

4-28-2008

## Minutes April 28, 2008

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**MINUTES OF A MEETING OF THE UNIVERSITY SENATE**  
**April 28, 2008**

1. Moderator Spiggle officially called the regular meeting of the University Senate of April 28, 2008 to order at 4:04 PM in room 7 of the Bishop Center.
2. Approval of the Minutes

Moderator Spiggle presented the minutes from the regular meeting of March 31, 2008 for review.

Senator Schultz moved to amend the first sentence in the fifth paragraph of item 3 to read as follows (new language in **bold**):

“Senator Schultz asked about the ~~research~~ **resource** component of the plan and the shape it will take in the next draft.”

**The minutes as amended carried.**

3. Report of the President

President Hogan addressed the Senate and described the state of the current searches for administrative positions. The decanal searches are now complete and the President thanked those who have contributed so much to their successful conclusions. The three vice-presidential searches are ongoing and on track with a prediction of positive and timely outcomes. President Hogan commented on his first “Spring Weekend,” and said that much of what he saw is quite lively and healthy. He reminded the Senate the evening events are not sanctioned by the University and do not occur on University property. They do, however, happen. Indeed, that was his characterization of the events: “happenings” which have no specific function for most students other than just meeting up with their friends. He attended all three evening “happenings,” and he commented that of the crowd consisted of just ordinary students. Students mostly go in groups or clusters and this is good. These are not events he would prefer to see on campus; they always raise the prospect of something bad happening, and so the University takes appropriate steps to help insure the safety of the University community.

President Hogan reported on the academic plan stating there have been several comments—mostly modest and technical in nature—made concerning the draft. Most of the substantive comments have concerned cost recovery efforts, particularly the attempt to incorporate recovery of tuition charges for graduate assistants. He described various models for tuition cost recovery from around the nation and stated that we are alone among the top twenty-five research-intensive universities in not recovering these costs through grant funding. President Hogan stated that he is open to hearing new evidence concerning whether or not a change such as this would hurt extramural research grants. He then presented evidence that indicates that is unlikely that a decline in our extramural research funding would occur because we adopted such a policy. The tuition payments involved a total of approximately ten million dollars per year. He pointed out that our tuition is not out of line with those of other top twenty-five research-intensive universities. Only about twenty-five percent of graduate students would be affected by the proposed change. The vast majority of graduate assistants at the University of Connecticut are teaching assistants funded through other means.

President Hogan stated in order to achieve the goals of the academic plan, particularly the increase in faculty numbers we seek, we will need to explore any and all opportunities presented in the academic plan. He listed various goals from lower student to faculty ratios to the creation of new living and learning communities and argued that making progress towards these goals will require that we tap all available revenue streams. If we do not do so, we should examine the academic plan and consider which of its proposed features should be abandoned. He stated that he would be happy to read any and all studies that relate to this question including the study that will be proposed later at this meeting.

Senator Mannheim inquired, if the University were successful in decreasing its faculty ratio to 15:1, and these positions were funded by federal grant money, what effect would it be to the bottom line. The President stated that some informal studies and projections have been made regarding this question. He believes it generally takes between five and seven years to recover the start up costs for a new faculty member active in extramurally funded research.

4. The Report of the Senate Executive Committee was presented by Senator DeWolf.

(See Attachment #50)

Senator DeWolf expressed his gratitude to the Senate for his opportunity to serve as a member and committee chair and thus to help shape the University of Connecticut over a period of twenty-five years. He also thanked all members of the Senate for their service.

(See Attachment #51)

5. The Annual Report of the Provost on the Regional Campuses was presented by Senator Makowsky

(See Attachment #52)

Senator Mannheim stated that it is proposed that students from other campuses may transfer here to complete their degrees during their last two years of study. For this to be successful it requires that students make judicious choices of general education courses during their first two years. He inquired about how help will be provided to students in making the most applicable course selections during the two years before they transfer to Storrs. Senator Makowsky indicated that there is a web site to help students in these choices and that careful work has been accomplished with advisors at these schools to assist students in course selection. She stated that the University of Connecticut General Education structure is not difficult to navigate and is well-publicized.

6. The Annual Report of the Commencement Committee was presented by Senator Darre.

(See Attachment #53)

Senator Fox commented on the complexity of the new commencement scheme, and suggested that a survey be circulated among all the stakeholders to assess it and provide data for future efforts.

Senator Mannheim asked about the overflow area for the CLAS graduation and how persons would be admitted to it. Senator Britner commented that the number of tickets issued match the number of seats available in Gampel Pavilion so all of those with tickets will be accommodated. Only those without tickets who wish to view the ceremony will be sent to the over-flow area.

