

May 2003

Minutes May 12, 2003

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MINUTES OF A MEETING OF THE UNIVERSITY SENATE

Ms. Spiggle, Moderator, called the regular meeting of the University Senate of May 12, 2003 to order at 4:05 p.m. in Room 3, Bishop Center.

1. The Minutes of the regular meeting of April 14, 2003 and the special meeting of May 5, 2003 were approved as distributed.
2. Report of the President.

While no formal report was presented, Chancellor Peterson was present to answer any questions.

3. Mr. Faustman presented the Report of the Senate Executive Committee. (See Attachment #38)
4. Mr. Frank deferred to Ms. Kelly to continue consideration of the General Education Oversight Committee's (GEOC) report presented for approval at the special meeting of May 5, 2003. See Attachment #36 to those minutes. Discussion continued with the section entitled Writing (W) Competency found on pages 18 – 21.

Mr. Mannheim **moved** (second) to amend the first sentence of section Writing (W) Competency, Staffing found on page 19 to read:

W courses will be taught **exclusively** by University of Connecticut faculty.

The motion to amend was defeated.

Ms. Ratcliff **moved** (second) to amend section Writing (W) Competency, Criteria, Item 1 found on page 19 to read:

1. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development **of ideas** ~~guided by faculty response~~, edited for expression, and proofread for grammatical and mechanical correctness.

The motion to amend passed.

The overall GEOC proposal as amended passed.

5. Mr. Zirakzadeh, on behalf of the Senate Executive Committee and the entire Senate, acknowledged Mr. Faustman's contributions as Chairman of the Senate Executive Committee.
6. Mr. Frank presented the Annual Report of the University Senate Curricula and Courses Committee.

7. Mr. Frank continued with the presentation of the Report of the University Senate Curricula and Courses Committee.

(See Attachment #39)

He **moved** (Item I.A.) approval of the following new 100-level course sequence in Chemistry and adding these courses to the list of Group 8 (Science and Technology) Lab Science Courses:

CHEM 124Q. Fundamentals of General Chemistry I
 CHEM 125Q. Fundamentals of General Chemistry II
 CHEM 126Q. Fundamentals of General Chemistry III

The motion passed.

He **moved** (Item I.B.) approval of two new 100's level courses in Agriculture and Natural Resources:

AGNR 198. Current Topics in Agriculture and Natural Resources
 AGNR 199. Introduction to Research in Agriculture and Natural Resources.

The motion passed.

He **moved** (Item I.C.) approval to change the grading scheme of the following course from S/U to letter grades.

ENGL 104. Basic Writing

The motion passed.

He **moved** (Item I.D.) approval to open a new 100-level course in Linguistics and add it to Gen Ed Group 7 (Social Science and Comparative Analysis).

LING 103. The Diversity of Language

The motion passed.

He **moved** (Item I.E.) that for the 2003-2004 academic year any literature course in a department listed in Group IV – Literature category may be used to meet the Group IV requirements, excluding any course listed in any of the other categories in the general education group requirements.

The motion passed.

Mr. Frank continued by informing the Senate of the following actions on new or existing 200-level courses:

II.A. Approved the conversion of the status of NUSC 165 from recommended preparation to prerequisite for NUSC 200. Nutrition and Human Development.

II.B. Approved opening W skill code versions of the following existing courses:

EEB 280W. Evolution of Green Plants
 EEB 288W. Concepts of Applied Entomology
 EGEN 299W. Independent Study: Honors Thesis Preparation

II.C. Approved dropping the Open to Sophomores designation of the following course:

EEB 249. Biology of the Honey Bee

II.D. Approved changes in title and catalog descriptions for the following 200-level courses having a W skill designation:

ANSC 253W. Scientific Writing in Animal Food Products

ANSC 222W. Scientific Writing in Growth Biology and Metabolism of Domestic Livestock

8. Mr. Gianutsos presented the report of the Scholastic Standards Committee.

(See Attachment #40)

He **moved** that Section 2.E.12. of the Senate By-Laws be amended as follows:

Students who, on the basis of performance in the course, appear to be in danger of receiving D, F, U, or N grades shall be notified of their grades mid-semester academic progress in each 100-level undergraduate course by the instructor Registrar, before the end of the 8th week of each semester. Students shall be notified of their grades by the Registrar at the end of each semester.

~~The mid-semester progress grades~~ **These reports** are not part of the permanent record. They are designed to be of diagnostic aid to the student. The instructor is urged to provide the students with an evaluation early enough in the semester so that those needing to do so can take effective remedial action. ~~In no case may this take place later than the eighth week of the semester. The instructor shall file a list of the semester progress grade reports with the department head on a class list to be supplied by the registrar.~~ **The instructors of 100-level courses shall notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning D, F, U, or N grades. The Registrar will alert the students, their advisors, and others, as appropriate.** If a student is doing unsatisfactory work, the full responsibility for improvement is left to him or her. He or she is strongly advised, however, to confer with his or her advisor, with the instructors concerned, and with others qualified to assist him or her in improving his or her standing in the University.

In reporting end of semester grades to students, the Registrar shall state ~~the~~ **all** courses for which the student is registered, the credit value of each course, and the student's mark in each course.

The motion passed.

9. Mr. Palmer presented the report of the Nominating Committee.

He **moved** approval of the rosters of Standing Committees for 2003-2004.

(See Attachment #41)

The motion passed.

He **moved** approval of the roster of the General Education Oversight Committee (GEOC) for 2003-2004.

(See Attachment #42)

The motion passed.

10. Unfinished Business – None

11. New Business

Mr. Schaefer raised several questions concerning the Chancellor's Library Advisory Committee Activities Report for the Academic Year 2002-2003 dated May 12, 2003 which had been distributed to the Senate.

(See Attachment #43)

12. It was moved to adjourn.

The motion to adjourn was approved by a standing vote.

The meeting adjourned at 5:05 p.m.

13. Reports from the following University Advisory Committees are attached to these Minutes:

- Commencement Committee (See Attachment #44)
- Parking Advisory Committee (See Attachment #45)
- President's Athletic Advisory Committee (See Attachment #46)
- Report of the Chancellor on Regional Campuses (See Attachment #47)

Respectfully submitted,

David Jordan, Co-Secretary

The following members and alternates were absent from the May 12, 2003 meeting:

Albert Alissi	Paul Goodwin	Michael Nichols
Lawrence Armstrong	Larry Gramling	Jeremy Paul
Lorraine Aronson	Janet Greger	Jerry Phillips
Philip Austin	Paul Hallwood	Stephen Ross
Larry Bowman	George Householder	Timothy Saternow
Pamela Bramble	Mohamed Hussein	Jerome Schulster
Boris Bravo-Ureta	Faquir Jain	Joseph Smey
Regina Cusson	Debra Kendall	Robert Thorson
Michael Cutlip	Quentin Kessel	Vicky Triponey
Dale Dreyfuss	Joel Kupperman	Jeffrey von Munkwitz-Smith
Gary English	Peter Luh	David Wagner
Adam Finkelstein	Fred Maryanski	Steven Wisensale
Trudy Flanery	Peter Miniutti	David Woods

ATTACHMENT #38**Report of the Senate Executive Committee**

Presented at a regular meeting of the University of Connecticut Senate
May 12, 2003

Since the April 14th meeting of the University Senate, the SEC gathered for 2 regularly scheduled meetings, and will meet one final time on May 21st. There are several items to cover in this final SEC report for the academic year and there are many people to recognize for the efforts that they have expended on behalf of faculty governance and the University's educational mission. I am sure that I will miss one or more persons and I apologize in advance for doing so.

At their meetings, the SEC met with Committee Chairs, met with Carol Welt of the Office for Sponsored Programs, and discussed several items including responsibility and authority for 200-level INTD courses, concerns from colleagues regarding enrollments, graduate student housing, faculty/staff retirements, and the budget. Additionally, the building of a Free Speech Podium was discussed with Vice President Aronson and C. Faustman has agreed to contact J. Saddlemire in Student Affairs to help expedite the process of implementation. Finally, the SEC has initiated discussion with the University administration to develop an action plan for attracting potential faculty that are currently members of the National Academy. We anticipate that a committee will be established in the near future to begin this task.

Institutional knowledge is very important to the continuity of any organization, and over the years, the University Senate has benefited from the generous volunteerism of many faculty and staff, and in some cases from Herculean efforts from some. The SEC wishes to express its appreciation to Senator Peter Halvorson for his career commitment to the concept of co-governance and his strong advocacy for the role of the University Senate at our institution. Peter served for more than 20 years on the Senate with 12 of those years as Chair of the Senate Executive Committee. He has been a strong advocate for the Senate with the University's Administration and is responsible for developing the regular and confidential meetings that now occur between the SEC and the University President, and Chancellor. Dr. Halvorson will retire on June 1st and his sage counsel will be missed.

The SEC also wishes to express its gratitude to Ms. Arlene Michaud for her dedication to the University Senate these past 13 years. Ms. Michaud distinguished herself as an efficient and indispensable colleague to faculty and staff, and was responsible for ensuring a high level of professionalism that represented the Senate effectively to all divisions of the University of Connecticut. She is an individual of high integrity and possesses a fine sense of humor. Ms. Michaud was instrumental in guiding, mentoring and/or advising faculty that served in the role of SEC chair. She will retire on June 1st and we wish her all the best.

The Senate accomplished a great deal this year and thanks are extended to all committee chairs and members. In particular, the Senate Curricula and Courses Committee and the GEOC Sub-Committee under the leadership of retiring Senator, Judy Kelly, worked diligently to finalize the guiding document for the University's General Education Requirements.

The SEC expresses its appreciation to Mr. Kim Chambers and Mr. David Jordan for serving as secretaries for Senate meetings. We also very much appreciate the leadership of Senator Susan Spiggle in serving as Moderator and for agreeing to continue in this role next year.

I would like to thank all of the members of the SEC for their active participation. Drs. Zirakzadeh, Faustman, Bramble and Goldman will cycle off the SEC following this meeting. Additionally, I would like to note that Mr. Jason Purzycki was a student representative on the SEC this past year, and in my 14 years of faculty participation on committees, he was the most responsible and effective student member of any committee that I have observed. New members to the SEC are Senators Harry Frank, Janine Caira, David Palmer and Gary English. Continuing SEC members are senators Anderson, Bansal, DeWolf, Kennedy, and Reis.

Finally, there are several members of the University Senate retiring from their professional responsibilities at the University effective June 1st. I ask that all members intending to retire please stand and be recognized by your colleagues for your representation and hard work.

The SEC would like to serve you with a bit of refreshment in celebration of our colleagues' accomplishments and to point out that "you can have your cake and meeting too".

Respectfully submitted,

Cameron Faustman, SEC Chair
Gregory Anderson
Rajeev Bansal
Pamela Bramble
John DeWolf
Jane Goldman
Scott Kennedy
Jason Purzycki
Sally Reis
C. Ernesto Zirakzadeh

UNIVERSITY SENATE CURRICULA AND COURSES COMMITTEE
Report to the Senate, May 12, 2003

I. The committee recommends the following actions:

A. Approval of a new 100-level course sequence in Chemistry (the Q designation has already been approved by the Senate C&C and need not be voted on by the Senate) and adding these courses to the list of Group 8 (Science and Technology) Lab Science courses:

CHEM 124Q. Fundamentals of General Chemistry I

Either Semester. Four credits. Three class periods and one 2-hour lab period. Not open to students who have passed CHEM 122, CHEM 127Q, CHEM 129Q, or CHEM 130Q. This course is the first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding.

CHEM 125Q. Fundamentals of General Chemistry II

Either Semester. Three credits. Prerequisite: CHEM 124Q. Two class periods and one 3-hour lab period. Open by consent of instructor for only 1 credit to students who have passed CHEM 122 with high standing or who have passed CHEM 127Q, CHEM 129Q, or CHEM 137Q. Not open to students who have passed CHEM 128Q, CHEM 130Q, or CHEM 138Q.

Follows CHEM 124Q. Topics include the properties of aqueous solutions and chemical equilibria.

CHEM 126Q. Fundamentals of General Chemistry III

Either Semester. Three credits. Prerequisite: CHEM 125Q. Two class periods and one 3-hour lab period. Not open to students who have passed CHEM 128Q, CHEM 130Q, or CHEM 138Q.

Follows CHEM 125Q. Topics include the properties of kinetics, complex ions, thermodynamics and electrochemistry.

B. Approval of two new 100's level courses in Agriculture and Natural Resources:

†**AGNR 198.** Current Topics in Agriculture and Natural Resources.

Either semester. One Credit. Open to Freshman and Sophomores only, others by consent of instructor.

Readings, lectures, seminars, and field applications exploring content and associated scientific and social implications of current topics in agricultural, environmental, nutritional and health sciences. May be repeated for credit with a change of topic for a maximum of 4 credits.

†**AGNR 199.** Introduction to Research in Agriculture and Natural Resources.

Either Semester. One to Three credits. Open to Freshman and Sophomores only, others by consent of instructor.

Supervised student involvement with faculty projects to introduce students to current areas of research in their field of interest. Intended for first and second year students. Hours and expectations by arrangement. Consent of instructor and department head. May be repeated for credit with a change of topic for a maximum of six credits.

† Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory) [pending approval of the Scholastic Standards Committee].

C. Approval to change grading scheme from S/U to letter grades:

ENGL 104. Basic Writing.

Either Semester. Four credits.

Development of the reading and writing skills essential to university work. Students placed in ENGL 104 must pass the course before electing ENGL 105, 110, or 111. Not open to students who have passed ENGL 105, 109, 110, or 111.

D. Approval to open new 100-level course in Linguistics and add it to Gen Ed Group 7 (Social Scientific and Comparative Analysis):

LING 103. The Diversity of Languages.

Either semester. Three credits. Three class periods. *Calabrese, van der Hulst*

An overview of the languages of the world. Language families. Typological classifications of linguistic properties: what can we expect in a structure of a language? Unity and diversity in language systems. Mechanisms of language change and variation. Language Myths and realities.

E. The C&C Committee voted to recommend that the Senate continue to use the expanded list of courses to meet the Group IV: Literature requirement. The committee presents the following motion:

For the 2003-2004 academic year any literature course in a department listed in Group IV - Literature category may be used to meet the Group IV requirements, excluding any course listed in any of the other categories in the general education group requirements.

II. For the information of the Senate, the committee approved the following actions on new or existing 200's level courses:

A. Approved changing NUSC 165 from recommended preparation to prerequisite for this 200-level course Open to Sophomores:

NUSC 200. Nutrition and Human Development.

First semester. Three credits. Prerequisite: NUSC 165. Open to Sophomores. *Ferris*
Nutritional needs and consequences of nutritional deficiencies throughout the life cycle: periconception, pregnancy, lactation, childhood, adolescence and aging. Maternal and child public health issues in the developed and developing world.

B. The committee approved opening W skill code versions of the following existing courses:

EEB 280W. Evolution of Green Plants. Second semester, alternate years. Four credits. Three class periods and one discussion period. Prerequisite: BIO 108 or BIO 110.

Goffinet, L. Lewis

Content as in EEB 280. A major writing assignment is required.

EEB 288W. Concepts of Applied Entomology. Second semester, alternate years. Four credits. Two class periods and one 3-hour laboratory period. Prerequisite: BIOL 108 or 110. *Schaefer*

Content as in EEB 288. A major writing assignment is required.

EGEN 299W. Independent Study: Honors Thesis Preparation.

C. The committee approved dropping the Open to Sophomores designation of the following course:

EEB 249. Biology of the Honey Bee.

