

Southern Connecticut State University

FACULTY SENATE

UNAPPROVED MINUTES OF OCTOBER 12, 2022

<https://inside.southernct.edu/faculty-senate/meetings>

The 3rd Meeting of the Faculty Senate AY 2021-2022 was held on October 12, 2022, at 12:12 p.m. via Zoom.

Attendance

FIRST	LAST	DEPARTMENT	TERM ENDS (SPRING)	ATTENDANCE	TOTAL 2
Lisa	Haylon	Accounting	2025	X	2
Kenneth	McGill	Anthropology	2023	X	2
Melanie	Uribe	Art	2024	X	3
Kevin	Siedlecki	Athletics	2023	X	3
Nicholas	Edgington	Biology	2023	X	3
Kate	Toskin	Business Information Systems	2025	X	3
Jeff	Webb	Chemistry	2023	X	3
Richard	Zipoli	Communication Disorders	2024	X	1
Melanie	Savelli	Communication, Media & Screen Studies	2025	X	3
Shafaeat	Hossain	Computer Science	2025	X	3
Matthew	Ouimet	Counseling	2024	X	3
VACANT		Counseling & School Psychology	2023		
Helen	Marx	Curriculum & Learning	2024	X	3
Maria	Diamantis	Curriculum & Learning	2024	X	3
Dushmantha	Jayawickreme	Earth Science	2025	X	3
Jia	Yu	Economics	2024	X	3
Peter	Madonia	Educational Leadership	2023		2
Paul	Petrie	English	2023	X	3
Mike	Shea	English	2024	X	3
Miriah	Kelly	Environment, Geography, & Marine Sciences	2025	X	3
Sandip	Dutta	Finance & Real Estate	2025	X	3
Kyle	O'Brien	Healthcare Systems & Innovation	2025	X	3
Robert	Knipe	Health & Movement Sciences	2025	X	3
Daniel	Swartz	Health & Movement Sciences	2025	X	3
Carmen	Coury	History	2023	X	3
Troy	Paddock	History	2023	X	3
Yan	Liu	Information & Library Sciences	2024	X	On Leave Fall 2022
Cindy	Simoneau	Journalism	2024	X	2
Patrick	Crowley	Library Services	2023	X	3
Amy	Jansen	Library Services	2025	X	3

Alison	Wall	Management, International Business & Public Utilities	2025	X	3
Melvin	Prince	Marketing	2023	X	3
Sebastian	Perumbilly	Marriage & Family Therapy	2025	X	1
Klay	Kruczek	Mathematics	2025	X	3
Raymond	Mugno	Mathematics	2025	X	3
Jonathan	Irving	Music	2023		1
Kelly	Martinez	Nursing	2023	X	3
Andrea	Adimando	Nursing	2024	X	3
Obigaeli	Okwuka	Part-Time Faculty	2023		On Leave Fall 2022
Virginia	Metaxas	Part-Time Faculty	2023	X	2
Michael	Sormrude	Part-Time Faculty	2024	X	3
Michele	Delucia	Part-Time Faculty	2024	X	3
Rex	Gilliland	Philosophy	2023	X	3
Christine	Broadbridge	Physics	2024	X	2
Jonathan	O'Hara	Political Science	2025	X	3
Kate	Marsland	Psychology	2025	X	2
Chris	Budnick	Psychology	2024	X	3
Jon	Nwangwu	Public Health	2024	X	2
Michael	Dodge	Recreation, Tourism, & Sport Management	2023	X	3
VACANT	Carmela Smith	Social Work	2023	X	1
Stephen	Monroe Tomczak	Social Work	2025	X	3
Gregory	Adams	Sociology	2023	X	3
Angela	Lopez-Velasquez	Special Education	2024		On Leave Fall 2022
Douglas	Macur	Theatre	2024	X	3
Tricia	Lin	Women's & Gender Studies	2025	X	3
Luke	Eilderts	World Languages & Literatures	2023	X	3
Natalie	Starling	SCSU Faculty Senate President	2023	X	3
Joe	Bertolino	SCSU President		X	2
Barbara	Cook	Chair, Graduate Council		X	3
Meredith	Sinclair	Chair, Undergraduate Curriculum Form		X	3
Trevor	Boczer	SGA		X	1

GUESTS

Chris Perugini
 Craig Hlavac
 Esteban Garcia
 Julie Edstrom
 Maria Krol

Michele Vancour
 Roland Regos
 Terri Bennetts
 Tracy Tyree
 Trever Broliar

Faculty Senate President N. Starling called the 3rd meeting of the Faculty Senate to order at 12:12 p.m.