7. The Annual Report of the Provost's Library Advisory Committee was presented by Dr. Richard Langlois.

(See Attachment #54)

Senator Chambers commented that there is a currently existing a committee examining pod-casting which might also include some streaming video capabilities.

Senator Reis commented on the excellent service provided by the research librarians at the University, especially Francine Defranco the School of Education Library Liaison.

8. The floor of the Senate was yielded to Senator English who recognized Senator John DeWolf for his service to the University and especially to the University Senate, and for his contributions to shared governance at the University of Connecticut. He was extended the best wishes of the Senate as Senator DeWolf approaches retirement.

Senator English read the following resolution:

"Those of us who have worked with John DeWolf for the many years that he has devoted to shared governance at the University of Connecticut understand how much we will all miss him as he prepares to

retire from the university. There are others who can comment on John's important career as a Professor of engineering. His teaching and research have been exemplary and his intellectual and academic contributions have made many important contributions to the School of Engineering and the University as whole.

But today, in this place, we would like to honor John's Service to the University through the continuous, varied and important contributions he has made to the University Senate and to the concept and continued effectiveness of shared governance at UConn. The Senate is a complex entity with many elements, members, committees, structural components and I might say idiosyncratic eccentricities – but it is an important organization that defines an enormous aspect of the educational life at UConn. The activity we engage in and the policy we produce has a profound impact on the lives of students, faculty and staff, and we enjoy this privilege, this influence and the ability to have an impact precisely because over time there are certain members of the faculty like John DeWolf, who take the burden of leadership. Having done so, John has tirelessly represented the Senate to the administration with candor, integrity and intelligence, and then, he has led us in an orderly way toward resolution on many important issues to be addressed and resolved. The value of this contribution cannot be underestimated, because without it, faculty governance and the concept of shared governance itself might with time disappear altogether.

As a long time member of the Senate Executive Committee, and an often time Chair of the SEC, John DeWolf has probably worked on every aspect of University Senate business. But as I am want to do on such occasions, I will share a quick story -

Twenty years ago, I came to UCONN, and was asked to be a member of the Senate Courses and Curriculum Committee. I went across campus and walked into a rousing debate on how we were going to put the new, "W" requirements into affect – not knowing what a "W" requirement was, but not ever letting my own ignorance to keep me out of a good fight, I jumped headfirst into the discussion about who would offer the courses, and how many would be offered by each school or college, etc. Being somewhat headstrong, perhaps more than a little arrogant, I was very quickly impressed by how much influence the Chair of C&C was having on the discussion. He was breaking the questions down into basic structural units, demonstrating their various dependencies and effects of each unit on the larger question. Calling on people who could address and stay on point and ignoring the others – and I might say in this later case me. I finally fell quiet and listened to the discussion as it proceeded in an orderly way, perhaps not unlike a bridge might be put together, step by step, piece by piece. Of course it goes without saying that John was the C&C chair then, as he is the SEC chair now.

Then and now, I count John DeWolf as not only a valued colleague but both a friend and a mentor – I have tried, over the years, without success I fear to emulate his style of leadership. John represents for me the very best of what has been described as sober, responsible leadership – careful thoughtful thinking and in the end – and perhaps the most important thing of all, good stewardship.

I think this is a very New England trait – being a good steward, and John DeWolf has provided that stewardship to us for many years and he will be missed. And so,

WHEREAS, The University Senate of the University of Connecticut acknowledges the many contributions of Professor John DeWolf to the growth and development of the University, and,

WHEREAS, The Senate recognizes the personal commitment and outstanding leadership exhibited by Professor DeWolf, over the past many years to the University Senate,

BE IT RESOLVED, that the University Senate wishes to express its' deepest gratitude to Professor DeWolf, for his discipline, his openness and his commitment to shared governance which has brought so many benefits to the University faculty, students, administration and staff, and to the State of Connecticut."

**The resolution was approved by a standing ovation of the Senate.**

9. A Motion from the University Budget Committee was presented by Senator Smith.

(See Attachment #55)

Senator Reis moved to amend the motion to read as follows (new language in **bold**):

“The Senate University Budget Committee moves that the Senate Executive Committee and the Administration create a task force to examine the financial viability of the recent proposal to charge graduate student tuition to grants **or other sources** and the resulting budget impact on the total university. The task force would be comprised of representatives from the Senate, Graduate Faculty Council, Research Advisory Council, Graduate Student Senate, and appropriate Administration members. The task force will report back to the Senate by Spring 2009.”

The motion to amend was seconded.