D. The committee approved changes in title and catalog descriptions for the following 200-level courses having a W skill designation. The new catalog descriptions are as follows:

ANSC 253W. Scientific Writing in Animal Food Products
First semester. One credit. Content as in ANSC 253. A writing- intensive class integrated with course content in ANSC 253. Must be taken concurrently with ANSC 253.

ANSC 222W. Scientific Writing in Growth Biology and Metabolism of Domestic Livestock
Second semester. One credit. Content as in ANSC 222. A writing intensive class integrated with course content in ANSC 222. Must be taken concurrently with ANSC 222.

Respectfully submitted,

Laurie Best, Janice Clark, Shannon Copeland, Michael Darre, Andrew DePalma, Gary English, Jane Goldman, Paul Goodwin, Dean Hanink, Robert Jeffers, Fred Maryanski (ex officio), Stephen Maxson, Judith Meyer, Robert Miller, Deborah Muirhead, James O'Donnell, John Silander,

Harry A. Frank (Chair)

ATTACHMENT #40

University Senate Scholastic Standards Committee

Report to the Senate, May 12, 2003

I. REPORTING OF MID-TERM GRADES

The Committee recommends approval of the motion below.

Background and Rationale for the Motion:

Currently, mid term grades for all courses are required by the end of the 8th week of the semester. Some members of the University community felt strongly that first year students should have a "graded event" which is reported earlier in the semester, citing the need to identify problems that students may be having with the transition to the University sooner rather than later.

A pilot project was performed in Fall, 2002 involving six courses that are commonly taken by freshmen (Chemistry 127Q, English 110 & 111, Geography 160, History 101, and Psychology 132). Veronica Makowsky worked with the faculty of the courses regarding their participation. The faculty was asked to identify students who were struggling early -- three to five weeks into the semester -- and get the information to the registrar in any way they chose. Some sent paper, some email, some spreadsheets. It was decided that notification would be sent to the advisors of students for whom multiple warnings were received and the FYE instructors and UConn Connects facilitators of other students on the list. About half of the affected faculty participated and 394 warning letters were generated.

Subsequently, a request was made to SSC to expand the pilot to all 100's level courses with the intent of identifying freshmen at risk. The proposal provides for an earlier grade submission date (6th week of the semester); reporting of grades only for students in 100's level courses who are at risk in the course (D or below); notification of the student and advisor and others, such as the First Year Programs Office, as appropriate, by the registrar; and submission of the grades via PeopleSoft.

The Motion:

The Senate by-laws are to be amended as follows:

2.E.12. Semester and Mid-Semester Reports

Students who, on the basis of performance in the course, appear to be in danger of receiving D, F, U, or N grades shall be notified of their ~~grades~~ mid-semester academic progress in each 100-level undergraduate course by the ~~instructor~~ Registrar. ~~before the end of the 8th week of each semester. Students shall be notified of their grades by the Registrar at the end of each semester.~~

~~The mid-semester progress grades~~ *These reports* are not part of the permanent record. They are designed to be of diagnostic aid to the student. The instructor is urged to provide the students

with an evaluation early enough in the semester so that those needing to do so can take effective remedial action. ~~In no case may this take place later than the eighth week of the semester. The instructor shall file a list of the semester progress grade reports with the department head on a class list to be supplied by the registrar.~~ *The instructors of 100-level courses shall notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning D, F, U or N grades. The Registrar will alert the students, their advisors, and others, as appropriate.* If a student is doing unsatisfactory work, the full responsibility for improvement is left to him or her. He or she is strongly advised, however, to confer with his or her advisor, with the instructors concerned, and with others qualified to assist him or her in improving his or her standing in the University.

In reporting end of semester grades to students, the Registrar shall state ~~the~~ *all* courses for which the student is registered, the credit value of each course, and the student's mark in each course.

II. FOR THE INFORMATION OF THE SENATE

Board of Associate Directors of the Honors Program

The Committee voted to add a representative of the Department of Residential Life as an *ex-officio* member of the BAD Board. The Director of the Honors Program selects the representative.

Respectfully submitted,

Irene Brown (On sabbatical)	Krista Rodin
Michael Cutlip	Stuart Sidney
John DeWolf	Blanca Silvestrini
Jean Givens	Thomas Terry
Lynne Goodstein	Mike Tremmel
Betty Hanson	Jeffrey von Munkwitz-Smith
Kent Holsinger	Ronald Wikholm
Ryan Kehoe	Gerald Gianutsos, Chair
David Madacsi	

ATTACHMENT #41

STANDING COMMITTEES 2003-2004
May 12, 2003

Curricula and Courses	Enrollment	Faculty Standards
*Robert Jeffers, Chair Michael Darre, Adjunct Chair *Laurie Best Janice Clark Anthony DePalma *Paul Goodwin *Jane Goldman *Phillip Gould Dean Hanink *David Herzberger *Carl Maresh Steven Maxson * Shirley Roe * Peter Sacco * John Silander	*Suman Singha, Chair Lynn Allchin *Trudy Flanery *Karl Guillard *Larry Hightower Cecile Hurley *Robert McCarthy Carol Mills *Deborah Muirhead *David Ouimette *Edward Sembor Peter Stevens Moira Veiga *Michelle Williams	*Lawrence Armstrong, Chair *Pamela Bramble Poursan Faghri *Cameron Faustman *Faquir Jain *Robert Miller Andrew Moiseff *James O'Donnell *Samuel Pickering *Carol Polifroni *Susan Spiggle *Michael Turvey David Wagner
Scholastic Standards	Student Welfare	University Budget
*C. Ernesto Zirakzadeh, Chair *Susan Porter Benson *Scott Brown *John DeWolf, *Kenneth Neubeck *Debra Kendall Harold Reinhart Krista Rodin *Carl Schaefer *Stuart Sidney Kumar Venkitanarayanan *Katharina von Hammerstein *Jeff vonMunkwitz-Smith	*Michael Kurland, Chair Karen Bresciano Kim Chambers *Gary English Gerald Gianutsos Lisa-Marie Griffiths *Scott Kennedy *Donna Korbel Joseph Madaus Rodney Rock *Kathleen Sanner Pamela Schipani *Robert Thorson *Charles Vinsonhaler * Steven Wisensale	*Kent Holsinger, Chair *Thomas Anderson Ed Benson Tracie Borden Nancy Bull *Janine Caira *Bruce DeTora *Neil Facchinetti *Larry Gramling Kathleen Holgerson * Nancy Humphreys Deborah Huntsman Patsy Johnson *Philip Mannheim *Thomas Miller *Winthrop Smith *David Woods
Growth and Development		
* William Stwalley, Chair *Margaret Breen *Marie Cantino John Clausen Louis Edouard *Peter Miniutti *Stephen Ross Salvatore Scalora *Joseph Smey *Linda Strausbaugh *Philip Yeagle		

*Senate Member 2003-2004

Nominating Committee Report**GENERAL EDUCATION OVERSIGHT COMMITTEE (GEOC) 2003-04****Chair (two-year term)**

Anne Hiskes

Member (two-year term)

Michael Darre
Francoise Dussart
Cecile Hurley
Gerald Gianutsos
Robert Jeffers
Deborah McDonald
Thomas Recchio
John Salamone
Robert Stephens

Member (one-year term)

Rosa Cinchilla

For information of the senate the following members are continuing to complete two-year terms (2002-2004)

Rajeev Bansal
Thomas DeFranco
Hedley Freake
George Gibson
Jane Goldman
Daryl Harris
Blanca Silvestrini
David Allen Stern
Kentwood Wells



University of Connecticut
University Libraries

Administration

**Chancellor's Library Advisory Committee Activities
Academic Year 2002-2003**

**Report to the University Senate
May 12, 2003**

The Chancellor's Library Advisory Committee (the Committee) met five times during the Academic Year (November 6, December 4, February 10, March 10, and April 21). A roster of this year's members is attached.

This year, the Committee largely focused on four activities related to the University's library materials budget. Fiscal Year 2002-2003 was the first year in seven that the University did not appropriate a 5% increase in the bond-funded portion of its library acquisitions budget.

The first activity related to the continuing price increases in the cost of scholarly publications. To this end, the Committee sponsored the third in a series of annual forums on March 12th, "Publish and Perish," featuring two internationally recognized guest speakers, Heather Joseph and Jean-Claude Guedon, to heighten awareness on-campus about the crisis in scholarly communications (see attachment).

Second, the Committee assisted the Libraries' Principal Bibliographer with revisions to the original "Ownership and Access" document that the Committee published in conjunction with the Libraries in March, 1999. The original document was intended as a guide for the campus as it moves from an ownership-oriented to an ownership and access-oriented library collections program. This year's update (see attachment) summarized some of the issues the Libraries have been confronting since 1999 and outlined some of the difficult choices related to library collecting in a digital age currently facing the University. The Committee recommended to Library staff members that they present these issues in academic department meetings in Academic Year 2003-2004.

Next, the Committee met with the co-chairs of the Academic Planning Task Force to express concern about the absence of support for the University Libraries in the draft academic plans that had been made public prior to March. In particular, the Committee was concerned since the University of Connecticut Libraries currently rank 46th among public research universities in library materials expenditures, excluding expenditures for law and medical libraries (see attachment). As a result of the meeting with the co-chairs of the Academic Planning Task Force, the Committee compiled a second comparison of library materials expenditures, this one at similarly sized public universities (see attachment).

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Storrs, Connecticut 06269-1005

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Based on this second set of comparisons, the fourth activity of the Committee this year was to petition the Chancellor to restore a 5% annual increase in the University's library acquisitions budget that is funded through UConn 2000 bond monies (see attachment). The Committee also urged the Chancellor to set aside enough money in the equipment line of the forthcoming 21st Century UConn funding to continue 5% increases at a minimum in the University's library materials budget through the next decade.

The Committee felt that improved funding support made possible by 21st Century UConn would enable the Libraries to better support the Academic Plan's areas of emphasis and also enable the University to compete at a more comparable level with the nation's finest public universities.

When the Committee met with the Chancellor on April 21st, he indicated that, at that time, the University was planning to restore a 5% increase in its library acquisitions budget in Fiscal Year 2003-2004.

Respectfully submitted,



Brinley Franklin
Director of University Libraries

Attachments:

- (1) Committee Membership, 2002-2003
- (2) Flyer for the Committee Program, Publish and Perish: The Crisis in Scholarly Communications
- (3) Library Collecting in a Digital Age: New and Persisting Challenges
- (4) Main Campus Library Materials Expenditures at 63 Public Research Universities
- (5) Main Campus Library Materials Expenditures at Comparably Sized Research Universities
- (6) Committee's Letter to the Chancellor of April 14, 2003

Chancellor's Library Advisory Committee
2002-2003

Name	Address	Term	Phone	E-mail
Albert, Amy	Graduate Student Senate U-1006		860-432-3681	AmyAlbert31@yahoo.com
Bohannon, Richard	Allied Health U-2101	August 31, 2003	860-486-0048	richard.bohannon@uconn.edu
Charters, Ann	English U-1025	August 31, 2004	860-486-2326	ann.charters@uconn.edu
Chrobak, James ON SABBATICAL	Psychology U-1020		860-486-4243	james.chrobak@uconn.edu
Clark, Richard	Nutritional Sciences U-4017	August 31, 2005	860-486-0121	richard.m.clark@uconn.edu
Comer, Edna	Social Work	August 31, 2003	860-570-9117	edna.comer@uconn.edu
Cusson, Regina	Nursing U-2026	August 31, 2003	860-486-5126	regina.cusson@uconn.edu
Douglas, Gay	Office of the Dean of Students U-4062	August 31, 2005	860-486-3426	gay.douglas@uconn.edu
Hightower, Lawrence	Molecular & Cell Biology U-3044	August 31, 2005	860-486-4257	lawrence.hightower@uconn.edu
Jeffers, Robert	Mechanical Engineering U-3139	August 31, 2004	860-486-2416	robert.jeffers@uconn.edu
Kaminsky, Peter	Music U-1012	August 31, 2005	860-486-2758	peter.kaminsky@uconn.edu
McGivney, Jean	Curriculum & Instruction U-2033	August 31, 2005	860-486-0237	jean.mcgivney@uconn.edu
Pardo, Osvaldo	Modern & Classical Languages U-1057		860-486-3313	osvaldo.pardo@uconn.edu
Powell, Gary	Management U-1041MG	August 31, 2003	86-486-3862	gary.powell@uconn.edu
Sheehan, Nancy	Family Studies U-2058	August 31, 2003	860-486-4043	nancy.w.sheehan@uconn.edu
Wang, Yazhen	Statistics U-4120	August 31, 2005	860-486-3415	yazhen.wang@uconn.edu
Wright, Brad	Sociology U-2068	August 31, 2005	860-486-3771	bradley.wright@uconn.edu

Chancellor's Library Advisory Committee
2002-2003

Name	Address	Term	Phone	E-mail
LIBRARY STAFF				
Allison, Peter	Collections Services U-1005CD		860-486-6027	peter.allison@uconn.edu
DeFranco, Francine	Collections Services U-1005CD		860-486-0911	francine.defranco@uconn.edu
Franklin, Brinley	Administrative Services U-1005A		860-486-2219	brinley.franklin@uconn.edu
Kennedy, Scott	Research & Information Services U-1005RI		860-486-2522	scott.kennedy@uconn.edu
Orth, Nancy	Access Services U-1005C		860-486-3990	nancy.orth@uconn.edu



University of
Connecticut
LIBRARIES

*Publish and Perish:
The Crisis in Scholarly Communications*

Wednesday, March 12, 2003 • 4:00 - 6:00 pm

Konover Auditorium • Thomas J. Dodd Research Center

February 24, 2003

To all members of the University Community:

We are in the midst of a crisis in scholarly communications. Year after year, the rising costs of journal subscriptions far out-strip academic library budgets; as a consequence fewer and fewer journals are made available to the research community, and inevitably book budgets are squeezed as well. In many humanities and social science fields, finding a publisher for a scholarly monograph has become virtually impossible for anyone but established scholars.

Is the world of scholarly publications in jeopardy of perishing? Many academic journals, once the province of professional societies and university presses, have come under the control of large commercial conglomerates, who have found there is significant profit to be made from the scholarly community. Over the past 10 years, the University of Connecticut Libraries has had to cancel more than 1,000 serial titles. If your research hasn't been affected as yet, it soon will be.

Please join us at an Open Forum, *Publish and Perish: The Crisis in Scholarly Communications*, on Wednesday, March 12, 4:00 - 6:00 p.m. in the Konover Auditorium of the Dodd Research Center.

Jean-Claude Guédon, Professor of Comparative Literature at the University of Montreal, will speak on *Scientific Plutocracy and Open Access: A Report from the Frontlines*. The recent evolution of scientific communication has resulted in the establishment of a global plutocracy that subverts the universalistic values of science. Realigning the globalization of science with these values will be the great task of this century, and open access is a key element in this process. Heather Joseph, the President and Chief Operating Officer for BioOne, a collaborative online publishing venture in the biological sciences, will speak on *Emerging Alternatives in Scholarly Publishing*. Scholarly communication participants at all levels (scholars, academics, publishers, and librarians) have begun to challenge historical business practices and to build alternative structures. What are these alternatives? How do they get started? And what effect are they having on the scholarly communications process? The talks will be followed by an open discussion facilitated by Brinley Franklin, Director of the University Libraries. We look forward to seeing you at the forum.