- I. Announcements
 - A. The Faculty Senate held a moment of silence to honor the memory of student Nico Saraceni.
 - B. N. Starling welcomed the new representative from the SGA, Trevor Boczer
 - C. K. Kruczek shared that the next forum on the proposed changes to the LEP would take place on Friday at 11 a.m. in Engleman A120.

- II. Minutes of the previous meeting held on September 14, 2022, were accepted as distributed.
<https://inside.southernct.edu/faculty-senate/meetings>

- III. Faculty Senate President's Report
<https://inside.southernct.edu/faculty-senate/meetings>

- IV. Reports of the Faculty Senate Standing Committees
 - A. Reports were received.
 - B. Elections (K. Kruczek): Reminder to vote in the All-University elections.
 - C. Finance (C. Simoneau): AAUP travel fund codes for the Travel Authorization form.
 - i. Description
 1. AY 22-23 Index Code
 - a. FT (full-time faculty) Travel: AUP558
 - b. FT Creative Activity Travel: VPA018
 - c. PT (part-time faculty) Travel: AUP561
 - ii. Destination
 1. Account Number
 - a. In State: 705000
 - b. Out of State: 705100
 - c. International: 705300
 - d. Virtual: 705600
 - D. Rules (J. Webb): Small changes to the bylaws and the constitution are forthcoming; changes to the constitution will require a faculty referendum.

- V. Reports of the Faculty Senate Special Committees
 - A. UCF (M. Sinclair): Reminded Senators that a mock-up degree evaluation taking into account the proposed changes to the LEP has been distributed. Should the referendum pass, emails will be sent immediately following the results about where departments would like to move courses in tier-III to other areas of the LEP.
 - B. Graduate Council (B. Cook): Shared a flyer for a meet and greet for graduate students. The Graduate open house will take place on Tuesday October 25 from 3-7 p.m. in the Adanti Student Center Ballroom. Departments should receive an email from L. Galvin about participating in a virtual open house; even if departments are not interested, it would be helpful to know this information.

- VI. New Business
 - A. Presentation by M. Krol, Chairperson of Nursing, regarding the proposed name change from the Department of Nursing to the School of Nursing. Please see presentation slides below.

- B. After presentation, Senators moved to a non-binding vote to indicate support of the name change.
 - i. Vote Tally
 - 1. Yes 37
 - 2. No 3
 - a. The vote indicates that the Faculty Senate supports the name change of the Department of Nursing to the School of Nursing.
- C. R. Gilliland, after discussion with the Body and with the Faculty Senate Parliamentarian L. Eilderts, **moved to consider** his motion, shared in the Faculty Senate Packet, paragraph by paragraph. **Seconded.**
 - i. First paragraph
 - 1. Special appointments and part-time faculty will be eligible to vote in the LEP referendum.
 - 2. R. Mugno **moved to call the previous question. Seconded.**
 - a. Vote Tally
 - i. Yes35
 - ii. No7
 - 1. The motion to call the previous question **passed** with at least a 2/3 majority.
 - b. Vote tally on the motion.
 - i. Yes12
 - ii. No30
 - 1. The motion was **rejected**.
 - c. With the rejection of the first paragraph, the remaining paragraphs of the motion are moot.

VII. Guests

- A. E. Garcia and H. Marx presented on Working with Undocumented Students: Barriers & Best Practices.
 - i. At the presentation’s conclusion, N. Starling and L. Eilderts shared and reminded the Body of Faculty Senate Resolution Number S-2018-10

VIII. Adjournment

- A. J. Webb **moved to adjourn. Seconded.**
- B. Meeting adjourned at 2:02 p.m.

L. Eilderts
Secretary

Presentation from Nursing: “Department of Nursing” to become “School of Nursing”

Dear Faculty President Starling:

Attached are the Department of Nursing’s documents supporting the change of name.