The vote on the amendment was tied twenty-three for and twenty-three against. The moderator cast the tie-breaking vote in favor.

**The motion to amend carried.**

Debate returned to the main motion. Senator English moved to amend the main motion to read as follows (new language in **bold**):

“The Senate University Budget Committee moves that the Senate Executive Committee and the Administration create a task force to examine the financial viability of the recent proposal to charge graduate student tuition to grants or other sources and the resulting ~~budget~~ **financial and academic** impact on the total university. The task force would be comprised of representatives from the Senate, Graduate Faculty Council, Research Advisory Council, Graduate Student Senate, and appropriate Administration members. The task force will report back to the Senate by Spring 2009.”

The motion to amend was seconded.

**The motion to amend carried.**

The twice amended motion was presented.

**The motion carried.**

Senator Schultz asked if it was understood that nothing would be done until after the report is issued by the committee, or if the committee might be working on an issue that actually had already been decided. Senator Mannheim offered that since President Hogan has commented that he will welcome the report of this committee and that he will appoint members to it, there should be no fear of the policy going into effect before committee finishes its work.

10. The Report of the Curricula & Courses Committee was presented by Senator Darre.

(See Attachment #56)

All motions contained within the report were presented together.

**The motion to accept the course additions, deletions, cross-listing and changes to catalog carried.**

11. The Report of the Nominating Committee was presented by Senator Bansal.

(See Attachment #57)

All motions contained within the report were presented together.

**The motion carried.**

12. The 2008/2009 Standing Committee Membership of the University Senate as drafted by the Nominating Committee was presented by Senator Bansal.

(See Attachment #58)

The Nominating Committee moved the approval of the 2008/2009 standing committee membership slate as shown on Attachment #58.

**The motion carried.**

Senator Bansal informed the Senate that Senator von Munkwitz-Smith will Chair the Nominating Committee during the 2008/2009 academic year.

13. New Business – none.

14. There was a motion to adjourn.

The motion was approved by a standing vote of the Senate.

The meeting adjourned 5:27 p.m.

Respectfully submitted,  
Robert F. Miller  
Senate Secretary  
Professor of Music

The following members and alternates were absent from the April 28, 2008 meeting:

Aronson, Lorraine  
Becker, Loftus  
Bouchard, Norma  
Boyer, Mark  
Bull, Nancy  
Callahan, Thomas  
Cantino, Marie  
Casapulla, Robert  
DeFranco, Francine  
Deibler, Cora Lynn  
Dunne, Gerald  
Etter, Katherine  
Evanovich, M. Dolan  
Facchinetti, Neil

Frank, Harry  
Givens, Jean  
Hiskes, Anne  
Hoskin, Robert  
Jordan, Eric  
Kelly, Kristin  
Kerntke, Michael  
Korbel, Donna  
Lanza, Jana  
Lipsky, Sue  
Lowe, Charles  
Marsden, James  
McHardy, Robert Ryan  
Morrill, Jr., R. Brooke

Olson, Sherri  
Ross, Stephen  
Rummel, Jeffrey  
Sanchez, Lisa  
Schmitt, Corey  
Silbart, Lawrence  
Taylor, Ronald  
Thorpe, Judith  
Trumbo, Stephen  
Wagner, David  
Weiss, Robert  
Woods, David

## ATTACHMENT #50

**Report of the Senate Executive Committee**  
to the University Senate  
April 28, 2008

The Senate Executive Committee has met three times since the March 31<sup>st</sup> meeting of the University Senate.

On April 11, the SEC met to discuss the progress of the Academic Plan and other Senate issues. The SEC supports the process of iteration and revision currently underway in the development of the Academic Plan, and thank the administration for their willingness to receive and use input from the broader community.

On April 18<sup>th</sup> the Senate Executive Committee met in closed session with Provost Nicholls. Afterwards, the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. There was considerable discussion on the proposal to charge graduate student tuition on grant, which led to the proposal at this meeting to look more fully into all of the ramifications involved. Also discussed was the Security Breach Protocol document being developed by the Administration; the Faculty Standards Committee reviewed this document and provided input. Vice President Anderson contacted the SEC noting that he can provide further information in answer to the question at the last Senate meeting on how size and dollars affect the research standings. It was decided that the Senate Budget Committee will put this on their agenda for the coming academic year.