The Chancellor's Library Advisory Committee

Amy Albert, Graduate Student Senate
Richard Bohannon, Allied Health
Ann Charters, English
Richard Clark, Nutritional Sciences
Edna Comer, Social Work
Regina Cusson, Nursing
Gay Douglas, Dean of Students Office
Lawrence Hightower, Molecular & Cell Biology
Robert Jeffers, Mechanical Engineering

Peter Kaminsky, Music
Jean McGivney, Education
Osvaldo Pardo, Modern & Classical Languages
Gary Powell, Management
Michael Robb, Communications
Nancy Sheehan, Family Studies
Yazhen Wang, Statistics
Brad Wright, Sociology

Library Collecting in a Digital Age: New and Persisting Challenges

An FY 2003 Update to Ownership and Access in a Global Information Market: A Framework for the University of Connecticut Libraries

April, 2003

The University of Connecticut Libraries are in the midst of a digital revolution in the delivery of library collections and services. The proliferation of information delivered by electronic journals, databases and texts has expanded access to members of the community, and, in turn, enabled the Libraries to enhance its contribution to academic achievement and research excellence. But along with that increased access has come considerable cost. Currently, the digital delivery of information accounts for half of the University's annual library collections budget. That percentage is only expected to grow. This document summarizes the issues accompanying this digital revolution and the choices we face if we are to continue to respond to the demands of our users.

The Digital Marketplace: Some Characteristics

A revolution in information access

The ubiquity of the web has transformed library research. Anytime, anywhere access enables students and faculty to do much of their library work at desktops, on their schedules. Remote access to indexing and abstracting services, major bibliographic utilities and the catalogs of most North American libraries has greatly simplified locating resources. Large collections of licensed full text content, including core journals in almost every field, have made it easier to integrate relevant literature into research, writing, advising and teaching. Electronic encyclopedias, dictionaries and other reference tools allow students to find answers from their home or dormitory computers. Software the library purchased this year enables users to more easily find library selected web resources as well as content developed or directly licensed by the University. In the near future, users will be able to move seamlessly from the references in one electronic journal to the full text of articles cited therein, provided that our library licenses both journals.

A marketplace in upheaval

The seamless, linked electronic environment is a compelling vision for many of our users. Although we now offer electronic access to more journals than we ever did in print, user demand to extend electronic access to more titles in more fields is growing rapidly. Expanding digital access to more content and more

patron groups has created an upheaval in the academic information marketplace. Publishers are rushing to convert their print products into “value added” digital offerings. New products from new companies are appearing almost every week. We have the resources to respond to only a small number of these new offerings.

Digital products are not less expensive than print

Despite the potential for wide distribution at very low cost inherent in web-enabled technology, electronic products generally cost more, not less, than their print counterparts. Publishers generally cite the costs of digital conversion, the added value researchers receive, and the threat that site-wide licenses pose to their opportunities to add or retain individual or departmental subscriptions. Savings from the elimination of print, they argue, will be less consequential than we imagined and will not accrue until print can be totally abandoned.

The most profitable companies grow stronger and larger

The standard for electronic journals has largely been set by the very large commercial scientific, technical, and medical (STM) publishers who profited enormously during the past quarter century. Unfortunately, publishers that haven't been reaping tremendous profits for years often don't have sufficient capital to convert to an electronic format without significantly raising their prices. The belief that substantial money can still be made from the academic market continues to drive the acquisition of small companies by their larger competitors in a process that stifles competition and drives up prices.

Licensing puts libraries at a further disadvantage

The substitution of licensure for purchase, as the model for materials in digital format, strengthens the bargaining position of all publishers. Different customers can be charged different prices much more easily. Prices and terms of access now vary according to institution size, levels of use and the leverage a library, or group of libraries, can exert with a particular publisher. Cancellation can mean loss of retrospective as well as prospective access. Permitted uses under copyright, such as interlibrary loan and reserve, are frequently limited in electronic product licenses. Geographical site limitations, which adversely affect our multi-campus library system, often require protracted negotiation and the payment of additional charges.

Success of document delivery forces publishers to change tactics

During the past decade, our library made substantial changes to improve electronic article delivery. Our intent was twofold: to make document delivery faster and more convenient for our users, and to permit us to make journal format decisions on a largely cost-benefit basis. We believed we could limit local subscriptions to titles that were either very heavily used or very inexpensive and rapidly deliver articles from the others through document suppliers and cooperating libraries. The success we and other libraries were beginning to have with this strategy caused the major STM publishers to move aggressively into digital provision under a new business model. Individual journal subscriptions --

already artificial bundles of discrete articles -- would be discouraged. Incentives would be offered to encourage the licensure of a large package of journals, or a product "portfolio," as it is known in marketing circles. Librarians now call this "the Big Deal."

The lure of publisher packages

In recent years our library has joined many other institutions in entering into a variety of such package deals with large commercial publishers. Typically, we are offered access to all, or close to all, of a company's total electronic journal output. To get these electronic journal packages, which typically include multi-year access to back files of each title, we agreed to pay a slight increase over our existing print expenditure with each publisher and accepted severe limitations on our ability to reduce that expenditure level through cancellation. Many package deals also include a negotiated cap on year-to-year inflation in the range of 5 to 8 percent. Most vendors also agreed to provide us with title-level data on our local use of their titles, an important piece of information we had been unable to gather in the print environment. For a library like ours, which was often subscribing to about one-third of a given publishers total list, the large gain in content (which was even more substantial for our regional campus libraries), the inflation caps and the promise of hard data on journal use, made these "Big Deal" offers close to irresistible.

The University of Connecticut's Approach to Collecting in a Digital Age

A budget under pressure

As we approach budget planning for fiscal 2003-2004, what was once irresistible now appears potentially insupportable. We could not have accomplished the degree of transformation we have so far achieved without the stability provided by seven years of 5 percent increases to our base budget (from FY 1996 through FY 2002). Although these budget increases generally fell short of inflation, they gave us sufficient predictability to plan and incrementally manage our transition to expanded networked electronic provision, through a considered reallocation of resources, coupled with the management of subject budget inflation through print cancellations. Last June, when we learned we would not receive an increase in FY 2003, we thought we could manage a one-year hiatus via some not too controversial cancellations and the drawing down of vendor deposits. The latter action has allowed us to effectively overspend our allocation during this fiscal year. If an annual increase is not restored in FY 2004, we will have to reduce our level of expenditures by at least \$400,000 to compensate for 8 percent inflation in the University's \$5 million library materials budget.

Do we still need to buy print?

The University of Connecticut Libraries plan to continue to acquire and preserve materials in print formats for the foreseeable future. The Sonny Bono extension

to the federal copyright act virtually guarantees that most copyrighted works issued after 1920 won't be available on the web anytime soon unless they're licensed. Although we expect to modestly increase licensure of a limited number of electronic monographs, most of these products are currently attractive only as niche supplements to, not replacements for, existing print acquisitions. Print is still the preferred format for individual works that are over fifty pages.

Can we deliver rather than acquire more of the things our users need?

There is a perception that collections are no longer necessary because virtually everything our users need can be quickly delivered from somewhere else. We have experienced some success in doing this with journal articles, but publishers are already raising the royalty fees that libraries must pay whenever loans from a specific journal exceed five in one year. For monograph dependent subjects such as history, philosophy and literary study, interlibrary loan is slow and labor intensive. Primary texts and source materials cannot be studied effectively through limited duration loans. Most of the material used in art and music, as well as videos—the fastest growing format in our collections—must be locally owned.

Monographic collecting is already tightly focused

Our monographic collections are uniformly selective rather than comprehensive, although some subjects are collected in greater depth than others. We tailor our collecting approach to the characteristics of each user community, the nature of the discipline, and the specific research and teaching commitments of our permanent faculty. We try to acquire, maintain and preserve the core monographic literature on which students and faculty depend. In literary and historical fields emphasis is placed on primary sources and texts, with secondary works acquired more selectively. Works whose authority or usefulness seems likely to persist over time are preferred to topical works focused on current concerns, events and personalities. We are highly selective in our foreign language acquisitions.

The BLC and the promise of cooperative collection development

One of our objectives in joining the Boston Library Consortium was to allow humanists—via the direct request functionality of the BLC virtual catalog—to initiate loans from other regional research libraries with some of the ease and decreased turnaround time that those who rely on articles now enjoy. We also envisage opportunities for cooperative collection development planning with our new consortial partners. We expect to work together to decrease duplication of money and effort in some specialist areas, particularly foreign acquisitions. However, our principal goal is a broadened and deepened collective resource, not simply saving money. Only such a vision will motivate selectors at different institutions to cooperate. Because our existing collections so strongly target the interests of current faculty, the creation of this larger shared resource will be key to our ability to recruit the best new faculty in many areas.

Limitations on cooperative acquisitions

The forces that erode our budgets affect larger institutions as well. A system of resource sharing where the many rely on the few will not work. Only a more distributed model can succeed. When the University of Connecticut Libraries invests in microfilm runs of historic Puerto Rican newspapers, we are collecting for the nation as well as for our current and future users. Libraries have a collective responsibility to sustain a robust system of scholarly communication. Incremental actions research libraries have taken individually over the past two decades now gravely imperil our university presses and other specialist scholarly publishers. Further reducing our expenditures in these quarters could damage the system of publication on which many disciplines continue to depend.

Difficult Choices Confronting Us

Budget solutions must focus on the cost drivers

We have been continuously reducing our non-serial expenditures since 1990. We can continue this process, but only incrementally. The humanities and less quantitative social sciences, the disciplines most dependent on published texts and monographs, have stayed within fixed dollar limits imposed in 1994. They are not the source of our budget problems, nor can they be the solution. Seventy-five percent of our budget funds serials and approximately 80 percent of our serials budget is expended for science, engineering and business titles. Managing continuing price inflation in these areas has been a continuing challenge for libraries for more than two decades.

Moving to electronic only format

Where a significant economic incentive exists, the UConn libraries are beginning to replace what were combined print and electronic subscriptions with electronic only subscriptions. We recognize that this path is not without risk. In the short run, this further erodes our bargaining position and potentially magnifies any loss of access brought about by cancellation. Issues of long-term archiving of digital content are still unresolved. For-profit publishers cannot be relied on to provide permanent access to the scholarly record. Promising research on digital preservation is, however, underway. Because the need is great, and common to all research institutions, collaborative, long-term, digital archiving arrangements seem certain to emerge.

Reviewing our commitment to publisher packages

We are beginning to assemble title level data on price per use for each of our commercial journal packages. Although these packages continue to offer us significant value, they severely limit our flexibility in difficult budgetary times. In two years, we estimate that Elsevier's *Science Direct*, our largest commercial package, will cost us \$1 million dollars annually to license. The disincentives for canceling a package are substantial. Title by title purchase of electronic journals

from Elsevier is offered at 110 percent of print list, with no inflation cap and back file access to be purchased separately. Withdrawing from any of these packages in order to save money will mean accepting a reduction in content availability to a level substantially below our 1999 print only holdings.

Existing strategy for inflation management is no longer viable

We fear that relying on cancellations to manage serial inflation in the sciences is no longer sustainable. Even if cancellations were not prohibited by package licenses, a decade of cancellations has left us with a core of committed titles very few of which won't cost more to deliver than to own or license. Some librarians believe we should return to selected print subscriptions supplemented by document delivery. Our users, however, are unequivocal in their enthusiasm for expanded licensed electronic access. Surveys indicate strong preferences for electronic access over print among all user groups and across disciplines.

The libraries support alternatives to present publishing system

We increasingly believe that profit maximizing commercial publishers cannot be relied upon to sustain a viable system of scholarly communication. The University of Connecticut Libraries are committed to supporting less costly alternative initiatives such as: B(erkeley) E(conomics) Press; *BioOne*; Stanford's Highwire Press; The Mellon Foundation's *JSTOR* archive; Johns Hopkins University's *Project MUSE*; and ventures sponsored by the Association of Research Libraries' Scholarly and Publishing Academic Resources Coalition (SPARC). In July, we will join with the UConn Health Center Library to become institutional members of BioMedCentral, a for-profit publisher, which has pledged not to exercise copyright restrictions and to release its content to the public domain after four years.

Campus-wide commitment required for a sustainable solution

Libraries acting alone cannot change the current structure of scholarly publishing. The cooperation of faculty and administrators is essential. Until universities stop surrendering their intellectual property to commercial publishers, our resources will never be sufficient to fulfill our mission. Faculty must take responsibility for where they publish and with whom they cooperate. University administrators must support such behavior by changing the promotion and tenure incentives and expectations that encourage current practices. SPARC and many scholarly societies have demonstrated that high quality journals can be produced at sustainable prices. A university doesn't have to house a traditional academic press to begin hosting independent electronic publishing efforts to compete with commercial publishers.

Level funding means increased cancellations

The alternatives presented by continued level funding are extremely unattractive. Canceling large publisher packages would significantly diminish access to electronic journals at a time when faculty and students across all disciplines are

embracing networked access. Retaining large publisher packages leaves us more vulnerable to these publishers' inflationary pricing practices, and, at the same time, forces us to cancel disproportionate amounts of monograph and small, more reasonably priced, publisher offerings. The University of Connecticut's best option is to continue to fund at least 5 percent increases in collections budget. UConn and 21st Century UConn funding affords the University an unprecedented opportunity to adequately support the University community's information needs. Failure to take advantage of this opportunity will have dire and quite public consequences, regardless of the method we select to address the annual 8 percent losses in purchasing power that level funding would represent.