History:

In 1969 faculty members from the University of Connecticut School of Nursing were tasked with starting the nursing program at what was then the Southern Connecticut State College. Ms. Alba Immaculata, Phyllis Fitzgerald, Ellen Chuan and Elaine Raymond began the baccalaureate program in nursing following approval of the program by the Connecticut State Board of Nurse Examiners. The program graduated the first class in 1973. The RN-BS completion track was added at the same time. The School of Nursing operated as a school from its inception. The Associate Dean of the School was Ms. Elaine Raymond, Dr. Lillian Dibner the Chairman. The program began with 10 fulltime faculty and 6 part time. Originally, the program was accredited by the National League for Nursing Accrediting Commission (NLNAC). Beginning in 1997, accreditation through the Commission on Collegiate Nursing Education (CCNE) has been maintained.

The nursing program immediately established itself as a premier program attracting students from all over the State of Connecticut and neighboring states. Receiving over 300 applications for admission. In 1985 as a response to the growing need for Graduate Education, the school established the Master of Science in Nursing offering both degree and certificate programs in Nursing Education and Nursing Management. Both the BSN and MSN programs have continuously maintained accreditation by the CCNE.

Change from School to Department

The nursing program officially operated as a school from 1969 to 1987. In 1987, Southern Connecticut College decide to combine the School of Social Work and School of Nursing to create the School of Health and Human Services (SHHS), with this change only one Dean was required vs two in the previous structure. It was a financial move considering the enrollment status at the time in both schools had decreased. The school underwent restructuring, and a chairperson was appointed to lead the Department of Nursing. The Board of Regents was to be notified that going forth the school would be known as a department within the SHHS; however, the official change did not occur. While, calling ourselves a department was established at Southern, the Board of Regents continues to recognize the Department of Nursing as a School.

Structure & Growth

The Department of Nursing has unofficially operated as a department since 1987. It adopted Bylaws reflective of the Bargaining agreement and has updated them based on those changes. Due to the size of department, it has always had adequate representation on university committees and met the needs of the faculty and students. As evident by continuously restructuring its operation as it continued to grow the programs and increase enrollment to meet the needs of the workforce. In 2007, Dr. Cesarina Thompson, Chairperson, with the support of the Dean established the Accelerated Career Entry program. A program designed to attract second degree students, who would complete the program in 12 months. This program was a result of the growing shortage of BSN prepared nurses; with the intention of graduating second degree students in a timely manner. The nursing shortage is a problem that continues to need attention.

In 1995, the Department added the Family Nurse Practitioner track (FNP) and in 2007 it added the Clinical Nurse Leader track. Both programs expanded the role of the nursing program in nursing education. The FNP track attracts a large pool of students every year.

In 2011, the Department established the doctoral program in Nursing Education. It was designed specifically to educate nurses to become nurse educators in a response to the growing need for doctorally prepared educators in nursing. The Department of Nursing has continued to respond to the needs of the workforce by increasing access to a nursing education at all academic levels.

In 2021, the Department began to offer a second ACE track to address the demand for this program. Prior to adding the second track, the program accepted up to 36 students but has over 300 applications.

In Fall of 2022, recognizing that not all individuals wanting to achieve a nursing degree can attend full time day classes and addressing its responsibility to eliminate disparities in access to education, the Department of Nursing established a 3-year part time nursing program. This program is designed for working adults that desire to pursue nursing. The program is offered evening and weekends.

In addition to the need for programs; the department also has a strong history of success and ensuring students enter the workforce in a timely manner. The nursing program's pass rates have been amongst the highest in the state and nationwide. In the last 10 years the pass rate for first time UG BSN students has ranged from 90-100%, for ACE first time testers it has been 95-100%, The Family Nurse Practitioner program has had pass rates of 100%.

Faculty and Administrative Support

Currently the nursing department employees consists of 21 full time faculty, along with several SUOAF and clerical support staff. This growth is in line with the enrollment growth outlined above. Some specific and targeted staff growth is described below.

