 Promotion and Tenure*** Moved by Trustee Fang, seconded by Trustee Rubin, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Item #4 Sabbatical Leave Recommendations***. Moved by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Items #5, 6, 7, 8, 9, 10 & 11; Appointment of Professor David Weber, PhD to the Deloitte Foundation Professorship of Accounting in the School of Business, Reappointment of Professor Robert Bird, PhD to the Eversource Chair in Business Ethics in the School of Business, Reappointment of Professor Chinmoy Ghosh, PhD to the Gladstein Professor of Business and Innovation in the School of Business, Reappointment of Professor Nicholas H. Lurie, PhD to the Voya Financial Professor in the School of Business, Reappointment of Professor Michael Willenborg, PhD to the Richard F. Kochanek Professorship in Accounting in the School of Business, Reappointment of Professor Joseph Golec, PhD to the Finance Department Distinguished Scholar in the School of Business and Appointment of Associate Professor Guojin Gong, PhD as the Deloitte Foundation Faculty Fellow in the School of Business***. Moved by Trustee Rubin, seconded by Trustee Fang, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Item #12 Doctor of Philosophy in Integrative Studies***. Moved by Trustee Rubin, seconded by Trustee Fang, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Item #13 Master of Arts in Human Rights***. Moved by Trustee Rubin, seconded by Trustee Fang, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Items #13 & #14; Master of Science in Business Research and Master of Science in Financial Technology (Fintech)***. Moved by Trustee Rubin, seconded by Trustee Fang, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Item #16 Master of Laws in Governance, Risk-Management and Compliance***. Moved by Trustee Rubin, seconded by Trustee Fang, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Items #17, #18, & #19; Post-Master's Nurse Leader Certificate, Post-Master's Nurse Educator Certificate, and Graduate Certificate in Dementia Care***. Moved by Trustee Rubin, seconded by Trustee Fang, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Item #20 Naming Recommendation for the Vergnano Institute for Inclusion in the School of Engineering***. Moved by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the Committee recommended approval to the full Board.

Provost Lejuez shared ***Informational Items; Notification of Proposed Changes to the By-Laws of the University of Connecticut, Academic Program Inventory, Faculty Consulting Program Reports, and Tenure Track Reappointments***.

Provost Lejuez introduced newly appointed Deans and Vice Provosts; Vice Provost for Strategic Initiatives Gladis Kersaint, School of Pharmacy Dean Philip Hritcko, School of Dental Medicine Dean Steven Lepowsky, Neag School of Education Interim Dean Jason Irizarry, and School of Law Dean Eboni Nelson. Each individual presented briefly on their work.

Trustee Dennis-LaVigne called a motion to close the meeting, seconded by Trustee Rubin. Chairwoman Gouin adjourned the meeting at 9:41 a.m.

Respectfully submitted,

Sarah K. Croucher
Committee Secretary

ATTACHMENT B

May 19, 2021

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 of name: Sixth-Year Certificate in Reading Education *name change to Sixth-Year Certificate in Literacy Specialist Program*
- CIP code change; Graduate certificate in Survey Research *from 44.0401 (public administration) to 45.0103 (survey research/methodology)*
- CIP code change; MA in Survey Research *from 45.1099 (political science and government, other) to 45.0103 (survey research/methodology)*
- CIP code change; Health Professions Education Graduate Certificate *from 13.1201 (adult continuing education and teaching) to 51.3202 (health professions education)*

ATTACHMENT C

May 19, 2021

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:

Renewed for five-year term:

Institute for Collaboration on Health, Intervention, and Policy (InCHIP)
Rudd Center for Food Policy and Obesity

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

Institute for Collaboration on Health, Intervention, and Policy

The Institute for Collaboration on Health, Intervention, and Policy (InCHIP) brings together individuals with diverse scientific, clinical, and methodological expertise and supports their evolution into collaborative investigators who conduct innovative interdisciplinary research that impacts public health and well-being. The vision of InCHIP is to improve the health and well-being of individuals, organizations, and communities in Connecticut and beyond by supporting innovative and high-impact interdisciplinary research.