Institution	Main	Law	Subtotal	Medical	Total
	Campus	Library	Main Campus & Law Lib	Library	Materials
1 MICHIGAN	13,699,649	2,007,581	15,707,230	2,033,154	17,740,384
2 CALIFORNIA, BERKELEY	13,148,302	2,384,379	15,532,681		15,532,681
3 PENNSYLVANIA STATE	11,755,617	615,940	12,371,557	1,106,624	13,478,181
4 ILLINOIS, URBANA	10,469,050	1,069,245	11,538,295		11,538,295
5 OHIO STATE	10,458,716	1,395,168	11,853,884	1,212,097	13,065,981
6 TEXAS	10,077,758	1,174,634	11,252,392		11,252,392
7 INDIANA	9,096,979	1,368,380	10,465,359	1,663,703	10,465,359
8 ARIZONA	8,776,827	876,865	9,653,692	1,340,778	10,994,470
9 GEORGIA	8,571,467	829,971	9,401,438		9,401,438
10 FLORIDA	8,438,947	1,408,423	9,847,370	2,036,411	11,883,781
11 ARIZONA STATE	8,386,378	780,698	9,167,076		9,167,076
12 CALIFORNIA, LOS ANGELES	8,312,580	1,262,909	9,575,489	1,879,115	11,454,604
13 TEXAS A&M	8,233,681		8,233,681	897,827	9,131,508
14 RUTGERS	8,122,863	1,318,237	9,441,100		-9,441,100
15 COLORADO	7,944,001	935,572	8,879,573		7,944,001
16 NORTH CAROLINA STATE	7,870,830		7,870,830		7,870,830
17 PITTSBURGH	7,483,355	802,452	8,285,807	2,421,930	10,707,737
18 IOWA STATE	7,382,453		7,382,453		7,382,453
19 FLORIDA STATE	7,244,147	1,039,999	8,284,146	1,281,774	9,565,920
20 MICHIGAN STATE	7,047,505		7,047,505		7,047,505
21 NORTH CAROLINA	7,024,037	1,180,655	8,204,692	2,165,734	10,370,426
22 MARYLAND	7,008,763		7,008,763		7,008,763
23 MINNESOTA	6,836,059	1,120,907	7,956,966	1,946,296	-9,903,262
24 WISCONSIN	6,826,464	886,898	7,713,362	1,277,584	8,990,946
25 COLORADO STATE	6,605,479		6,605,479		6,605,479
26 DELAWARE	6,591,012		6,591,012		6,591,012
27 VIRGINIA	6,567,295	1,108,422	7,675,717	1,131,962	8,807,679
28 WASHINGTON	6,081,445	1,001,589	7,083,034	2,008,266	9,091,300
29 IOWA	6,034,636	1,891,036	7,925,672	1,382,790	9,308,462
30 CALIFORNIA, SAN DIEGO	5,976,487		5,976,487	1,684,835	7,661,322
31 UTAH	5,810,133	845,049	6,655,182	975,085	7,630,267
32 PURDUE	5,696,270		5,696,270		5,696,270
33 CALIFORNIA, DAVIS	5,688,870	911,166	6,600,036	1,807,535	8,407,571
34 VIRGINIA TECH	5,611,398		5,611,398		5,611,398
35 KENTUCKY	5,499,380	925,236	6,424,616	1,447,636	7,872,252
36 KANSAS	5,290,783	693,077	5,983,860	884,484	6,868,344
37 NEBRASKA	5,265,111	764,622	6,029,733		6,029,733
38 MASSACHUSETTS	5,264,945		5,264,945		5,264,945
39 CALIFORNIA, SANTA BARBARA	5,256,693		5,256,693		5,256,693
40 HOUSTON	5,239,949	1,011,691	6,251,640		6,251,640
41 WASHINGTON STATE	5,213,370		5,213,370		5,213,370
42 SOUTHERN ILLINOIS	5,168,381	680,502	5,848,883	721,283	6,570,166
43 SOUTH CAROLINA	5,154,959	855,175	6,010,134	531,786	6,541,920
44 NEW MEXICO	5,118,398	709,423	5,827,821	473,704	6,301,525
45 OREGON	4,877,029	736,491	5,613,520		5,613,520
46 CONNECTICUT	4,849,258	1,086,286	5,935,544	1,223,719	7,159,263
47 HAWAII	4,716,460	597,324	5,313,784		4,716,460
48 SUNY-STONY BROOK	4,702,093		4,702,093	937,231	5,639,324
49 AUBURN	4,579,191		4,579,191		4,579,191
50 ILLINOIS, CHICAGO	4,549,775		4,549,775	1,838,510	6,388,285
51 SUNY-ALBANY	4,481,278		4,481,278		4,481,278
52 OHIO	4,355,994		4,355,994	407,078	4,763,072
53 SUNY-BUFFALO	4,264,821	888,114	5,152,935	1,206,116	6,359,051
54 OKLAHOMA STATE	4,242,910		4,242,910	290,214	4,533,124
55 CALIFORNIA, RIVERSIDE	4,123,531		4,123,531		4,123,531
56 LOUISIANA STATE	4,088,377	1,161,571	5,249,948		5,249,948
57 ALABAMA	3,689,401	1,018,728	4,708,129	109,385	4,817,514
58 KENT STATE	3,390,164		3,390,164		3,390,164
59 OKLAHOMA		no information available			7,544,766
60 TENNESSEE		909,559	909,559	no information	7,433,969
61 CALIFORNIA, IRVINE			-	no information	6,268,078
62 WAYNE STATE		no information available			6,195,057
63 MISSOURI		524,397	524,397	no information	5,229,146

*total not include Medical library

**total not include Law library

**Main Campus Library Materials Expenditures
at Comparably Sized Research Universities**

<u>Institution</u>	Main Campus FY 2001 <u>Library Materials Expenditures</u>	<u>Number of Faculty</u>	Total FTE FT <u>UG & Grad Students</u>	Total Part-time <u>UG & Grad Students</u>
VIRGINIA	\$ 6,567,295	1,046	17,942	4,469
IOWA	\$ 6,034,636	1,147	22,577	5,734
KENTUCKY	\$ 5,499,380	1,231	18,858	4,256
NEBRASKA	\$ 5,265,111	1,305	18,278	3,990
MASSACHUSETTS	\$ 5,264,945	1,155	20,013	6,118
WASHINGTON STATE	\$ 5,213,370	1,041	16,578	3,914
SOUTHERN ILLINOIS	\$ 5,168,381	909	18,021	4,531
SOUTH CAROLINA	\$ 5,154,959	1,432	16,053	6,501
CONNECTICUT	\$ 4,849,258 *	1,075	16,824	5,382
HAWAII	\$ 4,716,460	1,117	12,194	5,069
SUNY-STONY BROOK	\$ 4,702,093	1,849	15,590	5,265
AUBURN	\$ 4,579,191	1,138	18,340	3,520
SUNY-BUFFALO	\$ 4,264,821	1,147	19,724	5,106

*Includes the Regional Campus Libraries



University of Connecticut
University Libraries

Administration

April 14, 2003

John Petersen
Chancellor and Provost
University of Connecticut

Chancellor Petersen:

As you know, the Chancellor's Library Advisory Committee is your officially designated advisory board on matters related to the University Libraries. This year our activities have largely focused on three matters related to the University's library materials budget.

The first relates to the continued price increases in the cost of scholarly publications. To this end, we sponsored the third in a series of annual forums on March 12th, "Publish and Perish," featuring two internationally recognized guest speakers, to heighten awareness on-campus about the crisis in scholarly communications.

Second, we are assisting the Libraries' collections staff with revisions to the original "Ownership and Access" document that this committee published in conjunction with the Libraries in March, 1999, to help guide the campus as it moves from an ownership-oriented to an ownership and access-oriented library collections program.

Finally, we met with the co-chairs of the Academic Planning Task Force on March 10th to express our concern about the absence of support for the University Libraries in the draft academic plans that have been made public to-date. In particular, we are concerned since the University of Connecticut Libraries currently rank 46th among public research universities in library materials expenditures, excluding expenditures for law and medical libraries.

As a result of our meeting with Karla Fox and Dick Brown, we asked the Libraries to compile a comparison of library materials expenditures at similarly sized schools. That comparison is as follows:

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Facsimile: (860) 486-0584
web: <http://spirit.lib.uconn.edu>

<u>Institution</u>	Main Campus FY 2001 <u>Library Materials Expenditures</u>	<u>Number of Faculty</u>	Total FTE FT <u>UG & Grad Students</u>	Total Part-time <u>UG & Grad Students</u>
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SUNY-STONY BROOK	\$ 4,702,093	1,849	15,590	5,265
AUBURN	\$ 4,579,191	1,138	18,340	3,520
SUNY-BUFFALO	\$ 4,264,821	1,147	19,724	5,106

*Includes the Regional Campus Libraries

Based on these comparisons and in the interest of supporting our teaching and research activities, we, the undersigned members of the Chancellor's Library Advisory Committee, strongly encourage you to restore a 5% annual increase in the library materials portion of the budget that is funded through UConn 2000 bond monies. We also urge you to set aside enough money in the equipment line of the forthcoming 21st Century UConn funding to continue 5% increases at a minimum in the University's library materials budget through the next decade. Improved funding support made possible by 21st Century UConn will enable the Libraries to better support the Academic Plan's areas of emphasis and also enable the University to compete at a more comparable level with the nation's finest public universities.

The University Libraries should be an integral part of our Academic Plan. Storrs is a largely residential campus and both undergraduate and graduate students are requesting longer library hours. Regardless of how well we plan for the future, faculty and students will only succeed if they are provided an adequate level of information resources with which to work.

Respectfully submitted,

Oswaldo F. Pardo Modern and classic languages

[Handwritten signature]

Regina M Cusson, Nursing

Regina M Cusson

Robert Jeffers, Mechanical Engineeri

Robert Jeffers

Gay Douglas, Office of Dean of Stude

Gay Douglas

John Saddlemire, Off of Dean of Stud

John Saddlemire

Richard Bohannon, Allied Health

Richard Bohannon

Lawrence Hightower, Molec & Cell Bio

Lawrence Hightower

Amy Albert, Graduate Student Senate

Amy Albert

Gary Powell, Management

Gary N. Powell

Peter Kaminsky, Music

Peter Kaminsky

Scott Kennedy, Research & Info Servi

Scott Kennedy

Ann Charters, English

Ann Charters

Nancy Sheehan, Family Studies

Nancy Sheehan

Jean McGivney-Burelle, Curriculum & Instruction

Jean McGivney-Burelle

Brad Wright, Sociology

Brad R. E. Wright

Nancy Orth, Access Services

Nancy M. Orth

Peter Allison, Collections Services

Peter B. Allison

Wang Yazhen, Statistics

Wang Yazhen

Francine DeFranco, Collections Srvc

Francine DeFranco

Erinley Franklin, Admin Srvc

Erinley Franklin

ATTACHMENT #44**Commencement Committee Report**
for the Senate in 12th May 2003
by Keith Barker

This committee, whose members are recognized through the President's Office, is co-chaired by Peter Halvorson (University Marshal) and myself. It is comprised of staff from the departments of public safety, parking, facilities operations, food services, University events, public relations, institutional advancement, Gampel management, UCIMT, and the Registrar. In addition membership includes the Alumni Association, the Student Union, SUBOG, and the UConn Coop. Academically we have about 5 members of the faculty, administrators from the President's Office, the Law School, and the Graduate School. The committee is staffed and supported by Arlene Michaud in the Senate (and Commencement) Office. Information from the office is also available through our Web site at <http://commencement.uconn.edu>. Although not represented on the Committee, Peter and I work closely with the staff of the UC Health Center to facilitate their ceremony which this year will again take place on the Monday following the Storrs weekend ceremonies.

The people who form this committee are dedicated, without reservation, to making the Commencement ceremonies be part of a happy and memorable family weekend in May. Most of them go far beyond their normal work expectations to accommodate the needs of the occasion and deserve the whole University's thanks.

Particularly, I would like to recognize the work of Shirley Morin, from the UConn Coop, who has taken on the task of, not only, supplying caps and gowns to over 2500 students, but also of issuing, of the order of, 20,000 guests' tickets. The Coop, as well as the registrar's department and graduate school, provides us with the detailed estimated attendance data that allows us to plan seating and guest ticket allocations. As the undergraduate graduating class increases in size, the problem of providing enough tickets, as requested, in an equitable way becomes greater.

This committee is a delight to work with. They are the most humorous bunch of collaborators that I have ever encountered who delight in reminding both Peter and I of times when we misspoke, goofed, forgot, and dropped things.

Peter and I bring a sense of organization and dignity to the ceremonies that cannot be achieved without the work of another group of colleagues – the marshals. These are drawn from across the campuses and help us line up the

students, march them to the Gampel, seat them, and control the lines for presentation. In addition they have the awesome task of organizing the faculty lines and leading the processions. They dutifully practice with us in the days before the ceremonies and wear the funny blue hats at the ceremonies.

It would be neglectful of me not to mention the significant musical contributions of David Mills, Jeff Renshaw, and the University Wind Ensemble. They will provide us with the assembly fanfare in Fairfield Road (where the students will assemble in 2003) and in the Gampel together with accompanying music for the processions, the National Anthem, and the degree presentations. Also, we are grateful for the vocal contributions from the Music Department students in singing our National Anthem.

With the new display units in the Gampel Pavilion, we have added an additional aspect to the ceremonies. In the Undergraduate ceremonies, we engage the waiting families by presenting live video from cameras outside the pavilion. Concurrently, we have been fortunate in having the services of Mark Roy who gives the audience the history and background behind our Commencement ceremonies. So within those listed in the first few paragraphs I lift up the staff of the University Center for Instructional Media and Technology (UCIMT) and also those of the University Information Technology Services) who make these video presentations possible.

Finally, we continue to be grateful to our Events Staff who dutifully turn out each year to try to control the families and friends of our graduands from surging down the bleachers.

It is impossible to easily estimate the amount of work that is required to make the ceremonies successful. We have had many letters and comments of congratulations and our ceremonies are regarded by many as being one of the best-organized university Commencements. We should be proud of this group of dedicated UConn employees.

ATTACHMENT #45

Report of the Parking Advisory Committee
Academic Year 2002-03

The Parking Advisory Committee met throughout Academic Year 2002-03.

The recently opened the South Parking Garage has provided needed additional parking near the center of campus. In addition, a small lot near the Wilbur Cross building was opened in the spring of 2003, to provide a number of much needed parking spaces for handicapped individuals who work in or visit Wilbur Cross building, now that it is the headquarters of Student Business Services. Three events have resulted in a marked decrease in the amount of vehicular traffic in the core of campus: the opening of the South Garage in conjunction with the movement of the UCONN Co-op; creation of the Wilbur Cross lot; and the movement of the Allied Health Physical Therapy Clinic out of Koons Hall over to the old Fleet Bank building in downtown Storrs.

Highlights of the year involved continuing make recommendations about fine-tuning the shuttle bus system and dealing with particular parking issues. A continuing parking issue involved demarcation of types of parking in the South Campus area, which experienced a reduction in the number of parking spaces as a result of construction of the Bolton Road Connector road in the summer of 2002. In the spring of 2002, the PAC voted to recommend to the Chancellor that the southern portion of S lot (that borders E.O. Smith High School) be designated for faculty and staff. It also recommended a limited number of spaces for graduate students only. Both of these recommendations were accepted and implemented with the creation of the Bolton Road Connector, but there remains a strong need for both faculty/staff and resident student parking in the south part of campus.

With the passage of 21st Century UCONN program, the University has decided to engage the master planning team to update the core campus master plan and incorporate the 21st Century UCONN projects. Barbara Chance of Chance Management Advisors Inc., a parking and transportation consultant, has been re-engaged as part of this team. She began her work of studying the present issues in parking and transportation and will be making recommendations for improvement in these areas by fall of 2003.

Respectfully submitted,

Karla H. Fox,
Chair, Parking Advisory Committee

ATTACHMENT #46

THE PRESIDENT'S ATHLETIC ADVISORY COMMITTEE
Annual Report
2002 - 2003

The purpose of the President's Athletic Advisory Committee (PAAC) is to advise and make recommendations to the President on all matters relating to athletics and student participation in athletics. It is the duty of the President's Athletic Advisory Committee, as required by the NCAA constitution, to ensure institutional control of intercollegiate athletics. In addition to intercollegiate athletics, PAAC concerns include intramural and club sports, and recreational physical activities.

PAAC members and the Chair are appointed by the President. A complete list of members, their affiliate status, and their committee assignments may be found in Appendix A. The NCAA constitution requires that a majority of the members be regular faculty or administrators of the University. The NCAA Faculty Representative and the Director of Athletics are members of the PAAC. During 2002-2003, the PAAC consisted of 35 members; broken down as follows: 19 faculty or administrators (F-A), 2 University Trustees (TRUST), 1 Trustee Emeritus (TRUST-EM), 6 Division of Athletics personnel (DA), 3 student-athletes (STU), 1 additional student representing the University Student Government (STU), and 3 members from the public-at large (PUB, including representatives of the Alumni Association and the UConn Club).

Meetings in 2002-2003:

Four general meetings of the entire membership were held during the 2002-2003 academic year. These meetings permit the PAAC to address issues of importance to the Division of Athletics and the larger University community. Invited guests provide members with information on topics relevant to PAAC consideration. In addition, at every meeting, each subcommittee chair is afforded an opportunity to present a synopsis of activities.

<i>Meeting Date</i>	<i>Topic</i>	<i>Guest</i>
October 10, 2002	Charge to the Committee	Philip E. Austin, President
	Update on Division of Athletics	Lewis Perkins, Director Division of Athletics
December 12, 2002	Physical and Mental Health Needs And Concerns of Student-Athletes	Jeffrey Anderson, M.D. University Health Services David Henry, Ph.D. Robin Surwilo, Ph.D. Student Mental Health Services Nancy Rodriguez, Ph.D. Nutritional Sciences

February 13,2003	Progress Report on Gender Equity Issues	Lamar Daniel Title IX Consultant
April 21, 2003	Ratification for the Five-Year Interim NCAA Certification	Dana Wilder Chancellor's Office

Standing and *Ad Hoc* Subcommittees:

PAAC business is delegated and conducted through 5 standing subcommittees (Academic Affairs, Budget and Facilities, Student Life, Faculty-Staff Relations, Diversity and Equity), each of which is headed by a faculty member or University administrator. During 2002-2003, PAAC added a sixth subcommittee, NCAA Recertification, chaired by Dana Wilder. The Chair of each subcommittee also sits on the Executive Committee, which normally meets about a week before every general membership meeting. With advice from the Executive Committee, the PAAC Chair selects unfilled chairs of the standing and *ad hoc* committees, appoints all PAAC members to at least one subcommittee, and sets the agenda for future meetings.