In 2018, the Clinical Education Office was created to support the demand for clinical placements of both our undergraduate and graduate students. In order to support the demand a second Clinical Coordinator was added as well. At least 50% of educational hours must be clinical for UG and a minimum of 500 hours is required for the FNP students This office oversees the clinical and laboratory placement of approximately 300 students with an anticipated increase as the programs expand. In 2019 to support the current and anticipated increase in students two Simulation Coordinators were added to support the simulation education of all undergraduate students. This was especially beneficial during Covid 19 since the department had to switch to virtual simulation.

A nursing Admission and Enrollment position was created to support admission to all five nursing programs (BSN, ACE, RN-BSN, MSN, and EdD).

The Department of Nursing has been led by the Chair with the support of program directors (previously known as program coordinators). Each program has an appointed director that oversees the curriculum and the student needs (BSN, ACE, RN-BSN, MSN and EdD). Each director receives reassigned time to manage the programmatic and curricula responsibilities from their respective focus areas.

The department has the support of a Secretary 2 and Office Assistant. These positions support the chair, directors, faculty, and students. In August, with the anticipated development of the Interprofessional Education (IPE) program and Interprofessional Healthcare Simulation (IPHS) program; an Administrative

Assistant was added. This position will support the Executive Director of Healthcare Programs that will oversee the IPHS and IPE programs.

The Department of Nursing currently and historically maintains its own budget and program resources, and this request to change from Department to School will place no additional fiscal burdens on the College of Health and Human Services nor the University. While the change from being a school to a department occurred in 1987, the Department of Nursing consistently operated and managed a distinct Operating Budget (HHS 028) which is overseen by the Chairperson and Dean of Health and Human Services. Any additional resources that the Department of Nursing may require will be supported by the growth in the number of students admitted. The Department of Nursing will not require any resources from other departments, and as a matter-of-fact nursing has supported other departments within the CHHS in previous years.

Structural Changes

Why School and not Department

The Department of Nursing has demonstrated that over the years it has functioned at the level of a school, specially when compared to other nearby programs. It has been able to identify and put in place programs that address the needs of the changing healthcare setting and the population it aims to serve and educate. The Department is a unique program within the College of Health and Human Services and that of the other State University with the exception of UCONN who has a school of nursing. Central Connecticut's nursing program and West Conn's program each have traditional BSN completion degrees and several master's and doctoral programs they do not have the breadth of our offerings nor the enrollment. The Department of Nursing at SCSU is more in alignment with the model used by other nursing programs in the state such as the University of Connecticut, Sacred Heart University's School of Nursing, Fairfield University and Quinnipiac. In terms of undergraduate nursing, we have more programs than they each have; similar schools only have one traditional BSN and one accelerated BSN, while we have two traditional and two accelerated tracks in addition to the multiple master's and doctoral programs.

Addressing the needs of the public

Since, 2015 the Department of Nursing has been more intentional about admitting more students. A new pathway was created to recruit and retain higher achieving high-school students. The Department of Nursing started admitting students as direct admit students guaranteeing them placement in the nursing program while continuing the college admission pathway admission's program. The direct admit pathway not only benefited students but also the university. Once these students reached the end of their freshman fall semester, the burden of advising these students was shifted to the Department of Nursing. Nursing has also increased the number of students admitted from 110 in 2015 to approximately 180 students in 2022. Nursing has a commitment to increase the number of students it admits to 222 by 2025. This is in response to the shortage of graduates in the State of Connecticut. Currently, the need for graduates is estimated to be 3000 annually, while programs in the state only graduate 2000 students per year.

Changes occurring to support expansion: The problems in nursing as a profession have finally garnered the attention of the Governor and the Healthcare facilities. They have recognized the important role

they play in securing the health of the CT population. This requires us to work with each other to begin to solve the problem of the nursing shortage.

Steps to Solve the Problem of the Nursing Shortage

Yale New Haven Health Partnership:

Therefore, in the Spring of 2022 Southern's Department of Nursing led by the Dean of HHS entered into a partnership with Yale New Haven Health System. This agreement will benefit the Department of Nursing and the current and future students it educates. It will enable us to open the door for more students to be able to attend college and graduate with a Bachelor of Science degree in Nursing. As part of our agreement, we need to increase diversity, and increase enrollment.