On April 25<sup>th</sup> the Senate Executive Committee met in closed session with President Hogan. Afterwards, the SEC met with President Hogan, Provost Nichols, Vice President Aronson, Vice President Feldman, and Vice President Saddlemire. There was much discussion on the future building projects and anticipated space needs, including both renovation and construction of new buildings. One concern is that to meet current needs we should end up with at least as much new and renovated space as is currently available. Another concern is where to place new faculty. It was agreed that the SEC will have another meeting with the Administration to continue this discussion. Senator DeWolf also reported on a recent meeting with the Faculty Oversight Committee at the Medical School. The meeting was arranged by Provost Nichols to address the concerns of the Health Center faculty on the plan to increase interaction between the two campuses. The ad hoc committee appointed by the SEC to study this issue, chaired by Senator Hiskes and containing representatives from both campuses, will begin meeting shortly. The SEC extends their thanks to the Faculty Standards Committee for organizing the Promotion, Tenure, and Reappointment Forum this month. It was well attended and provides an excellent opportunity for those involved in this process.

The results of the recent Senate elections are as follows:

- New SEC members: Mark Boyer, Pamela Bramble, Susan Spiggle
- Committee of Three: Pamela Bramble
- Nominating Committee: Karla Fox and Debra Kendall

This is the last Senate meeting of the year, and as is customary, the SEC wishes to thank everyone for their service. In addition to what is prescribed in the by-laws, the Senate has continued to have input into many different areas within the University. The SEC is especially grateful to the University Administrators who have met with us on a monthly basis, both to keep us informed on current issues and to seek our guidance. In particular, we thank President Hogan and Provost Nichols for providing both the SEC and the Senate with opportunities for shared governance.

The core of the Senate's work is principally carried out by the standing committees. The SEC is grateful to all of the committee members, and especially to the chairs for their leadership. This has been an especially active

year for the committees, and they have been responsible for the many motions and discussions at the Senate meetings.

Senators Caira, English, Freake, Hiskes, Kurland, and Moiseff will be continuing members of the SEC. The SEC is especially grateful to Senators Bansal and Fox who are completing their terms. We have all enjoyed working with Senator McHardy, our student member. He has provided valuable insight into our discussions, and he has represented his fellow students well. I am especially appreciative to my colleagues on the SEC for their continued guidance and assistance in administrating the Senate.

The SEC thanks Senator Spiggle for her careful leadership in moderating the Senate. We also thank Robert Miller for serving as secretary and providing us with a comprehensive record of our proceedings.

Tammy Gifford first came to the Senate five years ago, and under her leadership, the Senate Office has made considerable advancements. The Senate, the Senate Standing Committees and Senate Executive Committee could not operate without her incredible strengths, her care for the Senate and her always careful guidance. As I reported last year, it has been a special privilege to work with her. I am so grateful for all that she has done to assist me as Chair.

Respectfully submitted,  
John DeWolf  
Chair, Senate Executive Committee  
April 28, 2008



**ATTACHMENT #51****Personal Thanks to the University Senate**

April 28, 2008

This is my personal thanks to all of you. I was first elected to the Senate 25 years ago. I remember looking forward to participating in the Senate. However, I could not have imagined how much my involvement over these years would contribute to my feelings about this University. While I have loved teaching and working with my graduate students, the Senate has provided the third dimension that has made this job so rewarding.

Through the Senate, we have been able to share in the governance of the University. It is because we have been willing to come together and discuss issues and policies, often with different views, and because we all care about this University, that we have assisted in its upward trajectory. This is the body in which faculty, professional staff, administrators and students come together on a regular basis, and this is where we assure that all views are heard. Your willingness to continue to serve, in spite of your busy schedules and responsibilities, maintains a strong Senate. Keep up the great work!

In conclusion, I have always enjoyed being a member of the Senate, I have appreciated being elected to the Senate Executive Committee, and I have been honored to serve as your Chair. Thank you. I wish you all the best in the coming years.

Respectfully submitted,  
John DeWolf  
Chair, Senate Executive Committee  
April 28, 2008

## **Report to University Senate on The Regional Campuses**

April 28, 2008

### “Increased Success through Focus”

The regional campuses do not attempt to be all things to all people, nor do they aspire to be miniature Storrs's. Instead, they each have a 1) mission or missions (special academic content areas which include faculty research) on which they focus their academic programming, in addition to providing 2) general education and 3) a good start through excellent student support services to those students who plan to transfer to Storrs after one or two years. In addition, as befits their locations, they have 4) a significant commitment to community outreach and public engagement. Although the regional campuses emphasize undergraduate education, we must not forget that there are excellent graduate programs offered through Business, Nursing, Education, Marine Sciences, and Public Policy.

Over the past few years, the regionals have focused their resources on the four areas that I just mentioned—academic missions, general education, student support, and public engagement—with some degree of success, despite the fact that the regional budgets have remained basically flat, through re-aligning resources, as they become available, with the goals of each campus.