Summary of Subcommittee Activities

Executive Committee: George J. Allen, Chair

The 2002-2003 Executive Committee was composed of 11 PAAC members; the chairperson, 6 subcommittee chairs, the NCAA faculty representative, the Director of CPIA (*ex officio*), and two members from the Division of Athletics. The executive committee met four times during the year, focusing on tasks that needed attention and identifying specific initiatives.

Given the serious fiscal constraints existing in the state of Connecticut, many prospective PAAC “initiatives” transformed themselves into holding patterns. The most important PAAC initiatives this year involved (a) establishing a written policy prohibiting the scheduling of competitions or mandatory practices during final examination periods (including the official University study days), (b) working through the Student Life Subcommittee to strengthen the frequency of encounters between members of PAAC and SAAC (Student-Athlete Advisory Committee), and (c) using PAAC representatives to ensure widespread dissemination and ratification of written materials contained in the five-year NCAA recertification document. Thumbnail sketches of the activities of each subcommittee are presented below, followed by the fuller subcommittee reports.

Academic Affairs: Susan Spiggle, Chair

This subcommittee produced three findings of interest to the larger University community. First, student-athletes at the University of Connecticut continue to have graduation rates and academic performance (e.g., over 40% achieved ≥ 3.0 GPAs, including 14 students with 4.0 GPAs, 1% academic dismissal rate) comparable to or better than the general University population. Second, the committee developed and later had PAAC ratify a written policy prohibiting the scheduling of competitions or mandatory practices during final examination periods. Third, the subcommittee has requested that special attention be paid by the general University community to the increasing difficulties that student-athletes are experiencing in obtaining courses and majors that will permit them to graduate in a timely manner. The problem

of “closed” courses and majors is a growing one for all University of Connecticut students, but has especially dire ramifications for students that are expected to represent the University on officially recognized off-campus activities (e.g., athletic competitions).

Budget and Facilities: Dolan Evanovich, Chair

Given the uncertainties of the state budget process during the past year, the impact on the Athletic Department cannot be determined until the General Assembly approves the final university budget. It is important to note that, contrary to general (and seemingly undying) opinion, the Division of Athletics is not flush with money. The Division of Athletics has suffered the same fiscal malaise that has adversely influenced other segments of the University. In response to budgetary retrenchment, the Division of Athletics reportedly has cut its budget by about 20%. One high impact area that has been reduced involves cutting the operating hours of Student Recreational Services. This cut was made with great reluctance and only after the Division of Athletics had conducted a utilization assessment of facility resources. Although cutting back on early morning hours of operation has been decidedly unpopular with many faculty, this alteration was deemed to be most cost-effective and have the least impact on students. Additional discussions about hiring and potential service reductions may be necessary in the future.

Renovations to Gampel Pavilion, including increased seating capacity, improvements to the locker rooms, creation of state-of-the-art training facilities and office redecoration were completed in the fall semester. Renovations of CPIA facilities are progressing well and the construction of the new football stadium is on schedule as of spring 2003. Future facilities issues will focus on the construction of the Burton Family Complex (to be built on the Memorial Field), the multi-purpose facility, as well as enhancements to practice fields, and to the student recreation center.

Student Life: Vicky Triponey, Chair

During 2002-2003, the Student Life and Academics subcommittees developed a written policy regulating mandatory practices and athletic competitions during examination periods. The subcommittee also considered numerous possible interventions to deal with the unseemly behavior of students sitting under the “visitor’s” basket during men’s basketball games. Subcommittee members, as well as the PAAC general membership, viewed student outbursts during introduction as rude and boorish, but could not agree on interventions that would effectively stifle such acting out.

Committee members also continued to open more proactive channels of communication with student-athlete leaders by attending monthly meetings of the Student Athletic Advisory Committee (SAAC). These meetings culminated with the second joint PAAC–SAAC dinner that provided opportunities to engage in informal discussions. The Student Life subcommittee is considering collaborating with SAAC in sponsoring a fall “Welcome Back Bar-B-Q” for all student-athletes.

Diversity and Equity: Nancy Rodriguez, Chair

This subcommittee engaged in an extensive review to characterize diversity within the Division of Athletics and to identify resources available to the Division and to student-athletes with regard

to diversity and equity. The subcommittee assembled demographic data about the Division of Athletics administrative and support staff and has begun similar characterization of the student-athlete population with regard to diversity. With regard to Division of Athletics personnel, findings indicated that (a) approximately 42% of the administrative staff is female and (b) 10% and 4% represent Black and Asian ethnicity, respectively.

Preliminary findings from an ongoing audit of the student-athlete population suggests the existence of strong ethnic and cultural diversity (including Caucasian, African-American, Hispanic/Latino, Asian, and Internationals) within the University of Connecticut student-athlete population. The Division of Athletics also has achieved one of the best records in the country in terms of ensuring gender equity. Division of Athletics Title IX Consultant, Lamar Daniel, presented a progress report on Gender Equity Issues to the PAAC on February 13, 2003. He stated that the University of Connecticut is within 7/10 of 1% of exact proportionality and is the leading Division I-A school in nationally in this regard.

This subcommittee acknowledges the exceptional level at which the Athletics program promotes, constantly evaluates, and maintains diversity within its own administrative structure and among the student-athletes.

Faculty/Staff Relations: Karla Fox, Chair

This subcommittee continued its efforts to provide University employees with information concerning recreational activity options. This outreach emphasis will be aimed particularly toward new employees.

NCAA Recertification: Dana Wilder, Chair

By way of background, In 1999, the University of Connecticut underwent a thorough review by the NCAA. This accreditation process evaluated the Division of Athletics with regard to Academic Integrity, Fiscal Integrity, Student Welfare, Diversity and Equity, Facilities and Proper Sporting Conduct. The University was certified by the NCAA in August 2000 as meeting standards in these areas, with recertification scheduled to begin in 2008. The NCAA imposed no “corrective actions” or “conditions for certification.” The University, however, must provide a five-year interim report on changes and initiatives pertinent to continued certification.

The report was prepared by Gordon Finch from the Division of Athletics, under the administrative authority of Vice-Chancellor Fred Maryanski, who is chairing the NCAA Recertification Committee. Dr. Maryanski explained the recertification process at the February 13, 2003 PAAC meeting and provided a first draft of the proposed recertification report. PAAC members were asked to consult with their various constituencies about the content of the report, in particular, errors of fact, recommended additions, or significant issues or problems that have emerged since 1999. He asked that comments be submitted back to Dana Wilder or Gordon Finch by March 7th. A final report was provided to members at the April 21st meeting. Members were asked to review it one final time to ensure that its contents were in accord with the mission of the University and with their constituent groups. As of May 7, the document had been ratified by 24 of the 29 members eligible to vote with 5 members not yet having responded.

Summary and Recommendations:

This past year has provided many fiscal challenges to the University community in general, and the Division of Athletics, in particular. Despite the financial retrenchment facing the University, our student-athletes have fared extremely well both in their respective competitive arenas and in the classroom. As noted more specifically within the subcommittee reports, PAAC members have been incredibly busy in a number of important areas.

One emerging area of potential concern that was not addressed in any subcommittee report centers on freeing resources to better meet the physical and mental health needs of student-athletes. This topic was presented at the December 12, 2002 meeting by Jeffrey Anderson, M.D., David Henry, Ph.D., Robin Surwilo, Ph.D., and Nancy Rodriguez, Ph.D., R.D. Dr. Henry and Dr. Surwilo noted a high rate of prevalence among college students for depression (including suicidal thoughts), eating disorders, substance abuse and anxiety disorders.

They noted that student-athletes are somewhat more likely to suffer from a variety of anxiety disorders, including agoraphobia which can hinder travel to athletic events. Substance abuse also is a serious problem among both college students and student-athletes. Unique to student-athletes is stress related to injuries, academic pressures, time demands of being on a team, playing time, travel schedule, pressure from fans, and the fact that they are highly-visible on campus. Dr. Anderson complimented the high quality of the University medical staff and trainers, but pointed out that more trainers are needed for the increasingly taxing “nontraditional sport seasons.”

Dr. Rodriguez described the success of the Female Athlete Performance Committee and the Female Athlete Peer Education program and recommended that a similar program be established for male athletes. PAAC members believe that there needs to be increased awareness of the physical and emotional difficulties that our student-athletes may experience. Attention should be directed toward freeing resources (e.g., sports psychologist, life skills programs, stress management interventions, etc.) to enhance the well-being of student-athletes in these spheres.

PAAC members also are increasingly concerned about the ever larger numbers of restricted courses and majors, and the consequent limitation of major choices that are open to undergraduate students in general, and particularly student-athletes and others who represent the University in various official capacities. PAAC will also continue to attend to other emerging areas of concern between the student-athletes and larger university cultures.

PAAC members remain appreciative of the fact that relationships between PAAC and the Division of Athletics remain cordial, collaborative, and collegial. This excellent working relationship has as its foundation personal and professional integrity among the communicants and a deeply shared mutual concern about the well-being of student-athletes. I thank the subcommittee chairs for having done especially good work during this difficult time.

Respectfully submitted,

George J. Allen, Chair
President's Athletic Advisory Committee

2002-2003 Report

Academic Affairs Subcommittee President's Athletic Advisory Committee

Committee Action

In conjunction with the Student Life Subcommittee of PAAC the Academic Subcommittee brought forward two motions to PAAC at its April 21, 2003 meeting. Both of these motions passed.

The Athletics Department shall schedule no competitions for athletic teams during final examination periods including the official University study days.

On the final day of examinations at the University of Connecticut, after all examinations have been concluded, competition may be considered for late afternoon or evening. Permission for competition on the final day of examinations is required from the Athletics Director. If conferences or associations schedule contests during such periods, the Athletic Director shall first consult with the University Faculty Athletics Representative and the Chair of the President's Athletic Advisory Committee. The Athletics Director will contact the Dean of Students and the Deans of the School in which the student-athletes of a team thus affected are enrolled before allowing the student-athlete of a team to participate. Despite the approval of a Dean or the Athletics Director, a student-athlete shall be free not to participate for academic reasons if he/she so chooses.

The Athletics Department shall schedule no mandatory practices for athletic teams during final examination periods including the official University Study days.

During the University of Connecticut's official study days and final examination period, no mandatory practices for athletic teams may be scheduled. All such practices scheduled during this period must be considered optional to allow students the ability to prepare for their examinations during this period. Mandatory practices may be scheduled on the last day of exams after all examinations have been completed. A student-athlete shall be free not to participate in optional practices during this study and examination period for academic reasons if he/she so chooses.

Student-athlete Academic Achievement

Over **40%** of participating student-athletes achieved grade point averages of 3.0 or better, while the academic dismissal rate for student-athletes remained around **1%**. Student-athletes have steadily increased their numbers achieving 3.0's for the past five years. In the 2001-02 academic year, over 100 students were named to the Big East All-Academic Team, and 14 student-athletes earned perfect 4.0 grade point averages.

Graduation Rates

Data from CPIA indicate that student-athletes are graduating at a rate that equals or exceeds the general student population (approximately 70%).

Athletic Program Rankings

U.S. News and World Report College Sports Honor Roll recognized 20 schools with the best overall ranking across four categories of achievement: graduation, compliance with Title IX, absence of NCAA violations, and athletic success. The University of Connecticut made this list, indicating the high level of academic success manifested by our student-athletes.

Student-Athlete Tutoring

The number of tutors and the number of student-athletes who utilized tutorial services increased in 2001-02. Despite these increases, the tutorial budget was adequate in the face of a budget reduction. CPIA (Counseling Program for Student-athletes) offset these increases through the use of NCAA academic enhancement funds and the development and implementation of a new electronic monitoring procedure that dramatically reduced the number of “no-shows” and aided counselors in tracking students, reducing the amount of wasted tutorial money.

Student-athlete Access to Courses

As for all students, it is increasingly problematic for student-athletes to register for the appropriate courses that fit into their plans of study and (for student-athletes) to accommodate their practice and competition schedules. Even with the priority enrollment slots (currently 90), limitations on the number of course offerings present problems for student-athletes. Many departments have instituted more restrictive criteria for students to be admitted into majors, forcing some student-athletes to redirect their academic interests in order to remain in compliance with NCAA graduation regulations. The University must address this issue for its student-athletes, as well as its general student population.

Space for CPIA

During 2002-03 the University increased CPIA’s academic enhancement space with the renovation of the 2nd floor of Hall Dorm that will double CPIA’s space to 4,000 square feet when completed in 2003. While an improvement, UConn remains at a competitive disadvantage with other institutions of equal size and number of athletes (600), most having 15,000-20,000 square feet.

Respectfully Submitted,

Susan Spiggle, Chair
Bruce Cohen
Jonathon Hufstader
Uyi Osunde
Xae Reyes
Suman Singha

2002-2003 Report**Budget and Facilities Subcommittee**
President's Athletic Advisory Committee***Subcommittee Members:***

Rob Hoskins

John Driscoll

Michael Martinez

David O'Leary

Dolan Evanovich – Chair

Renovations to Gampel Pavilion increased seating capacity and enhanced locker rooms, training facilities and offices were completed in the fall semester. The renovations of CPIA facilities are progressing well and the construction of the new football stadium is on schedule as of spring 2003. Future facilities issues will focus on the construction of the Burton Building, multi-purpose facility, practice fields, and the student recreation center. Given the uncertainties of the state budget process during the past year, the impact on the Athletic Department will not be determined until the General Assembly approves the final university budget. Discussions on the hiring process related to budget uncertainty, and potential service reductions may be necessary in the future.

Respectfully Submitted,

M. Dolan Evanovich, Chair

2002-2003 Report

Student Life Subcommittee

President's Athletic Advisory Committee

Student Life Subcommittee Charge

According to its formal charge, the Student Life Subcommittee "is concerned with the non-academic aspects of the student-athletes' involvement at the University." The subcommittee is charged to bring forward to the President's Athletic Advisory Committee recommendations and proposed policies that address the following areas: personal and social development, health and non-academic factors that may be used to restrict involvement in intercollegiate athletics and other policies related to health screening, drug testing, housing assignments, grants-in-aid, and scheduling.

Committee Membership

For the 2002-2003 academic year, the following PAAC members participated in the work of the Student Life Subcommittee: Vicky Triponney (chair), Pat Babcock, Scott Brown, Jackie Campbell, Barbara Cook (Student-athlete and President of the SAAC), and Irving Saslow.

Discussions

The committee met numerous times throughout the year and had very interesting and productive conversations on topics of importance and/or concern to student-athletes at UConn. Topics covered included the following:

- An overview of the work of the Student Athletic Advisory Committee (SAAC).
- Exploration of ways to help student-athletes get more exposure/recognition for the good work they do beyond their athletic participation through community service efforts.
- Growing concerns about student fan behavior at Men's Basketball games.
- Discussions on how to ensure that various student/campus services are accessible and adapted so that student-athletes can benefit as much as the general student body.
- Concerns about priority scheduling for student-athletes (this topic was referred to the Academic Sub-committee).
- Suggestions were offered to the SAAC on key university personnel who should be invited to visit with the student leaders of the athletic teams (Dean of Students, executive Director of Housing & Food Service, NCAA Faculty Rep., etc.).