- In 2021 to address the need to increase the diversity of the program the Department of Nursing began a more holistic approach to admitting students to the program. We are tasked by the latest Future of Nursing Report 2020-2030 to increase the diversity of the nursing workforce and that means admitting more students to our program from diverse backgrounds. In previous years our nursing admissions only accounted for approx. 15% of diverse students, with our new model 52% of our admitted students are diverse.
- The Department is also seeking high school students that can come to Southern with a minimum of 25 college credits. These students will be given the opportunity to enter the nursing program earlier and complete their education in three years. Once again addressing the nursing shortage by graduating more students.
- The Department of Nursing is very proud to be able to live up to our mission and vision of a diverse student body and diverse nursing workforce. However, as we know not all high schools in CT offer the same education, not all students come to Southern prepared to be successful, they all have a desire but sometimes their high school education is a barrier. This partnership has provided the funds to support the hiring of a Student Engagement Specialist for our program. This position will work with our students to ensure that we identify any barriers to their success in the nursing program.
- It has also funded a Coordinator for Nursing Scholarships and Early College Programs. This position will identify the high school students in CT and make sure that they are prepared to enter Southern's nursing program. Because now we are also able to offer financial aid to more students than ever before the barrier of the inability to pay for school is minimized. This coordinator for scholarships will manage scholarships in coordination with financial aid office.
- Funding has also been providing to add a Laboratory Coordinator. This position supports our courses with laboratory education component. These courses are critical to assisting with practice ready skills as students enter clinical education experiences and ultimately enter the workforce.

This partnership with YNHHS clearly sets the path for expansion of all nursing programs at SCSU. This expansion, in turn, demonstrates the rationale for the Department of Nursing to revert back to its original designation as a School of Nursing.

CT Health Horizons

Purpose

CT Health Horizons is a three-year initiative that will work collaboratively across Connecticut's nonprofit institutes of higher education to grow and diversify the nursing and social work student body and workforce. The program is designed to work collaboratively with higher education and healthcare providers to create partnerships that ease career pathways for students to develop and retain talent in-state.

Funding Opportunity

CSCU is serving as the lead project and fiscal manager for this funding opportunity for nonprofit colleges and universities with nursing and social work programs located in Connecticut. CT Health Horizons will support three strategic areas:

1. **Tuition assistance** to incentivize low-income and minority students to enter access cost-effective nursing and social work programs.
2. **Faculty support** to rapidly expand seat capacity and train the next generation of social workers.
3. **Innovative programs** to promote partnerships between healthcare employers a higher education to accelerate entrance into careers in nursing and social work.

As part of the state system, SCSU will benefit from this investment.

Conclusion

As evidenced above, the structure for school status is in place. It is by design functional, and sustainable for the long term. The Department of Nursing is similar to most other schools of nursing; continually strategizes to increase enrollment, employees a large array of faculty and staff, and has the infrastructure necessary to continue its Board of Regent designation as a School of Nursing. Being recognized as such by the Faculty Senate within our university is an endorsement of respect for the Dean, faculty and administrative faculty and staff who continuously strive to offer placements, and education to meet the needs of the public.

School of Nursing



Founded 1969

 Southern Connecticut State University

Founded in 1969 as the School of Nursing in the Southern Connecticut State College
 Founders: Elaine Raymond, Alba Immaculata, Phyllis Fitzgerald and Ellen Chuan

1969	1973	1997-2022	1985	1987	1987	1995	2007	2007	2011	2022	2022	
•School of Nursing Founded at SCSC	•1 st Graduating Class 13 students With BSN	•CCNE •accredited	•MSN Program •Nurse educator & •Nursing Mgt	•The School of Human and Health Services is formed. SON is changed to department	•ACE Program •started	•MSN: •Family Nurse •Practitioner Program	•MSN •Clinical Nurse Leader Track	•ACE program •1 st cohort	•EdD •In Nursing Education	•ACE program •2 nd cohort	•3. yr. part time program admitted 1 st cohort	

 Southern Connecticut State University

School of Nursing

BSN approved in 1969 by the Connecticut State Board of Nurse Examiners.

Originally, the program was accredited by the National League for Nursing Accrediting Commission (NLNAC).