Rudd Center for Food Policy and Obesity

The Rudd Center focuses on issues of childhood obesity and nutrition with a mission to promote healthy eating across a broad spectrum of communities. The center is structured around a combination of research, education, communication, and advocacy efforts. Dissemination of research findings beyond academic venues is a primary mission of the Rudd Center, with a strong focus on media outlets. The Center also focuses on having direct interaction with policymakers and other stakeholders to affect policies around childhood nutrition and obesity. The Rudd Center was actively recruited to UConn from Yale in 2015. The Center is administratively housed within InCHIP and receives support from that Institute's Business Office. The Center is directed by a seven person Senior Leadership Team. The Center established an external advisory board in 2018 following a year-long strategic planning process in 2017 that included a wide range of internal and external leaders and experts.

2021 C/I Committee Review: InCHIP

Mission/Criteria:

UConn's Institute for Collaboration on Health, Intervention, and Policy (InCHIP) brings together individuals with diverse scientific, clinical, and methodological expertise and supports their evolution into collaborative investigators who conduct innovative interdisciplinary research that impacts public health and well-being. The vision of Center is to improve the health and well-being of individuals, organizations, and communities in Connecticut and beyond by supporting innovative and high-impact interdisciplinary research.

InCHIP serves as an umbrella institute for multiple research centers and groups. InCHIP centers include the Rudd Center for Food Policy and Obesity (Director, Marlene Schwartz, PhD), the Center for Health and Social Media (Director, Sherry Pagoto, PhD), and the Collaboratory for School and Child Health (CSCHE; Director, Sandra Chafouleas, PhD). In addition, there are currently eight multidisciplinary Research Interest Groups (RIGs) supported by InCHIP that provide a forum for researchers from different disciplines, campuses, and the community to work collaboratively on innovative research on specific health topics. RIGs are led by faculty from across the University.

Staff/Budget:

The InCHIP center includes three leadership members (Amy Gorin, Director / Deborah Cornman, Associate Director / Steve Jagielo, Director of Administration and Business Services), and seven staff members including 4 members for Grants Management, 1 member for Research development service and 2 members for support. The center also includes 122 Principal Investigators (PI), defined as faculty or post doctoral investigators who were awarded internal funding or submitted/received external awards, from 28 departments across the UConn). That represents a 165% increase to the number of PIs reported in the previous review. In addition to the PIs the center includes 287 affiliated members and supports 180 graduate students.

The InCHIP Center is supported by funds from the Office of Vice President of Research (\$1,663,368 for FY21) and external grants. In the period of 2015-2020 the InCHIP received external grant support of >\$79 million (\$59.4 million in direct cost and \$19.8 million in indirect cost). This represents 50% increase in external funding since the last 5 year review. The external grants provided over \$3.6 million in research support to UConn graduate students. During the last 5 years period InCHIP also provided \$678,604 in internal pilot funds to numerous investigators and teams.

Contributions/Accomplishments:

- 1) Received numerous external grants with funding awarded in 2015-2021= \$79.2M
- 2) During 2015-2020 Center faculty produced approximately:
 - a. 800 scholarly publications
 - b. 800 presentations to conferences and meeting
 - c. 14 Keynote addresses