Enrollments have increased, and, after a dip in SAT scores several years ago, SAT scores again began to rise this year. SAT scores, however, must be considered in the context of other important aspects of the regional campus mission, namely, diversity and access. The regional campuses serve as a conduit or portal to the University of Connecticut to many first-generation students, often, but not exclusively, students of color, who for personal or financial reasons will not leave home for a residential experience at Storrs or elsewhere. For example, one-third of the students at the Greater Hartford Campus are from under-represented groups. Additional students transfer to the regional campuses from community colleges, and some regional campus students transfer to Storrs. We are working to making access to a University of Connecticut education as seamless as possible at all our campuses in conjunction with the community college system.

As faculty retire or leave, we are replacing them in areas of strategic importance to each campus, for example, with increased faculty for

Maritime Studies and Coastal Studies at Avery Point in conjunction with the Department of Marine Sciences and others. In order to realize more fully the academic mission of each campus I will transfer the salary lines of all full-time faculty members from the regional campus budget to that of the appropriate Dean this summer, with the stricture that regional campus salary lines cannot be used at Storrs. This is almost entirely a CLAS transfer, with some significant transfers in the School of Business as well. Faculty lines and degree programs should be the responsibility of academic deans and department heads. I am happy to report that both CLAS and Business have this year already made significant progress in assuming increased responsibility for academic programs at the regional campuses. I would like to especially thank CLAS Associate Dean Ernie Zirakzadeh for this administrative assistance this semester.

Each campus has also prepared its own Academic Plan, which will now be aligned with the University's Academic Plan, and will serve as a basis for master planning (buildings and grounds) in the next academic year.

Resources have been strategically realigned for continued development of student support services, such as advising, writing, Q, internships, honors, career counseling, and study abroad. Much appreciated assistance continues to be provided by the Institute for Teaching and Learning in making classrooms hi-tech and tech ready and in providing substantial instructional support and programming. The University Library has been highly supportive in helping plan a Learning Commons at each campus.

As you can see from the individual campus reports, the public engagement efforts of these campuses are truly extensive and remarkable, such as the renowned Litchfield County Writers Project at Torrington, the Osher Lifelong Learning Institute at Waterbury, University Pals at Stamford, and the multi-faceted outreach to middle and high school students at the Greater Hartford and Avery Point campuses. I also want to note how impressed I am with the community volunteer work done by the students at these campuses and that is often organized through their very active student governments.

With the assistance of the Foundation and academic leadership, the regional campuses have also made good progress in fundraising, for example, a recent gift to Torrington, and several substantial scholarship donations to Waterbury.

None of this progress would have been possible without the sustained interest and support of the upper administration. Provost Nicholls has visited each regional campus every semester since he arrived several years ago, and President Hogan has already visited each campus. We are grateful to these leaders for recognizing and supporting the unique missions and contributions of the five regional campuses to the overall success of the University of Connecticut as a leading public land and sea-grant university, and look forward to another year of focused success.

**University of Connecticut  
Avery Point**

**Annual Report to the Senate  
2007 – 2008**

This report should be consulted along with the Department of Marine Sciences annual report recently submitted to the Dean's office of CLAS.

**ACADEMIC PROGRAMS**

**UConn Avery Point Degree Programs**

**Overall Statement: The four-year degree programs continue to add academic quality, enrollment, and strong interdisciplinary faculty teaching and research to the university and the campus.**

- Undergraduate major programs on campus have accumulated a combined enrollment of 225 students at the end of fall term, 2007. This number does not include first or second year students who are at this time shadowing the undergraduate majors. This number represented an increase of 13 students over the fall of 2006. Forty-six students graduated from the four major programs in 2007. New student enrollment was thus able to compensate for the numbers lost in graduation and to maintain about a 5% increase in total degree program enrollment at the same time.
- Coastal studies courses are taught on a regular basis by a tenure-track faculty of eight scientists in the fields of marine biology, physical oceanography, and marine chemistry; four full-time social scientists in the fields of economics of the ocean, marine agricultural economics, marine geography/GIS; and a half-time, end-date appointment in environmental science and ocean fish research. Although none of the eight faculty committed to the coastal studies program commits their entire time to the coastal studies program, the program has sufficient faculty at this point to support up to 100 undergraduate students. The program should be enriched over the next three years by additional courses in geography, taught by a tenure-track faculty member, and by the possibility of a tenure track faculty member in the area of environmental studies.
- Maritime studies core courses are taught by three tenured and tenure-track faculty members who work in the areas of literary studies and maritime/marine science history. A part-time, end-date appointment in maritime archaeology complements these core faculty appointments in support of the program's maritime archaeology minor. The campus is planning on turning this end-date position into a full-time position to enhance its international programming through study abroad courses in maritime archeology, education aboard tall ships, and a reef course in Belize. The maritime studies track curriculum is complemented by four full-time and tenured or tenure-track faculty members from the disciplines of economics, political science, and anthropology. These interdisciplinary faculty members also provide general education, related, and major courses to the maritime, coastal, and American studies curricula. The MOU signed recently with Mystic Seaport has resulted in cooperative research opportunities for maritime studies faculty and internships for maritime studies students. Avery Point maritime studies faculty planned and implemented the Exploring the Ocean on-the-water maritime and nautical training course