Beginning in 1997, accreditation through the Commission on Collegiate Nursing Education (CCNE) has been maintained.

Edd program accredited by NAECHE



School of Nursing

Traditional BSN (TBSN)	RN-BSN (BSN completion degree)	Accelerated Career Entry (ACE)	Master of Science in Nursing	Edd- Doctorate in Nursing Education
Full time day program 110 student 3 yr. Part time eve/weekend program 15 students Goal: 145	Fully online completion degree program 5-25 students	Individuals with BA/BS. 12-month day program. 2 cohorts: summer and winter Each: 15-36 students Goal: 72	Degree and Certificate programs Family Nurse Practitioner Clinical Nurse Leader Nursing Education Goal: add Leadership and Management	Fully online 3-year program Running 6 th cohort



School of Nursing

Rationale for Name change:

- Nursing is distinct from other departments within the CHHS.
- The faculty and Dean support the change of name
- The organizational structure is efficient.
- There are 21 full time faculty (18 tenure track, 3 Special appointments)
- The nursing program has remained fully accredited since its inception.
- *Nursing representation on University-wide committees has been adequate to support nursing.
- Nursing maintains own OE budget, lab fee. No financial impact on University, and CHHS.
- Within our own professional organizations, the person directing the program is a nurse

School of Nursing

Teaching Faculty

18 full time tenure track
3 Special appointments

6 part time fall faculty
3 part time spring faculty

Clinical/Lab Adjunct Faculty

40-60 Faculty

Clinical Education Office: Director

2 Clinical Coordinators
2 Simulation Coordinators
1 Lab Coordinator
1 Lab Technician

Administrative Faculty

Asso. Director of Nursing
Admissions & Enrollment
1 Admission Representative
1 Coordinator for Nursing Scholarships and Early College Programs
Student Engagement Specialist

School of Nursing

The future:

- * Continue historical legacy of Nursing @ SCSU as a highly-regarded program.
- * Enhance stature, visibility and reputation of Nursing program at SCSU and community-at-large.
- * Allow Nursing to operate independently, which we are effectively already doing.
- NO increased costs to CHHS and University. Faculty lines and support staff will be funded by CT Health Horizons Grant and increase in student enrollment.
- Be assured that Nursing is working to create outside funding that will continue to sustain the nursing program, and this will also benefit the university's programs as well
- Southern supplies 70% of graduates to the YNNH and 95% of graduates work in the State of CT

School of Nursing

The future:

- * Nursing operates as a School under the leadership of the Dean of HHS.
- * There will not be any changes in Nursing's Curriculum Committee (5 faculty serve) (DCC) & Evaluation (DEC) 5 faculty members serve on committees. 1 faculty serves as the University at large DEC member.
- * Two -faculty members will continue to serve as Faculty Senator.
- * Two core-faculty member will continue to serve as Graduate Council representative.
- * The chairperson role will remain as is.
- Each program will continue to have a program director, they will continue to have monthly curriculum committee meetings.
- Nursing will continue to hold meetings.
- * Nursing has functioned independently for the last 52 years. The model is sustainable.

School of Nursing

Yale NHH and CT Health Horizons Funding

1. Increase enrollment
2. Financial Aid to needed nursing students
3. Fund added faculty lines, and Support Staff
4. Create innovative pathways within the CHHS by creating pathways to educate the BSN, MSN students and students in other programs in CHHS.
5. Future: CHHS clinic with existing clinical partnerships and CHHS departments



Who are we?

Our support team of faculty, staff, and students -- the DREAMers Action Alliance -- has three primary goals:

- Identify and break down barriers faced by undocumented students and their families.
- Engage the campus community in conversations about immigration issues, and to educate the community about the realities of being an immigrant in the United States.
- Advocate for policies that support our students on the campus, state, and national level.



I AM AN
UNAFRAID
EDUCATOR
INVESTED
IN WORKING
WITH & FOR
UNDOCUMENTED
STUDENTS
& FAMILIES
IN CONNECTICUT



Today's Objectives

- ▶ Review concepts such as Undocumented, DACA, etc.
- ▶ Overview of 5th Circuit Court decision regarding DACA.
- ▶ Implications to students (locked out majors, careers, etc.)
- ▶ Resources available to students, faculty, and staff.