- d. 25 service on state and federal panels
 - e. 184 other products recognitions and awards
 - f. 307 non academic publications
 - g. 313 media relations
- 3) Over the period of 2015-2020 the center has supported:
- a. over 40 post docs and visting scholars
 - b. 302 graduate students
- 4) Some of the most unique contributions in the center include:
- a. Design of interventions to promote HIV/AIDS prevention in both domestic and global contexts
 - b. Contribution to questions regarding obesity and associated behaviors
 - c. Development of innovative methodologies to synthesize, examine and address the factors affecting human health
 - d. Research on alcohol and opiod use within vulnerable propulations
 - e. Research on self regulation and health outcomes
 - f. Research on racism and discrimination and other environmental detrimental on health
- 5) InCHIP created a new Core structure to expand and improve the ways it serves UConn and the community of health-related researchers across its many schools and departments. This Core structure provides researchers with services and support at each step of a research project, from the conception of an initial research idea to the implementation of a funded study. By 2018, InCHIP’s Core structure had been consolidated to three Cores: Administrative, Training and Development, and Community-Engaged Health Research. The staff within each Core work closely together, and to ensure smooth coordination across the various Cores, meetings are conducted on a bi-weekly basis with the entire InCHIP staff.
- 6) InCHIP’s response to the COVID-19 pandemic was immediate. Within three days of UConn closing its campuses in March 2020, InCHIP launched a Rapid Response Funding Program focusing on the behavioral and social health aspects of COVID-19. Twenty awards of up to \$5,000 each were made by April 2020, allowing investigators to capture time-sensitive data as the pandemic unfolded.

2015 Strategic Plan Goals, Corresponding 2020 Achievements, and Future Goals:

2015 Goals/Metric	2020 Evidence
1. Provide an interdisciplinary nexus for investigators across UConn to stimulate multidisciplinary collaborations and major new funded research initiatives	<ul style="list-style-type: none"> 1. Number of external award an funding –50% increased in funding since last period 2. Collaboration across many Schools and Departments 3. Number of core and affiliated faculty – 165% increase in the number of PIs since the last period
4. Undertake research to create new scientific knowledge, theoretical frameworks, and methodological advances in the areas of health	<ul style="list-style-type: none"> 1. Number of publications, presentations, keynotes, awards etc (more than 800 scholarly publications)

behavior, health behavior change, health intervention, and prevention.	
2. Share its expertise in health behavior and health behavior change, capacity building, and technology with relevant local, state, national, and international organizations.	<ol style="list-style-type: none"> 1. Contributions to conferences and other outreach activities 2. COVID-19 workgroup 3. Service on state and federal panels
3. Educate and mentor undergraduate students, graduate students, researchers, faculty, community members, and others	<ol style="list-style-type: none"> 1. Number of graduate students, post doctorals, etc (did not see any undergraduate activities)
1. Take a leadership role in fostering a team science approach among UConn research scientists and clinicians	<ol style="list-style-type: none"> 1. Development of Core structure that supports the investigators in the fields of: Administrative, Training and Development, and Community-Engaged Health Research

Opportunities and Challenges:

The review identifies several opportunities and challenges for the center.

Some of the **opportunities** include: 1) Transform the nature of collaborative research by creating partnerships with non-UConn organizations and institutions; 2) Serve as the central hub for health-related research across UConn campuses; 3) Build robust research development services for health-related research by providing services that support large grants; 4) Facilitate development of successful academic-community research collaborations; and 5) Increase emphasis on science communication by promoting and disseminating UConn science to internal and external audiences.

Beyond the opportunities there were many **challenges** that have been identified including: 1) UConn investigators often have heavy teaching, clinical, and administrative burdens that impact research productivity; 2) Interdisciplinarity is not rewarded in traditional academic structures and systems: Centering university resources and tenure homes within colleges and departments can have the unintended effect of disincentivizing collaboration; 3) InCHIP does not have its own faculty lines or a formal joint hire mechanism; 4) Lack of personnel resources to support continued growth:

The review provides **strategic goals, objectives, actions plans and metrics/indicators** to determine the Impact including: 1) Facilitate and support researchers who are positioned to nimbly tackle complex health problems – focused on new internal and external partnerships, connecting faculty with grant development resources and providing pre- and post-award support, attracting funding from foundations and donors, advocating internally for health-related research, and promoting research on health inequity; 2) Provide equitable and inclusive life transformative research experiences for students and career transformative experiences for faculty and InCHIP staff through mentorship, training, and research opportunities – with a focus on promoting research by a diverse group of undergraduates, interdisciplinary graduate education, developing a workforce and faculty that can support research, and promoting women and BIPOC participation in health

research; 3) Serve as a research engine for UConn and Connecticut by disseminating scientific findings, novel interventions and methodologies, health communications and messages, and scientific expertise to academic audiences, external organizations, policy makers, government officials, and the general public.