that was successfully offered in May of 2007. This program enables public university students to have an ocean experience closely tied to their fields of study at a fraction of the cost that other study abroad programs at private institutions charge. The campus is also in the process of developing an MOU with the Coast Guard Academy that will be focused on engineering and maritime contributions from both institutions.

### **Progress in Implementing an International Curricular Component at Avery Point**

**Overall Statement: Following the advice of the provost's latest draft of the Academic Plan, the Avery Point campus is focusing on its ocean and water-related mission in producing study abroad and faculty exchange programs to extend its reach to many points on the globe.**

- Avery Point now is sponsoring four study abroad programs, either in development or already offered, in Portugal, Belize, Sweden, and on the water for maritime studies. Academic subjects covered include reef fishes, maritime culture, nautical science, maritime archeology, and museum archeology.
- UConn Avery Point has established a memorandum of understanding with the University of Algarve in Portugal covering maritime archeology, marine sciences, and future faculty exchanges.
- Future study abroad program opportunities may include a renewal of the marine animal science program in Portugal, participation on the *Amistad* history of slavery maritime education program, and project research into underwater wrecks in the waters off of New England.

### **Master Planning and Enrollment Growth**

**The campus, given its current interdisciplinary matrix and its non-residential status faces significant challenges in meeting enrollment goals, and will need to address building, faculty, and student housing concerns.**

- The campus has set a target enrollment in 2010 for its three interdisciplinary degree programs of 240-260 students. Meeting this target will require the hiring of three new tenure-track faculty and two full-time staff into positions that will support all three programs. These hires will be positioned in a way that will enable them to provide research, courses, and service to all three undergraduate programs and the graduate programs in their respective departments. The recently approved honors and internship programs will require staff support if they are to be reasonably successful.

### **Campus Commitment to Hands-On/Experiential Learning**

**Avery Point's interdisciplinary and innovative approaches to learning, on the one hand, save money by encouraging faculty to contribute courses to a variety of theme-related degree and general education curricula. On the other hand, interdisciplinary curricula often require more resources to achieve coordination of curricula around interdisciplinary themes and to sort out the staffing and scheduling issues that evolve in that coordination process. The campus is advancing in the first area but is facing difficulties in the program coordination area, particularly when experiential learning programs are considered.**

- Avery Point exposes as many students as possible to experiential learning in the form of internships, advanced lab experiences, field work, and arranged internships. The campus' degree programs include a variety of experiential components that add to the academic quality, breadth, and uniqueness of the campus' academic programs.

- The coastal and maritime studies programs have taken effective steps toward establishing experiential learning curricula that focus on student internships, marine and maritime field courses, and hands-on training of various kinds. These experiential curricula will establish both programs as among the most unique teaching and learning centers in the country, where hands-on and theoretical learning in the sciences and the liberal arts come together. The Long Island Sound location and ocean-focused mission of the campus provide unique learning environments that combine graduate and undergraduate research and teaching programs. The May 2007 Exploring the Ocean study abroad program will serve as the flagship experiential component in maritime studies.
- The coastal studies and maritime studies programs combine experiential learning with the goal of involving undergraduate and graduate students in faculty-sponsored research projects. Given the advanced research record of marine sciences and campus faculty at UConn Avery Point, the undergraduate research program will eventually become the most advanced integrated program of its kind. Professors Rob Mason, Jim Kremer, and Pat Kremer of the marine science department and Professor Helen Rozwadowski of the maritime studies program, among others, have sponsored undergraduate research at Avery Point.
- Two of the four-year degree programs at Avery Point (coastal studies and maritime studies) have had research-based, upper division honors programs approved by the University Honors Program Board. The American Studies program is preparing an honors program proposal and will seek approval from the Honors Board next academic year. All three honors programs will provide their majors with the opportunity to carry out independent, original research under the supervision of outstanding research faculty. Each student will also have the opportunity to present the results of honors research to the broader academic community.