Subcommittee Activities and Actions

• *Policy Regarding Scheduling of Competitions and Practices During Exams*

The Student Life Subcommittee developed the draft of a policy to formalize an ongoing practice to not schedule athletic competitions or mandatory practices during final exams or study days. Scott Brown and Pat Babcock lead this effort and the proposed policy was then forwarded to the Academic Committee and eventually approved for implementation by the entire PAAC at their 4/21/03 meeting.

• *Joint Dinner Meeting with Student Athletic Advisory Committee (SAAC)*

The PAAC Executive Committee and members of the Student Life Subcommittee hosted a joint dinner meeting with the members of the SAAC (which includes representatives from each of our athletic teams) on Sunday, 4/27/03 at the Nathan Hale Inn. The purpose of the meeting was to facilitate a partnership between the two groups and to allow PAAC members to develop a better understanding of the quality of the total educational experience.

• *Fall Welcome Back Event for All Student-Athletes*

This committee successfully proposed to the Executive Committee of PAAC and to President Austin that they host (and pay for) a welcome back event in August for all student-athletes. The purpose of the event is to show the University's appreciation to all of our student-athletes for their many contributions to our campus community. Additionally, the event is expected to give senior leaders of the University (including members of PAAC) the opportunity to get better acquainted with our student-athletes, their coaches, and other members of the Athletic family. The event is tentatively scheduled for late afternoon on the Sunday before classes begin (Sunday, August 24, 2003). Details will be refined over the next few weeks. We are hoping to find a sponsor to help with the cost of the food and we are exploring locations on campus where the picnic type event could flow outside but still have a shelter large enough for the crowd (of 500-700) in case of inclement weather. The Offices of the President, the Vice Chancellor for Student Affairs, University Events, and Athletics are participating in the coordination of this event.

Pending/Ongoing initiatives

The following items were briefly discussed this year and it is expected that next year's Student Life Subcommittee will keep them on the agenda and pursue them further:

- Refining and documenting On Campus Housing Policies as they relate to student-athletes
- Further developing partnership and network opportunities between SAAC and PAAC
- Identifying and addressing diversity issues for student-athletes (and expanding educational opportunities in this area)
- Identifying additional ways to recognize (beyond Athletics) the many academic, leadership, community service and athletic contributions and achievements of our student-athletes.

- Cultivating additional support for our various athletic teams (especially non-revenue producing) from the general student body.
- Expanding the availability of athletic and recreational facilities and opportunities for all UConn students.

2002-2003 Report

Diversity and Equity Subcommittee

President's Athletic Advisory Committee

Diversity & Equity Subcommittee Members: Nancy Rodriguez-Chair, Mark Boyer, Jackie Campbell, Andrea Dennis-LaVigne, Dana McGee, Emeka Okafor-Student-athlete, Rachel Rubin, Michelle Williams

I. *Introduction.* The purpose of the Diversity & Equity Subcommittee of the President's Athletic Advisory Council (PAAC) is to assist the Division of Athletics in the application of University standards with regard to the achievement and maintenance of diversity and equity in the Division. The constant charge of the committee is to put forth recommendations to PAAC pertaining to opportunity and equity for women and minorities in several areas including employment policies and practices in coaching and athletic administration; policies and practices that affect the welfare of students in conjunction with student life; the academic workplace and environment; access to and provision of resources, facilities, programs and services; and avenues and mechanisms for addressing concerns and soliciting input from both student-athletes and employees.

This year there were 3 scheduled meetings for the Diversity and Equity Subcommittee. Two meetings were cancelled due to weather and the third was recently cancelled due to inability of committee members to attend. Communication between members of the subcommittee was maintained through electronic mail, phone and personal phone conversations. These interactions resulted in one major goal and two primary objectives for the subcommittee for the 2002-2003 year. Following approval of those items by PAAC, the committee agreed on an outline for the report and individuals began data collection and submission to the chair for the present report.

The goal for this year was to characterize diversity within the Division of Athletics and to identify resources available to the Division with regard to diversity and equity. The primary objectives were to:

1. Assemble data regarding the demographics of the Division of Athletics administrative and support staff;
2. Characterize the student-athlete population with regard to diversity; and
3. Identify resources regarding diversity and equity services, as well as opportunities, for University of Connecticut student-athletes.

Diversity Defined. "In defining diversity, it is understood that the definition is ever changing and that it is constantly to be ratified. Diversity encompasses the presence and participation of people who differ by age, color, ethnicity, gender, national origin, race, religion, and sexual orientation; and includes those with disabilities and from various socio-economic backgrounds. It encompasses not only individuals and groups, but also thoughts and attitudes. The fabric of diversity at our University must be woven in thought and in experience, within a climate in

which diverse views are welcomed and respected and in which there is a commonality that comes from working together to effect constructive change." (The Report of the Diversity Action Committee. Accepted by the Board of Trustees, April 16, 2002.)

For this document, the focus is placed on how diversity is recognized and embraced by the athletic community. This report, while an overview of the current status of the Division of Athletics with regard to a number of diversity directed efforts, acknowledges the exceptional level at which the Athletics program acknowledges, promotes, constantly evaluates, and maintains diversity within the program.

II. *Diversity Within the Administration of the Division of Athletics.* Data regarding the diversity of staff within the administrative ranks of the division, including coaches and graduate assistants, is presented below.

<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>Hispanic/Latino</u>	<u>Asian</u>	<u>Native American</u>	<u>Other</u>
103	76	157	16	0	6	0	0

Approximately 42% of the administrative staff is female and reflects the efforts to gain gender equity within the program. While the majority of the administrative staff remains white, two minority groups are represented. The administration is sensitive to diversity and equity issues and should continue its efforts in recruiting and retaining diverse employees.

III. *Diversity Within the Student-athlete Population.* The data presented below are reflective of all sports with the exception of women’s field hockey and volleyball. These data are descriptive and it is important to note that numbers can vary due to constantly changing rosters. Data omissions and slight discrepancies noted with the numbers at the April PAAC meeting resulted in a Division of Athletics directed effort to more accurately characterize ethnic diversity in its student-athlete population. That audit is currently underway and will be available by summer’s end. Nonetheless, the numbers do indicate strong ethnic and cultural diversity with in the University of Connecticut Student-athlete population.

The student-athlete population at the University of Connecticut is indeed diverse. There is gender equity (50% males, 50% females) and the make-up of student-athletes is culturally diverse with representation including Caucasian, African American, Hispanic/Latino, Asian, and Internationals.

One highlight of this report is to note the attainment of gender equity in the student-athlete population. The committee believes it to be important to recognize the outstanding achievements in the Division of Athletics Administration with regard to Title IX. The Division of Athletics at the University of Connecticut has excelled in meeting timelines outlined by the NCAA for becoming a gender equitable athletics program. Indeed, in this year’s report the Athletics Department appeared to meet, and in some cases, exceed expectations noted in the external Consultant’s report.

Sport	Gender/ Race										TOTAL
	WM	WF	BM	BF	HM	HF	AM	AF	INT'L M	INT'L F	
Ice Hockey	31	19	1	0	0	1	0	0	0	3	55
Football	57	0	45	0	4	0	2	0	6	2	116
Softball	0	20	0	2	0	0	0	0	0	0	22
Baseball	40	0	2	0	1	0	0	0	0	0	43
Rowing	0	53	0	2	0	4	0	0	0	0	59
Lacrosse	0	26	0	0	0	0	0	3	0	0	29
Track/Field	43	38	15	15	1	0	1	0	1	2	116
Tennis	7	9	0	0	0	0	3	0	0	0	19
Soccer	10	23	6	1	6	2	1	1	8	2	60
Swimming/ Diving	21	34	0	1	0	0	0	1	2	1	60
Basketball	7	7	15	4	0	1	0	0	2	0	43
Golf	17	0	1	0	0	0	0	0	0	0	18
TOTAL	233	229	85	25	12	8	7	5	19	10	633

WM-White Male; WF-White Female; BM-Black male; BF-Black female;
 HM-Hispanic male; HW-Hispanic Female; AM-Asian male; AF-Asian
 female; INT'L M-International male; INT'L F-International female

Division of Athletics Title IX Consultant, Lamar Daniel, presented a progress report on Gender Equity Issues to the PAAC on February 13, 2003. He stated that the University of Connecticut is within 7/10 of 1% of exact proportionality and is the leading school in I-A in this regard. His recommendations included improvements to the women's softball facility and a request that the Division of Athletics consider additional trainers for off-season sports.

It is important to note that the University of Connecticut Division of Athletics was featured in an article regarding Title IX in the March 3, 2003 issue (Orecklin, M., *Now she's got game*", **TIME** 161(9): 57-59, 2003). In this article, Mr. Perkins, members of his administrative staff, coaches, student-athletes, along with Mr. Daniel, discussed issues, efforts, and accomplishments relevant to Title IX at the University of Connecticut. It is a public testament to

the achievements made in the Division of Athletics at the University with regard to diversity and equity within the student-athlete population.

IV. *Resources Regarding Diversity Services and Opportunities.* Members of the Division of Athletics administrative and support staff, as well as the student-athletes, can access a variety of diversity and equity resources at the University of Connecticut. The University has a clear Policy on Diversity and Equity (<http://vm.uconn.edu/~wwode/dpolicy.html>) and the Office of Diversity and Equity has a clear mission (<http://vm.uconn.edu/~wwode/mission.html>) and a number of programs (e.g. Diversity training for higher education employees) to insure diversity and equity throughout the University community.

Within the Division of Athletics particular emphasis has been placed on the female athlete to coincide with the implementation of Title IX. In 1997 the Female Athlete Performance Committee (FAPC) was formed to insure that all student-athletes at the University of Connecticut have the opportunity, information, and guidance to shape their own athletic success. The mission of FAPC is “to expand the roles of medicine, nutrition, physiology, and psychology to optimize the performance of the female student-athlete.” This committee has held true to its mission and continues to provide programs within the Division for all student-athletes as well as the coaching and sports medicine staff.

An offshoot of the FAPC is the Female Athlete Peer Education Program. This program was initiated shortly after the committee’s inception in 1998. Coaches for each of the women’s teams identify 1-2 athletes per team to serve as the team’s respective peer. Sessions are held with peers to inform them of resources, including those regarding diversity and equity, to which they have access. Often student-athletes are not as well informed regarding routine student affairs at a University. This program is designed to overcome that particular deficit by having the peers return to their teams and present programs or materials to educate their teammates. Programs in the past have focused on eating disorders, overstraining, alcohol and performance, and transitioning into life after being a student-athlete. In addition, the University’s Peer Education and First Year Experience Programs now hold diversity-training sessions for the participants.

The Athletic Administrator has been an advocate for this program and the recent hire of an Associate Athletic Director for Student Affairs reinforces the Division’s commitment to the Student-athlete.

V. *Summary and Future Initiatives.* In summary, the committee is pleased to report that the Division of Athletics has been attentive to issues regarding Diversity and Equity and aggressive in its actions to attain both gender equity and cultural diversity. In addition to addressing the consultant’s recommendations for Title IX, future initiatives might include efforts to broaden the female peer education program to include their male counterparts and increased visibility of University-based programs within the Division of Athletics. In addition, a more accurate accounting system regarding ethnic and cultural diversity within the University of Connecticut Student-athlete population would benefit the Division.

2002-2003 Report

Faculty Staff Relations Subcommittee
President's Athletic Advisory Committee

The main focus of the Faculty and Staff Subcommittee of the PAAC in 2002-03 was identifying unaddressed issues involving the Division of Athletics and the faculty and staff. Communication regarding opportunities for recreational activity by faculty and staff on the Storrs campus was identified as an activity that would be beneficial. Accordingly, during this academic year, conversations were initiated with the university's Human Resources department as to how to communicate to both new and continuing employees about recreational opportunities on campus.

Appendix A -- President's Athletic Advisory Committee

Standing and *Ad Hoc* Subcommittee Assignments
2002-2003 Academic Year

Executive Committee

George J. Allen, Chair	F-A
Scott Brown	F-A
Bruce Cohen	F-A
Tom McElroy	DA
Susan Spiggle	F-A
Nancy Rodriguez	F-A
Dolan Evanovich	F-A
Karla Fox	F-A
Rachel Rubin	DA
Vicky Triponey	F-A
Dana Wilder	F-A

Academic

Susan Spiggle, Chair	F-A
Bruce Cohen	F-A
Jonathon Hufstader	F-A
Uyi Osunde	STU
Xae Reyes	F-A
Suman Singha	F-A

Diversity and Equity

Nancy Rodriguez, Chair	F-A
Mark Boyer	F-A
Andrea Dennis-LaVigne	PUB
Dana McGee	F-A
Emeka Okafor	STU
Michelle Williams	F-A

Budget and Facilities

Dolan Evanovich, Chair	F-A
Rob Hoskin	F-A
Nicole Decker	STU
John Driscoll	PUB
Michael Martinez	TRUST
David O'Leary	TRUST

Faculty/Staff Relations

Karla Fox, Chair	F-A
Thomas Callahan	F-A
Ron Taylor	F-A
Frank Wunschel	STAFF

Student Life

Vicky Triponey, Chair	F-A
Pat Babcock	DA
Scott Brown	F-A
Jackie Campbell	DA
Barbara Cook	STU
Irving Saslow	TRUST-EM

NCAA Certification

Dana Wilder, Chair	F-A
Daniel Blume	PUB
Scott Brown	F-A
Rachel Rubin	DA
Bill Schults	DA
Michael Zito	F-A

ATTACHMENT #47

Avery Point Campus Report

May 6, 2003

Overall Campus Assessment

This has been a year of real progress at Avery Point, although much of that progress has been process rather product oriented. The following areas have produced progress toward previously stated goals, and they will continue as areas of development and concern over the next year.

Physical Plant

Three million dollars worth of renovations have been successfully completed over the past year. About 70% of these renovations were committed to the completion of the marine science complex (a new boathouse and renovations to the Rankin Lab) and to what in previous years would have been categorized as deferred maintenance. The remaining 2.3 million commitment of renovation funds previously committed to Avery Point, originally scheduled to commence in July of 2003, has been delayed until July 2004. This delay has created major problems for the undergraduate part of the campus, which is of course the locations at which 95% of our undergraduate courses are located. The result is an extremely ironic situation for the campus: we are being asked to commit to an annual enrollment increase of over 10%, yet we are beset with near disastrous physical facilities on the undergraduate side of the campus. Couple that with the fact that Avery Point never received the library that it was promised during UConn 2000 and you have a campus growth situation that is greatly out of balance.

As AVC, I am getting mixed messages. I hear from enrollment management about the need to bolster undergraduate enrollment. Yet from the Chancellor's Office I hear of the need to provide full support for campus research. Right now there simply are not sufficient resources to accomplish both and it is the undergraduate program facilities that have suffered.

Also, it must be kept in mind that, with the growth of the coastal studies and maritime studies programs, both of which are undergraduate programs, a diminishing of the undergraduate facilities also cuts into the overall quality of the marine sciences at Avery Point. I need to receive a clear message

from Storrs regarding this impasse and to the question of where subsequent resources should go. We will also need to know whether or not these resources will come to us an effective and timely way.

We of course remain handicapped in meeting our enrollment goals by the fact that we do not have a residence hall that can house 250 undergraduate students. This handicap limits the potential enrollment growth in our three four-year daytime degree programs. Next fall we will be housing up to 30 coastal studies students in an off-campus apartment complex. Ideally, however, this is merely a stopgap measure on the way to building a residence hall on campus.

The search for a new Avery Point Director of Facilities was successfully concluded with the appointment of Mr. Anthony Weston, former facilities director at Motorola, Inc.