Recommendations:

The center has been extremely successful over the last 5 years with significant success in terms of interdisciplinary research, scholarly products, external research funding, training, and outreach. The stated goals from the prior self-study have been substantially met and are supported with measurable evidence of success.

The University Center/Institute Review Committee recommends a 5-year approval with review scheduled for 2025. In the next self-study, the following points should be considered:

- Has there been undergraduate research experience/mentoring within the center over the past 5 years, this is conspicuously absent from the self-study document. The center has done well to place this as a key goal for the next 5 years (including a strong focus on diversity). Progress in this area should be highlighted in the next self-study.
- Does the center provide undergraduate and/or graduate education? Is the center authorized to provide BS, PhD or MS degrees? Any plans to develop curriculum/programs? This might provide opportunities for more independency.
- The surveys seem light in terms of participation. Any plans to engage faculty?
- What is the opportunity of developing data/decision science as a cutting-edge methodology, and partnering with university members in this area (e.g., departments and programs in the School of Business, School of Engineering, and CLAS, and the data science institute to be established)?
- What is the opportunity in innovation and entrepreneurship as ways to disseminate research findings and implement novel methodologies, and partnering with university members in this area (such as School of Business, School of Engineering, and Werth Institute)?

2021 C/I Committee Review: Rudd Center

Mission/Criteria:

The Rudd Center focuses on issues of childhood obesity and nutrition with a mission to promote healthy eating across a broad spectrum of communities. The center is structured around a combination of research, education, communication, and advocacy efforts. Dissemination of research findings beyond academic venues is a primary mission of the Rudd Center, with a strong focus on media outlets. The center also focuses on having direct interaction with policymakers and other stakeholders to affect policies around childhood nutrition and obesity. The Rudd Center was actively recruited to UConn from Yale in 2015. The center is administratively housed within InCHIP and receives support from that institute's Business Office. The center is directed by a seven person Senior Leadership Team. The center established an external advisory board in 2018 following a year-long strategic planning process in 2017 that included a wide range of internal and external leaders and experts.

Staff/Budget:

The Rudd Center is supported by funds from four sources: external grants, internal grants, direct university support, and UConn Foundation accounts. In the period of 2015-2020 the Rudd Center received external grant support of >\$16 million from federal grants, foundations, non-profits, and industry. The Center also receives funding from the Provost's Office, with a total of \$550,000 allocated in the 2015-2021 timeframe of the report. The center includes four core faculty members including the Director Dr. Marlene Schwartz. Core faculty receive a 9-month salary from the Office of the Provost to cover a 3-course/year teaching load with the expectation that they will buy out of 2 of these 3 courses annually for 25% plus fringe of their 9-month salary. This component of the Center's funding model is not reflected in the budget. The center also has two core staff members who are focused on promoting the outreach and advocacy missions. In addition to the core faculty and staff, 18 "Research Staff" members are listed including research assistants, post-doctoral fellows, and graduate students. Core faculty are housed at InCHIP but have appointments in Storrs departments across two colleges (CLAS and CAHNR). The center also has 17 affiliated faculty from 10 departments spanning CLAS, CAHNR, Neag, and the School of Medicine.

Contributions/Accomplishments:

- 1) Received 67 external grants with funding awarded 2015-2021= \$16,601,471
- 2) Center faculty produced 204 "scholarly products in the 2015-2020 period, including both those of core faculty and affiliated faculty contributions that are "key Rudd Center contributions where core faculty or staff are co-authors.
- 3) Very extensive media reach well beyond what might be expected from a relatively small center/faculty group. Included 9,823 media appearances (equivalent to or greater than entire Schools within UConn) during the reporting period with a wide range of high-impact national and international outlets.
- 4) Annually an average of ~15 graduate students and ~16 undergraduate students were trained and engaged in center projects, center supported and trained 8 post-doctoral scholars

- 5) A large number of advocacy and policy activities were undertaken spanning a broad spectrum of stakeholder groups, including legislators, policy and advocacy non-profits, national, state, and local governmental agencies, and regulators.