### **The Avery Point Bachelor of General Studies Program (BGS)**

**UConn Avery Point has a long tradition of excellent enrollments and committed faculty/staff effort attached to its BGS program. At the same time, the campus BGS program has recently had a difficult time sustaining enrollment in the face of increasing competition from Eastern Connecticut State University and other institutions. Enrollment often peaked at 200 students in past years. Several factors have recently reduced that enrollment to 111.**

- The campus has maintained approximately 400 students in its Storrs transfer program. At this time a sufficient number of highly qualified full-and part-time faculty provide general education courses in all four general education requirement areas for both Storrs transfer students and for Avery Point undergraduate program students. This program is projected to enroll approximately 450-500 regional transfer students by 2010.
- Distance education courses in pharmacy and nursing have or will enable the campus to transfer students to those programs without losing credit or time. Agreements regarding the availability of housing for regional campus students who are transferring to Storrs must include regional campus leadership if the campus is to maintain or increase its transfer to Storrs enrollment in the future. The Biology department, the Engineering school, and Business School will need to the number of transitional course sections they offer each semester if we are to ensure that students can most efficiently transfer to majors in those areas.
- As the regional campus with perhaps the smallest regional population with which to work, Avery Point's BGS program depends most directly on the quality and marketing focus of its BGS academic program. If the Avery Point campus is to succeed in re-capturing BGS enrollment, this coming year must focus on program evaluation and change related to regional markets and campus missions. The new theme-based curriculum must be established and then thought through at Avery Point to figure out its fit with the campus' market.

### **Academic Program Quality – Plans Supporting Undergraduate Programs**

- Adjunct faculty development programs: Over the past seven years, the campus has found

significant ways to increase the contributions made by veteran adjuncts, as well as those who are in fields that are an essential part of the Avery Point mission. These adjuncts have been hired to contribute to the teaching and learning on campus in ways that are in addition to their teaching responsibilities. Some of this effort has been directed toward faculty development programs provided through the campus Academic Services unit. Some of it has been directed toward particular adjuncts whose research backgrounds fit the needs of particular Avery Point programs that are not yet sufficiently developed to hire full-time faculty, such as maritime history and archeology. Others have been brought on to carry out programmatic research in areas for which they had special expertise. This program has provided adjunct faculty with the kinds of experience that capitalized on their special talents while enhancing the quality of campus offerings. So far the campus has managed to find the funds out of its own budget to forward this program. Any expansion of this program at this time would require new funds.

- Increased use of teaching assistants: The campus is increasing its reliance on teaching assistants as a means of enhancing research on campus and encouraging undergraduate and graduate students to work together in faculty labs and in independent and internship courses. This approach enables the campus to adhere to its integrated ocean mission. This past academic year the campus, working with the Department of Marine Sciences and several other CLAS departments, added three TAs to the campus instructional ranks (for a total of six), in physics, chemistry and English. The advantages gained by bringing more TAs to the campus are clear: They are more involved in research relevant to the campus mission than are most adjuncts; they play a far more active role in the faculty research projects; and perhaps more importantly, they are excellent role models for undergraduate students who are involved in research.

## **The New Recruitment Office at Avery Point**

**Avery Point's ocean mission requires a specialized recruitment office that focuses on the unique markets that align with their special program needs while continuing to focus on the traditional needs of potential UConn students.**

The new director of recruitment has in place a recruitment plan that has met the needs of both degree program and two-year transfer students. Enrollment has increased over the past two years, but more importantly, the state and region are becoming more familiar with the campus' mission and its academic program offerings.

## **Military at Avery Point**

Groton has an established military history and population, and the campus is committed to maintaining the strong relationship the military has with higher education. Currently there are over 70 enlisted men and women, veterans, and dependants at the Avery Point campus; the number has been rising steadily and is expected to continue. They are enrolled in a variety of courses and majors. Veterans returning to or beginning higher education face a number of challenges, including funding needs, and medical and psychological conditions. Military at Avery Point (MAP) was formed by faculty and staff in the Fall of 2007 to address both the needs and the strengths of our military and their dependents. Campus staff field requests from active military and veterans about programs offered by UConn in general and Avery Point in particular. Some requests come from active military aboard ship and stationed abroad in anticipation of their separation from service. The Avery Point Web site provides over 60 informational links on a variety of veteran and military-related issues. Speakers from the Veterans Administration have come to Avery Point and met with students, staff, and faculty, many of whom are veterans, to explain some of what can be expected by veterans returning from combat areas to civilian life and to inform them of Federal and State resources.