Academic Programs

Coastal Studies enrollment is growing at exactly the pace set by the program's original goals. The quality of the students is extremely high, and interest in the program far surpasses our ability to meet demand.

Three years of effort will culminate in the June DHE approval of the maritime studies degree at Avery Point. This program will extend our marine programs across the campus and into a broader range of the coastal community. It will be an immense help, beginning in the fall of 2004 to us as we strive to meet our increased enrollment goals. Perhaps the largest accomplishment to date in regard to this program has been the successful assembling of a first-rate research and teaching faculty with absolutely no increase in the resource base devoted to the program's faculty

We have also successfully brought the new American Studies degree to Avery Point; we have successfully established the Business School's minor in entrepreneurship at Avery Point. We have also resolved the nursing student dilemma by increasing the number of nursing courses available to Avery Point students while also increasing the presence of nursing faculty on campus for advising and community outreach purposes. There are no plans to bring a nursing degree of any kind to Avery Point.

Over the past year, our relationship with the College of Agriculture and Natural Resources has resulted in three joint hires shared among the Sea Grant College, the coastal studies program, and the departments of Agricultural and Resource Economics and Natural Resource Management and Engineering. All three faculty members have completed successful years in the classroom, have contributed to the lectures and committee work, and have managed successfully their dual commitments to both campuses without interrupting their research agendas. This success should foster an expansion of this relationship in the future.

We have made advances in improving faculty development and accommodations for the over 50 adjunct instructors at Avery Point, and we are continuing to work with other regional campuses in solidifying and defining our relations with departments regarding the hiring and retention of adjunct instructors.

Research Connections with Storrs, including Leases

This year resulted in the establishment of a number of very necessary new streams of negotiation. These negotiation streams focused on policies pertaining to the Sea Grant and NURC programs and their relationships with the Marine Science Department, the College of Liberal Arts and Sciences, and the offices under the supervision of the Vice Provost of Research and Graduate Education. They also included considerable attention to establishing a clear and effective policy focused on industrial relations on the Avery Point campus. Although progress in establishing negotiations was accomplished this year, much remains to be done. It is imperative that these two negotiation streams be brought to conclusion this year in the form of policies that define reporting lines and relations in these areas. Also, we must have in place by the fall of 2003 a process for deciding the fate of the three industrial affiliates now in residence at Avery Point. Work on a new lease agreement with Project Oceanology is also underway and should be concluded by the fall 2003.

cc: John Petersen
Tom Duguay
Jim O'Donnell
Tony Weston
Bob Degoursey
George McManus

Jim Kremer
Hans Dam Guerrero
Ross MacKinnon
Janet Greger
Emilio Pagoulatos
David Schroeder

UNIVERSITY OF CONNECTICUT – GREATER HARTFORD
REPORT TO THE SENATE
2002-2003

Enrollment

- For the Fall 2002 semester, the undergraduate program had an enrollment of 1097 students. This enrollment is a 10.8% increase over Fall 2001. Contributing to this increase was a 14% increase in freshmen, 12% increase in total BGS students, and a 12% increase in non-degree students enrolling. Our minority population continues to grow, representing 28.6% of our total enrollment.

New Faculty

- Two new faculty joined the Greater Hartford Campus for the Fall 2002 semester, Lara Descartes, Assistant Professor of Family Studies, and Kerry Marsh, Assistant Professor of Psychology.

Weekend College

- The Weekend College, a program primarily for Bachelor of General Studies and non-degree students continues to expand and attract new students. The Greater Hartford Campus doubled the number of course offerings from last year and has added main office services on Saturdays for these faculty and students.

Academic Resource Center (formerly Learning Center)

- Our Academic Resource Center moved to a new larger space in Fall 2002, added five tutors, coverage in additional subjects, and greatly expanded hours of service. The ARC has become more visible and functional, and has enjoyed a marked increase in numbers of student using the center.

New Scholarships for Greater Hartford Campus Students

- Two new scholarship funds were established thru the generosity of the UConn Alumni Association Greater Hartford Chapter. Each Fall and Spring semester the chapter will be giving twenty \$100 Book Scholarships (to use in UConn Coop) and four \$500 General Merit Scholarships to Greater Hartford Campus undergraduate students. (Special thanks to Sarah Titus from the chapter for the role she played in getting these generous scholarships established.)

Greater Hartford Campus Director's Outreach Activities

- David W. Williams, Campus Director has participated in a number of outreach activities to enhance community engagement: Hartford Foundation-community projects regarding residents and regions future; Downtown Student and Housing

Task Force (Metro Hartford Alliance); West Hartford Chamber of Commerce; New England's Knowledge Corridor-UConn's, The Hartford Consortium, Tri-Campus School of Business Advisory Committee, and the Hartford College Park Taskforce.

New Orientation and FYE Program

- The Hartford Campus is committed to integrating its academic and co-curricula systems to develop a common undergraduate experience with specific focus on improving the retention of first-year students. In order to accomplish this we redeveloped our orientation program and created new FYE courses. Listed below are some highlights of what was done this year:

Included a book discussion in orientation to increase faculty participation and give students the opportunity to see what a class discussion at college will look like.

Piloted a FYE program for our first year students who are "at risk". We defined "at risk" as students who were registered for ENGL 104 and MATH 101, and a low S.A.T. score.

Offered an INTD 182 course for students who were placed on academic probation on the Hartford Campus after their first semester. The course focused on academic survival skills with a special emphasis of one on one meetings with the faculty member serving as a mentor and coach.

Provided academic skills workshops to the entire community that faculty and staff volunteered to teach on a weekly basis. Topics included: reading skills, research skills, time management, and essay writing.

Special Events, Concerts and Exhibits

- The Associated Student Government and student clubs have been very active this year and have sponsored numerous socials, tournaments, bus trips and performances. New student clubs formed this year include DESI (Indian and Pakistani students) Campus Faith Fellowship, Asian-American Student Association, Gospel Choir Club, Puerto Rican/Latin American Student Organization (Tri-Campus) and the Skydiving Club.
- The Campus received a Human Rights semester grant for the second year. Forums this year have included "The Abuse of Incarceration in America" by Sherry Haller, " The Invisibility of the Latino and Latina Community in the U.S." by Julio Morales, "Slavery Reparations" by G. Ugo Kwokeji, "Why Slavery

Reparations Make No Sense” by Douglas Osborne, “Calling Out Hip-Hop Feminism in the Age of Hip Hop,” “African American Soldier in the Revolutionary War” by Kevin Johnson , “The Regional Implications of War in Iraq,” and open forums on the Iraqi War.

- The UConn at Hartford Maxwell Shepherd Concert series offered a concert in the Fall with the UConn Jazz Ensemble: A Gerry Mulligan Tribute, and in the Spring a performance by Daniel Salazar in a program that featured classical guitar combined with Latin percussion, bass, and keyboards.
- The Annual Noche Latina featured vocalist Grysell Ramirez, music ensemble Bentetu, dance performance by COLADA and a month long art exhibit by Jerry Barry.
- Other art exhibits this year featured artists Jessica Thornton for Black History Month, paintings and drawings by Juan Moreno, photography exhibit “Jazz Bytes” by Dr. Steven Sussman, and an exhibit by the art students from the Connecticut Junior Republic.
- Dr. Roger Chaffin, Department of Psychology received a research foundation visiting scholar’s grant to support the visit of Garbriela Imreh, pianist to campus. They gave a presentation on, “Practicing Perfection: Memory and Piano Performance.”
- The Campus hosted with IPSI and in association with US Dept of Labor, Women’s Bureau, Region I and Metro Hartford Regional Economics Alliance, the First International Conference on Women in Development and Entrepreneurship.

STAMFORD CAMPUS UP-DATE 2002-2003

Fall Enrollments: Total enrollments for Fall 2002 were 1641. This includes undergraduate enrollments of 1166, which were up 8.9% over the previous year. Undergraduate degree student numbers were up over 12% from the previous year. The undergraduate Business and Technology degree program, launched in Fall 2000, now boasts approximately 65 majors.

New recruiting initiatives aimed at increasing the size of the Campus' freshman class include the establishment of a Husky Ambassadors group not unlike the Storrs group and a UConn/Stamford Faculty Speakers' Bureau.

New Scholarship Opportunities (Undergraduate): The Stamford Campus applied for, and received \$60,000 from the William H. Pitt Foundation to fully fund four UConn/Stamford Students. Scholarships are to be awarded to students who enter UConn via the Business School/Norwalk Community College Articulation Agreement or the Stamford High School /UConn-Stamford PREP program. The Prep program prepares economically disadvantaged students for entry to college. UConn/Stamford also received \$16,000 from a local family foundation to provide economically disadvantaged students with scholarships.

New Academic Programs: Pending DHE approval, the Neag School is launching its *Teacher Certification Program for College Graduates* on the Stamford Campus at the beginning of Summer Session I. The program is a fulltime, 14-month program that includes a student teaching component. It is aimed at career changers interested in teaching in critical shortage areas. Northeast Utilities is providing ten \$10,000 scholarships for each of the next three years to help defray costs associated with the program.

We continue to work on laying the groundwork for the development of an undergraduate degree program in Communication Sciences. An offer has been made to a tenure-track faculty candidate that will bring the number of fulltime faculty in Communication Sciences at the Stamford Campus to three. It is our hope that a program could be developed and approved for Fall 2005. We are also planning for a Family Studies major with a specialty in Early Childhood Education that we also hope will be on line by Fall 2005.

Articulation Agreements: The School of Business and Stamford Campus entered into an articulation agreement with Norwalk Community College to provide NCC graduates entering the School of Business' Business Administration degree program at the Stamford Campus (Business and Technology focus) with a smooth transition into that program. With the support of the Psychology Department, we are developing a similar articulation agreement that will provide NCC Social Sciences graduates with a smooth transition into the Psychology major.

Non-credit Programs: CITI continues to be extremely successful, with over 900 individuals having taken advantage of its public courses or proprietary training programs in the last 11 months. Examples of local corporations contracting with CITI for professional development training are GE and Purdue Pharma. Additionally, over 500 individuals have attended CITI-sponsored professional development lectures and seminars. Topics for these events have included web usability and digital convergence. As part of the Stamford Campus Community, CITI is committed to outreach efforts that benefit the Stamford and Fairfield County communities. They have provided hands-on workshops for a number of middle school and high school students in the following programs: Bridgeport GEAR-UP program; Westhill High School's K2C program; and Stamford High School/UConn-Stamford's PREP program.

In Fall 2002, the College of Continuing Studies' ESL program at the Stamford Campus has expanded into a new area called ESP (English for Special Programs). In addition to its full schedule of on-campus courses, the College is working with local businesses and corporations to offer ESL programs tailored to their needs. The on-campus program saw a dip in enrollment, felt to be caused by the new Immigration laws. However, enrollments are still over 200 each semester.

Facilities: In summer 2002, three new hi-tech classrooms, two CITI computer labs, and a space for a planned digital production studio were opened at the Stamford Campus. The development of the last of the "shell space" in the building was funded by GE as part of the agreement responsible for the development of *edgelab*.

Faculty Authors: Two Stamford Campus faculty authors have had books published this Spring through prestigious university presses. Dr. Nechama Tec's book, Resilience and Courage: Men, Women and the Holocaust was published by Yale University Press. Dr. Tec is a professor of Sociology and a member of President Bush's Commission on the Holocaust Museum. Dr. Pamela Brown, an assistant professor of English had her book, Better a Shrew than a Sheep: Women, Drama and the Culture of jest in Early Modern England, published by Cornell University Press.

Fifth Anniversary Celebration: The Stamford Campus celebrated the fifth anniversary of its downtown site with a weeklong program of lectures and performances for the community. UConn/Stamford faculty from College of Liberal Arts and Sciences, Human Development and Family Studies, and School of Business Administration presented lectures, while the School of Fine Arts provided musical performances. The School of Fine Arts' Sackler Composition Prize Program was reprieved at the Stamford Campus. In addition, Fine Arts Opera Students and one of their professors performed a series of scenes and arias on campus. Approximately 300 people in total attended these events, 200 of which were from the Fairfield County Community.

Community Board: The Stamford Campus launched its Community Board in November 2002. The Board, made up of key leaders in the Stamford Community will play an important advocacy role for the Campus. Members include the Stamford Mayor, the Executive Director of HR for UBSWarburg, the President of the Chamber of Commerce,

retired CEO of Unilever North America, the Vice President for Real Estate and Administration at Pitney-Bowes, former UConn BOT member and Stamford Campus donor Frank Rich and a number of others. A small ad hoc committee has been formed from among the membership to help with our undergraduate recruiting efforts.

Planning: The Stamford Campus entered into a tactical planning process this Spring focusing on 6 key goals: encouraging innovative pedagogy; attracting and retaining excellent students; enhancing reciprocating relationships with external organizations; building campus culture and community; focusing on core programming; and improving faculty and staff development initiatives. These are all in consonance with our mission and with the developing University Master Plan. Committees have been working on cataloging existing initiatives related to goals, determining unmet needs and developing tactical plans around these needs. We hope to complete the process by mid-May and share it with the Campus Community for input and comment, at the beginning of the Fall semester.

UNIVERSITY OF CONNECTICUT – TORRINGTON
REPORT TO THE SENATE
2002-2003

- Fall 2002-Spring 2003 showed strong enrollment with a 24% increase in the number of new traditional students. The Torrington Campus has the third highest B.G.S. enrollment at UCONN. The campus had an overall enrollment of approximately 430 students for the Spring 2003 semester.
- We are already seeing a 36% increase in second choice admits for the fall of 2003. A TV and radio campaign is on going. An Open House will be held on April 23, 2003.
- Faculty continues to be productive. Pam Bramble, Professor of Art, is very active in the University Senate and with the AAUP executive committee. Professor Fred Roden's book on "Same Sex Attraction in Victorian England " has been published by McMillan. He is editing a book on Oscar Wilde. Lucy Creevey, Professor of Political Science, transferred from the Storrs Campus to the Torrington Campus. She has already been interviewed many times on the "Faculty Forum" TV show, and has been teaching a very successful Urban Studies 230 course on "The Changing Face of Torrington".
- Evaluations of our faculty averaged 9.1 or better, showing how enthusiastic the students are about our fine, dedicated, hard working instructors. The quality of teaching at the Torrington Campus continues to be excellent.
- A very small (two courses) but successful Intersession took place in January with an enthusiastic response from both faculty and students who took part in the program.
- The Student Government has been very active: They initiated a monthly speakers supper series which has hosted preservationist Chandler Saint on the Harriet Beecher Stowe House, historian Karl Valois on Women's History, and Lucy Creevey on the Culture of Iraq. The A.S.G.'s "Spring Fling" will take place on April 28, 2003.
- Exhibits celebrating Black History Month and Women's History Month were hung by A.S.G in the campus hallways. An exhibit on "Uncle Tom's Cabin" celebrated Black History month.
- Campus Director Adriane Lyon serves on the Economic Advisory Board of the Litchfield Hills Council of Elected Officials, as an Incorporator of the YMCA, as an Executive Board member of the Board of Directors of The Warner Theatre, and is a member of the Governing Board of Explorations, the Charter School in Winsted. She is also a member of the Torrington Rotary Club. Adriane has joined the Board of the Connecticut Foundation for Open Government.
- In collaboration with Muff Maskovsky, Director Lyon continues to co-host and produce the weekly TV show "Faculty Forum" on which various UCONN-Torrington Campus faculty, as well as members of the area arts community, are interviewed in their areas of expertise.