Terminology

- ▶ Undocumented immigrant
- ▶ Deferred Action for Childhood Arrivals (DACA)
- ▶ Path to “legalization”

Photo by: Alex Ortega | June 15, 2022

October 5th Court Decision on DACA



- ▶ On Oct. 5, the U.S. Court of Appeals for the Fifth Circuit issued a decision on the 2012 Deferred Action for Child Arrivals (DACA) policy. The court partially affirmed the district court's July 2021 decision declaring the 2012 DACA policy unlawful. However, the court of appeals preserved the partial stay issued by the district court in July 2021 and remanded the case back to the district court for further proceedings regarding the new DHS [DACA regulation](#) published on Aug. 30, 2022 and scheduled to go into effect on Oct. 31, 2022.

Quick Facts

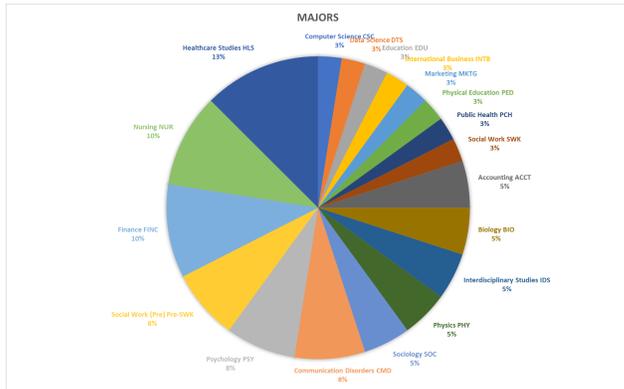
- ▶ The number of undocumented immigrants in the U.S. has not changed significantly in the last decade → 11.3 million
- ▶ Most have been in the U.S for more than a decade → 2/3
- ▶ Most are working → account for 1-in-20 workers
- ▶ Not all are Latinx → Fastest growing population is immigrants from Asia

Years of U.S. Residence		
Less than 5	29,000	25%
5 to 9	22,000	20%
10 to 14	23,000	21%
15 to 19	22,000	19%
20 or more	17,000	15%

Demographics	Estimate	% of Total
Unauthorized Population	113,000	100%
Top Countries of Birth		
Mexico	17,000	15%
Guatemala	14,000	12%
Brazil	12,000	11%
Ecuador	11,000	10%
India	7,000	7%
Regions of Birth		
Mexico and Central America	41,000	36%
Caribbean	10,000	9%
South America	37,000	33%
Europe/Canada/Oceania	7,000	6%
Asia	14,000	13%
Africa	3,000	3%

<https://www.migrationpolicy.org/data/undocumented-immigrant-population/state/CT>

Profile of Undocumented Students at Southern (Spring 2022)



Major	Percentage	Average GPA
Accounting ACCT	5.00%	3.33
Biology BIO	5.00%	2.95
Communication Disorders CMD	7.50%	3.70
Computer Science CSC	2.50%	0.00
Data Science DTS	2.50%	2.94
Education EDU	2.50%	3.33
Finance FINC	10.00%	3.03
Healthcare Studies HLS	12.50%	3.16
Interdisciplinary Studies IDS	5.00%	2.49
International Business INTB	2.50%	2.50
Marketing MKTG	2.50%	3.40
Nursing NUR	10.00%	3.50
Physical Education PED	2.50%	3.56
Physics PHY	5.00%	1.47
Psychology PSY	7.50%	3.05
Public Health PCH	2.50%	2.86
Social Work (Pre) Pre-SWK	7.50%	3.93
Social Work SWK	2.50%	3.80
Sociology SOC	5.00%	3.27
Grand Total	100.00%	3.08375

Profile of Undocumented Students at Southern (Spring 2022)

Ethnicity	Percent	Average GPA
Black or African American	10.00%	2.89
Hispanic/Latino	70.00%	3.32
Nonresident Alien	7.50%	2.14
Unknown	2.50%	3.09
White	10.00%	2.32
Grand Total	100.00%	3.08375