2017 Strategic Plan Goals, Corresponding 2020 Achievements, and Future Goals:

2017 Goals/Metric	2020 Evidence	Future goals – next 5 years
UConn National Reputation: 1. Press coverage 2. Social media 3. Invited presentations	1. 9823 media appearances 2. 16,800 Twitter followers 3. 187 scholarly presentations, invited not listed separately	Increase social media presence on multiple platforms
Scholarship: 1. Publications 2. Proposals funded 3. Proposals submitted 4. Internal collaborations 5. External collaborations	1. 171 journal articles 2. 67 grants awarded, >\$16 m in funding 3. Total # submitted not listed 4. Beyond core depts/colleges research collaborations with Neag, the School of Medicine, and the School of Fine Arts. 5. research collaborations with 39 universities and 27 state/national orgs.	continue a high level of nationally and internationally recognized scholarship and research productivity.
Informing policy: 1. Communication with policymakers 2. Communication with policy and advocacy orgs 3. Policy-focused resources 4. Legislative testimony	1. 40 policymaker collabs listed, 6 instances of testimony to regulators 2. 22 policy letters signed on to 3. Long list of policy resources developed 4. 17 instances of legislative testimony	continue its leadership role in providing research to inform policy at the local, state, and national levels.
Coalitions and partnerships 1. Participation in coalitions 2. Events promoting local partnerships	1. >100 groups engaged 2. Several examples under evidence of policy impact	continue to actively participate in community partnerships and in local, state, and national coalitions.
Training 1. UG and Grad trainees 2. Post-doc trainees 3. Professional training	1. 11-19 UG and 6-24 Grad students engaged per year 2. 8 post-doc fellows funded and trained	continue to provide high quality training to students and post-doctoral trainees. Our core faculty plan to continue to hire post-doctoral trainees from

	3. 5 formal training modules/initiatives detailed	universities across the country. We have already extended an offer to a new post-doctoral fellow to join our current cohort of three post-doctoral trainees in the summer of 2021.
Equity and Diversity	Two Center-wide diversity trainings facilitated by outside orgs.	The Center will continue to promote health equity and expose and address race-based inequities

Opportunities and Challenges:

The self-study identifies several challenges the center has faced or may need to address in the future. Most of the challenges identified by the PIs focused on the ongoing COVID-19 pandemic. Due to the ongoing pandemic they foresee difficulty in anticipating the Center’s media appearances and reach in the next couple of years. They also indicate that funding communications and policy positions at the Rudd Center necessary, but also the primary challenge for the Center going forward. These positions are not fundable through traditional research grants and previous major funder, is no longer supporting advocacy and communications work. The Center requires renewed funding from the University to complete its central mission and goals supported by the Center’s communications team.

The self-study provides 5 strategic goals, which are largely a continuation of the excellent direction of the center as outlined in the 2017 Strategic Planning, but with an emphasis on equity and diversity both within the center and in its work. The center identifies attainable and measurable outcomes/metrics for each of the strategic goals (although specific targets could be included), highlighting activities such as continued media reach, expanded social media presence and continued research, training, and advocacy/policy efforts. The addition of a new core faculty member in 2020 (Dr. Caitlin Caspi) will allow the center to expand its focus on food insecurity. Grant funding been allocated to work with a consultant in the next several years to help identify strategic long-term funding/future plans in the area of food marketing (overseen by INCHIP Assistant Research Prof. Dr. Fran Fleming-Milici). The goals also include interest (and some specific plans) to strengthen relationships with other units at UConn including the Medical School, Law School, and Neag.