Tri-Campus Initiatives

- Northwestern Connecticut Community College and the campus have developed two partnerships: Our Biology and Chemistry labs are now being offered at NCCC. Also, courses at UCONN which are not available at NCCC are being marketed to NCCC students. In a similar arrangement, courses offered at NCCC which are not available at UCONN are being marketed to UCONN students.
- In conjunction with the Waterbury and Greater Hartford campuses, and sponsored by the Tri-Campus, the Torrington Campus coordinated the Tri-Campus Short Fiction Contest to raise the awareness of UCONN's profile with High School teachers in the public schools of Hartford, Litchfield, and New Haven Counties. Two of the twelve Honorable Mention students enrolled here this fall.

- Two adjunct faculty were hired to teach autism related courses here this semester in response to requests from the community.
- Lucy Creevey identified speakers from the community to provide the Torrington focused lecture series in the first Urban Studies course offered on the Torrington Campus. We received a generous grant from the Torrington Area Foundation for Public Giving, to film the Lecture Series, “The Changing Face of Torrington” – Urban Studies 230, to have available for community use.
- We worked with Glen Richardson to provide Business courses on the campus and to market them effectively.
- We worked with Jeet Joshee to put together and market a successful series of Saturday classes, which have an enrollment of almost 50 students this semester.

Community Initiatives

- We have initiated a partnership with the Torrington Historical Society in a Planning Grant to design walking trails, natural history signage, and a permanent exhibit depicting John Brown’s contributions to American History.
- We are working with NCCC on a grant for a multicultural community resource center.
- We have initiated a partnership with the Nutmeg Ballet which means that each semester Nutmeg dancers take classes full time and receive drama credit, under an agreement with the School of Fine Arts, for their high level work in dance.
- We have initiated a partnership with the Warner Theatre Summer Arts Camp which is held at the campus each summer, utilizing the facility during the day (UCONN summer classes are held in the evening).
- We have initiated a tutoring program with the Torrington Public School System, funded by a grant from The Torrington Area Foundation for Public Giving, which pays UCONN students to tutor “at risk” students at the Torrington Middle and High Schools.
- We have initiated a partnership with the Torrington Rotary Club in which professors from the campus are the speakers in a two-month series every other year.
- We are working with the Mayor and the Beecher Society on the possibility of relocating Harriet Beecher Stowe’s House across the street from the campus on city property.
- We have initiated a partnership between UCONN Torrington and the Explorations Charter School in Winsted which involves, among other things, hosting the Explorations Charter School graduation each June at the Torrington Campus.

UCONN SPECIFIC & GENERAL COMMUNITY FUNCTIONS

2002-2003

UCONN:

Art and photography exhibits:

- A student exhibit in December of 2002
- A poster exhibit of Outstanding African-American Citizens celebrating African-American History Month in February of 2002
- A poster exhibit of outstanding women in recognition of Women's History Month in March 2003
- A student exhibit in May 2003

COMMUNITY:

AIDS Project

Susan B. Anthony

Torrington Area Health

Litchfield Country School

Chip Reid

Northwest Hills Transit

Internal Revenue Service

Census Bureau

Litchfield County Extension Services

Litchfield County Extension Services

Northwest Mental Health Authority

Gretchen Gowan

AIDS Awareness Seminar

Domestic Violence Seminar

Food Service Seminar

Play

Piano Recital

Bus Drivers Training

Electronic Filing Seminar

Training for Census Takers

Life Smarts Program

4H Awards

Seminar

Piano Recital

**UNIVERSITY OF CONNECTICUT – TRI-CAMPUS
REPORT TO THE SENATE
2002-2003**

Most of the accomplishments that have occurred in UConn Tri-Campus occur at the three campuses: Greater Hartford, Torrington, and Waterbury. Each campus has submitted a separate report of this year's activities. The Tri-Campus role is one of providing opportunities for the three campuses to become partners in academic, programmatic, outreach, administrative, and other areas to enhance the capacity and impact that the campuses could each attain as completely separate units of the University. The following are the results of Tri-Campus initiatives for 2002-2003.

Academic Programs

Urban and Community Studies

- The program now has more than 45 majors, up from 1 major a year ago, and a minor in Urban and Community Studies is now available. Course offerings are up from 8 in Spring 2002 to 17 in Spring 2003 with 113 students enrolled in Spring 2002 classes and 301 in Spring 2003. Two students are currently in internships, there are service learning experiences occurring in a number of classes and 1 distance learning course is now available. A "fast track" is in place for students interested in graduate education in administration and policy to move more rapidly to the Master's in Public Administration.
- A transfer and articulation agreement was developed and is currently being implemented with Capital Community College
- One new faculty member (Ruth Glasser) and 2-5 adjuncts per semester were added. Core faculty have published four (4) books (Fisher, Ross, Glasser, and Eisenhandler) in little more than a year, another (Bifulco) won a national dissertation award.
- Public education programs have included a Hip Hop event followed by a series of six events on "The Future of Our Cities and Communities" in Waterbury and Hartford as well as a lecture series in Torrington on "The Changing Face of Torrington."
- Community engagement initiatives include: a broad initiative to network with agencies and organizations in the Hartford and Waterbury communities (Maria Vega, MSW student), participant in a Waterbury-based initiative on predatory lending (Fisher) which includes Senator Joan Hartley and the Attorney General's Office, program collaboration with Center for Urban Legal Initiatives (UCONN Law School) on East Hartford Initiative, and multicultural linkages with immigrant communities in Waterbury (Glasser).

Psychology

- The proposal for Tri-Campus to offer a BA in Psychology was approved by the Board of Trustees at their April meeting. Final approval by DHE is expected during the fall.
- Hiring of new faculty to deliver the new major has been completed. Dr Kerry Marsh at Hartford and Dr. Kimberli Treadwell at Waterbury began their appointments in the fall of 2002. Dr. Katarina Leukatela will begin her appointment at Hartford in the fall of 2003. This will bring the number of full time faculty in psychology to 6 (Hartford 3, Waterbury 2, Torrington 1).
- Construction of research facilities for faculty and students has begun at Waterbury and will begin shortly at Hartford. The Greater Hartford campus hosted a Research Foundation Visiting Scholar, Gabriela Imreh. Ms. Imreh and her host, Dr. Roger Chaffin presented a campus seminar, "Practicing perfection: Memory and piano performance."
- Meetings of psychology faculty and students were held at all three campuses to provide psychology majors and prospective majors with details of the proposed Tri-Campus program, answer their questions and provide them with initial advising and career information.

Family Studies

- The development of Tri-Campus Human Development and Family Studies degree program as well as the Family and Consumer Sciences education program is underway in the School of Family Studies. A part of the process is the hiring of a total of three faculty members in this area, one of whom is on board (Laura DesCartes). The other two searches are underway.

Nursing

- Working with the School of Nursing and the College of Continuing Studies, Tri-Campus has been involved in very positive discussions with the two Waterbury hospitals and Naugatuck Valley Community College to develop a collaborative approach to offering the RN/AA to BS to Masters degree program in Nursing. The program will be developed using traditional and distance education approaches and moved through the regular processes for University and Department of Higher Education approval.

Special Programs

- In response to a community request for courses, continuing education, and degree programs in the Northwest Corner, Tri-Campus has pulled together a group of collaborators (local school districts, Northwestern Connecticut Community College, the state department of mental health, the Papanikous Center, the College of Continuing Studies, parent organizations, etc.) to develop and implement training and education programs for caregivers of individuals with autism and related disabilities. Courses have already been offered at Northwestern Connecticut Community College and the Torrington Campus, degree and certification programs are being planned.

Tri-Campus Committees

Humanities Committee

- Organized Fall 2002 and led by Frederick Roden, the committee's purpose is to address the place of the liberal arts in the Tri-Campus curriculum and humanities course offerings with respect to General Education changes and to consider course and/or program development within the Tri-Campus. Members include Roden, Lucy Creevey, Jacqueline Loss, Gregory Kneidel, Judith Meyer, Glen MacLeod, and Rachael Lynch. The committee anticipates future discussion regarding undergraduate course offerings. At present, the major topic for planning regards the development of a Master's of Liberal Studies in the Tri-Campus.

Math and Science Committee

A group of Tri-Campus science and math faculty (led by Dennis McGavran and Nina Stein) met during the joint Tri-Campus faculty meeting on March 7, 2003. As a means of improving and strengthening science and math offerings at the Tri-Campus, they decided it would be worthwhile to focus on the following:

- Identify specific existing courses that could be offered at the Tri-Campus that would benefit a wide range of students in science and mathematics.
- Begin planning for possible majors in environmental science and computational mathematics. Each of these could begin as individualized majors and eventually evolve into full four-year degree programs.
- Pursue a degree program in actuarial science, previously approved for the Greater Hartford campus.
- Investigate courses and services that could be offered to elementary and secondary teachers to improve science and mathematics education at these levels.

English Faculty

- In their meetings as a committee of the whole, the Tri-Campus, full-time English faculty have agreed to meet at least once a semester. Faculty have resolved to coordinate course offerings within the Tri-Campus to ensure the greatest number of opportunities for students to enroll in courses toward the major, and to ensure the greatest possible enrollment in those classes. The faculty also proposed that a Tri-Campus writing coordinator be hired to oversee writing centers at each of the three campuses (to be staffed with one graduate student T.A. per campus by Fall 2003). Tri-Campus has agreed to fund this proposal and as soon as possible, a search will be conducted

Math Faculty

- The mathematics faculty at the Tri-Campus, as a committee of the whole, began coordinating course offerings, maximizing the opportunities available to students while conserving resources. A Problem Solving course and a Mathematical Modeling in the Environment course will each be alternated between the Hartford and Waterbury campuses and a new Elementary Mathematical Modeling Course will be tested at Waterbury.

Research and Scholarly Activity Committee

- The committee (Roger Chaffin, Bob Fisher, Eric Gedajlovic, Fred Roden with Lucy Creevey acting as chair) has convened to address the concerns for research support in Tri-Campus. The charge to the committee, currently under consideration is: "With: Tri-Campus Faculty having the same research responsibilities as faculty throughout UConn, a programmatic emphasis in Tri-Campus that links the communities we serve, and the prevalence of applied and multi-disciplinary research opportunities available within the Tri-Campus area, what systems would assist the Tri Campus faculty in achieving their research goals? Should there be peer support opportunities to help Tri-Campus faculty successfully participate in university-wide programs? Would a small research fund focused on applied and multi disciplinary research for the Tri-Campus faculty be appropriate?"

Administration

Enrollment Management

- The Tri-Campus recruitment team is functioning well, despite a vacancy in one of the positions for which a search is currently being conducted. Enrollments increased on all campuses and for 2003 applications are up significantly.
- A Tri-Campus retention initiative is beginning. Nadine Brennan (Assistant Dean of Students at the Greater Hartford Campus) is providing leadership. The goal is to integrate the academic and co-curricular systems as appropriate within

Tri-Campus to develop an undergraduate experience with special emphasis on the needs of commuter students and a specific focus on improving retention.

Communication

- Tri-Campus' communications goals are: to share information in a timely, effective and accurate manner, to establish the Tri-Campus identity, and to strengthen the partnership of the three regional campuses.
- Tri-Campus Administrative Assistant Bonnie Smith has taken on responsibilities as the Tri-Campus Communication Coordinator, a Tri-Campus e-mail address list has been developed, a Tri-Campus Newsletter was initiated and is being expanded to include topics requested by respondents to a survey, assistance has been provided to the leaders of faculty committees, and the Tri-Campus Joint Staff Communication Committee has been established.
- Andrew Bridges was hired to design and maintain the Tri-Campus Web Site. He has begun working with counterparts elsewhere in the University, developed the Tri-Campus Master Calendar of Programs and Events, and established the Tri-Campus Web Site Sub-Committee.

Diversity

- The diversity of Tri-Campus faculty and staff has been increased and/or secured over the last 18 months through the following personnel actions: of the 8 tenure track faculty hired for Tri-Campus since 2001, four are women and two are minority males; additionally, three women one of whom is a minority were hired for non-tenure faculty positions; of the three recruiters hired, two are female, one of whom is a minority; two minority staff members, one male and one female have become part of the Tri-Campus information technology team and have been upgraded because of their additional responsibilities; a staff member, originally hired through the Governor's Internship Program for Students with Disabilities, has become a Tri-Campus staff member responsible for the Tri-Campus and individual campus web pages.

UNIVERSITY OF CONNECTICUT -- WATERBURY

REPORT TO THE SENATE

2002-2003

Introduction

The budget reductions and anticipated personnel retirements will have a long term impact not only on this year, but for several years in the future. Decisions at Waterbury are constantly being made in anticipation of this new financial world in which we live.

New Campus

- Attendance at several site meetings to discuss design changes which included a number of issues surrounding technology, space distribution issues, equipment and program designs.
- Development of an exit strategy from the old campus involving Diversified Project Management.
- Design and utilization of a new police substation and new campus garage.
- Reorganization of staff to be more responsive to program and community needs.

Enrollment

- Increased recruitment activity within the greater Waterbury area.
- Assisted in the design and distribution of recruitment brochures and advertisements.
- 2002 enrollment at 578 students represents a 41% increase since January of 1999.

Programs

- Assisted appropriate personnel to increase the program offerings of continuing education and expanded weekend program and satellite classes for the Master of Social Work degree.
- Assisted in the promotion of our Bachelor of General Studies program.
- Promoted the Executive Mastery Program, School of Business, and assisted in supporting the administrative needs of School of Business personnel.
- Supported the introduction and growth of the Urban & Community Studies program and a variety of UCS outreach endeavors.
- Supported the recently approved undergraduate degree in Psychology.

Personnel

- A very successful first year for new hires Kit Casey and David Steele.
- Leave of Absences for administrative support staff Sharon Nivison and Diane Holley.

- Assisted new Admissions hire and supported the admissions needs of the campus upon the departure of the new hire in December.
- New hires in process: Administrative Services Specialist
Technology Coordinator
Fitness Center Coordinator

Tri-Campus

- Attended a number of highly successful tri-campus meetings; example, retreat and focus groups.
- Assisted in the promotion of a cooperative tri-campus spirit among the three campuses.

Technology

- Managed the overall technology and AV configuration for the new campus, a substantial undertaking requiring precise attention to detail.
- Supported all new programs and ensured compatibility and currency to existing programs.
- Waterbury personnel represented the tri-campus at University IT Steering Committee meetings.
- Distributed information updates in a timely fashion to all members of the Waterbury campus.
- Supported a number of tri-campus initiatives in Hartford and in Torrington and insured technological compatibility throughout the Waterbury campus as it prepares to exit to our new location.

Student Activities

- Under the direction of the Student Activities Coordinator and Associated Student Government officers, the campus sponsored a wide variety of student and community activities.
- ASG participation in the annual Open House and a variety of recruitment events.
- Campus events stressed the diversity of our community. Special attention was given to the heritage of ethnic and racial groups within the Waterbury area.
- The campus was successful in participating in a large grant from the State of Connecticut, "CT Reads," for Driggs Elementary School. A team of seven ASG students supported this year-long grant with an aggressive tutorial program.

Facilities

- Campus facilities were maintained at an acceptable level throughout the year.
- Campus Facilities personnel have aggressively participated in a variety of new campus responsibilities in preparation for a year of sophisticated training.

Public Awareness

- The Director's office managed an aggressive agenda of public press releases, photo ops and several public access appearances.
- The Director's office conducted a number of tours of the new campus at the request of many local organizations.
- Campus community outreach was extended to the Mattatuck Museum and other fine arts components within the community.

Special Events

- A Service Awards Luncheon to honor senior faculty and staff for their years of service to the university was held (40 years, 30 years, 25 years).
- Supported a number of youth oriented agencies including Waterbury Youth Services and Connecticut Special Olympics.
- Continued to support Granville Academy, an average enrollment of 100 minority students of elementary school age in an aggressive tutorial program.