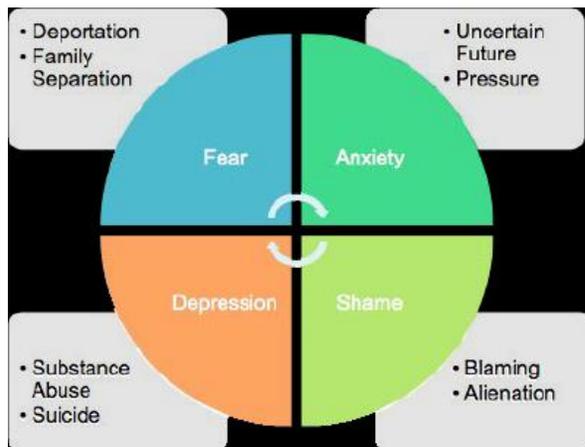
Class Status	Percent
Freshman (Spring 2022)	22.50%
Graduate (Spring 2022)	10.00%
Junior (Spring 2022)	12.50%
Senior (Spring 2022)	47.50%
Sophomore (Spring 2022)	7.50%
Grand Total	100.00%



What barriers do you think undocumented students face once they are in college?

1. Ineligible for specific degrees/professional licenses that require state certification
2. Cannot study abroad
3. Not eligible for many paid internships
4. Some undocumented students “stop out” of school to work and save money
5. Lack of knowledge of support on campus

Barriers Lead to Increased Mental Health Needs



Source: Penn for Immigrant Rights, Dream Activist PA, & Immigration Policy Center

Talking with Undocumented Folks: A Few Tips



1. Do not act surprised or make the person feel uncomfortable



2. Make it Known that You are Supportive



3. Be informed - Have resources/ talking points ready

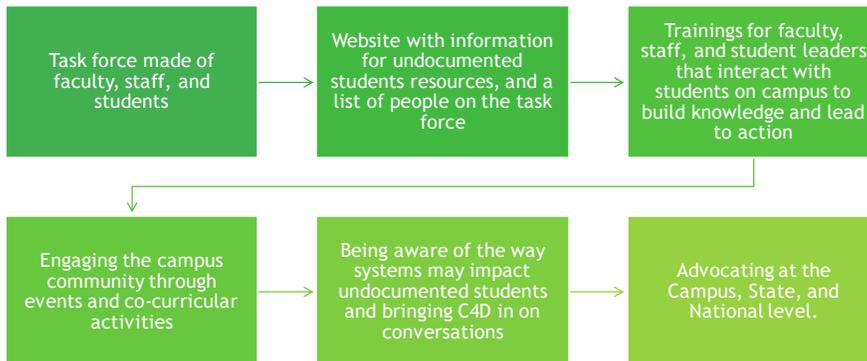


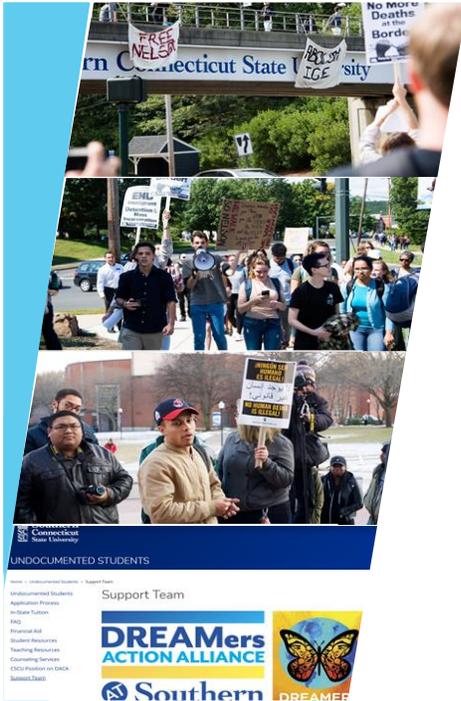
4. Keep a person's status private



5. Empower Folks to Find Information and Resources

What are/ have been some things Southern is doing to support undocumented students?





Questions & Additional Resources

- ▶ Esteban Garcia - GarciaE20@southernct.edu
- ▶ Helen Marx - MarxH1@southernct.edu
- ▶ www.southernct.edu/undocumented-students