Recommendations:

The center has been extremely successful over the period it has been located at UConn, strongly achieving the goals presented in the self-study as the outputs of the 2017 Strategic Planning Initiative. The center faculty have had great success in terms of scholarly output, external research funding, training, and outreach and engagement to a wide variety of stakeholder groups.

The University Center/Institute Review Committee recommends a 5-year approval with review scheduled for 2025. In the next self-study, the following points should be considered:

- Provide better detail on the specifics of the funding arrangements for the center and what is required of continued university investment to maintain the productivity of the center.
- Illustrate the involvement of additional faculty from across the units listed as being targets for expanded internal collaboration and increasing the number of affiliate faculty, consider including additional internal collaboration targets including, for example, the School of Business.
- Include some indication of outcomes of diversity efforts – including measureable goals and specific recruitment and engagement strategies for early-career researchers from underrepresented minority populations
- Include quantitative targets (and “stretch goals”) for each of the outcomes/metrics identified for the strategic goals.
- Include a summary of major points from Rudd Center Advisory Board meetings.
- Assess the effects of the COVID-19 pandemic and its after-effects on Center productivity and specific outcomes
- Re-assess of need and possible funding strategies for communications/outreach positions and whether these necessarily need to be entirely conducted “in-house” (vs. in collaboration with UConn Extension faculty and staff)



UConn

UNIVERSITY OF CONNECTICUT

Board of Trustees

ADDITIONAL MATERIALS

The following document was not noticed with the original Agenda. This is an item that was presented during the meeting of

Wednesday, May 19, 2021

May 19, 2021

TO: Members of the Board of Trustees

FROM: Sanford Cloud, Jr., Trustee, Chair of the UConn Health Board of Directors

RE: Appointment of Interim President

RECOMMENDATION:

The Board of Trustees appoint Dr. Andrew Agwunobi to serve as Interim President of the University of Connecticut until a successor president is appointed. This interim appointment would be in addition to Dr. Agwunobi's service as Executive Vice President for Health Affairs and Chief Executive Officer at UConn Health.

BACKGROUND:

The Board of Trustees has the duty and authority to appoint the president of the University. Thomas Katsouleas has resigned from his position as President, effective June 30, 2021. To ensure the continued operations of the University, it is necessary to make an interim appointment. Dr. Agwunobi has served as the Chief Executive Officer of UConn Health for the last six-plus years and is among the most capable and highly effective leaders we have known. UConn Health, which constitutes approximately half of our university, is a large and complex institution carrying out a vital public service mission. In addition to its high-quality clinical operations, it is home to the Schools of Medicine and Dental Medicine, a thriving academic research enterprise, and important technology and business incubation initiatives. Dr. Agwunobi's dynamic, engaged, and very successful leadership of that institution – as well as his strong experience in working across campuses and as a member of the senior leadership teams of two UConn presidents – provides an excellent basis for him to lead the university as a whole.

RESOLUTIONS:

In furtherance of the foregoing, I hereby recommend approval of the following resolutions:

RESOLVED, that Dr. Andrew Agwunobi be appointed Interim President, effective July 1, 2021 and continuing until a successor president is appointed by the Board. This appointment is in addition to his role as Executive Vice President for Health Affairs and Chief Executive Officer at UConn Health.

RESOLVED, that, effective immediately, the current day-to-day duties and responsibilities of the president be delegated to Dr. Agwunobi; President Katsouleas is expected to remain available to support and assist with the official transition on July 1, as may be requested by the Board and/or Dr. Agwunobi;

RESOLVED, that, effective immediately, Dr. Agwunobi is authorized to take steps and other actions necessary for the continued operations of the University, including the authority to sign contracts on behalf of the University consistent with the delegation given to the University's president;

RESOLVED, that the Chairman of the Board be authorized to execute, deliver and perform, in the name of and on behalf of the University, such instruments as may be necessary in furtherance of the foregoing resolutions.