## Diversity

UConn Avery Point is a highly focused marine science and maritime campus of the University of Connecticut located on Long Island and Fishers Island Sounds. As such, the campus's educational programs prepare graduate and undergraduate students to enter careers and professions directly related to coastal ocean and regional/seaside cultural environments. Given this highly focused campus program complex, UConn Avery Point must create diversity plans that build upon this focused mission. In every case, Avery Point undergraduate programs must reach out to influence students early in their school careers, in some cases during the elementary school years, to ensure that students in the region are exposed to marine science and maritime learning as early as possible. This early learning emphasis is especially applicable to the highly diverse populations of the nearby cities of Groton, New London, and Norwich, where immigrant populations and populations of color are prevalent.

Diversity is a high priority value in the UConn Avery Point strategic plan. The campus is projecting an enrollment growth of 742 to 948 FTE by 2009-2010. For that enrollment goal to be met, UConn Avery Point would need to prepare and attract approximately 10% of the enrollment increase number (206) or approximately 26 additional students of color to its three new degree programs. Strategies for reaching this goal are as follows, including techniques to assess and address needs and opportunities for improvement in recruitment and retention, marketing and communication, diversity education, and campus climate:

1. Maintain and enhance mentoring and tutoring programs that involve Avery Point students with school-age students from the region. To date Avery Point has instituted a marine scholars program for high school juniors and seniors, has hosted and helped sponsor the "Yes I Can" summer enrichment program for minority students on campus, and has begun to plan to be a part of the New London "Expect Great Things" career paths program for urban students. For three years the campus has involved undergraduate students, staff, and faculty as mentors to students in the Groton and New London School Districts, and hosted a Read Across America day.
2. Summer outreach programs have been developed with Mystic Seaport that have created an ongoing base of student interest in maritime and marine science and ocean-related subjects. A tracking system has been created to ensure that students enrolled in these summer programs have the opportunity to follow up on these marine and maritime experiences as they complete their educations.
3. Assistance has been provided to the Diversity Sub-Committee of the campus Community Outreach Committee in support of student and faculty initiated outreach programs. Avery Point has hosted several diversity speakers and matched faculty and students with science classes in New London.
4. The campus has added one retired member to the Avery Point special payroll whose job description focuses on building diversity and on organizing diversity programs. The position includes creating networks of campus and community members who focus on the creation of diversity events and direct support programs for under-represented students.
5. The Director of Student Activities has brought at least one performer or speaker a year to campus to speak to student audiences on subjects related to diversity themes, including violence among white supremacy groups and domestic slavery in Haitian immigrant populations.

6. The campus has increased the visibility of ocean and coastal careers and educational programs among first generation and protected class students in Southeastern Connecticut. This includes existing and new brochures, publications, videos, and Web site media distributed to under-represented student groups. The recruitment office at Avery Point is carrying this objective forward.
7. The campus is in the process of filling a tenure-track Native American studies position that will include responsibilities for courses in the Native American studies minor and the implementation of a Native American cultural center. This appointment would include connections with the Mashantucket Pequot Native American Museum.
8. The Avery Point Associate Vice Provost is serving for a fourth consecutive year on the Board of Directors for the Dr. Martin Luther King Jr. Foundation, and currently serves as its Treasurer. This Foundation Board membership funds five, \$20,000 (\$5,000 per year) scholarships for college-bound African American and other minority students. An Avery Point campus connection with this Board has placed the campus and UConn on the scholarship map in Southeastern Connecticut. Over the past three years, three MLK scholars have attended and made excellent academic progress at UConn.

### **Specific External Relationships**

**Avery Point does not attempt to be all things to all people. The campus focuses on outreach programs that extend its mission into the regional community in a way that benefits both the academic/research and regional communities.**

- The coastal studies degree program has benefited and will continue to benefit from support from Northeast Utilities and Dominion (the company that manages the Millstone nuclear plant in Waterford). The grants from these two companies fund graduate and undergraduate summer research assistant internships and have contributed to marine science enrichment programs. The third floor board room overlooking the Sound has been named in honor of Northeast Utilities.
- The maritime studies degree program has engaged in two outreach programs that will support faculty and student research, experiential course work for maritime students, and student internships:
  1. An MOU with the Mystic Seaport provides maritime studies students and faculty with discounted Seaport memberships and access to Seaport libraries and research collections for research projects. Summer and academic year student internships are also a part of this MOU.
  2. The American studies degree program has established internship and research opportunities for faculty and students at the following regional organizations: the New London Customs House, the New London Historical Society, the Eugene O'Neill Society, and the Mystic Seaport. New relationships are pending with marine industries in the area.
- The University's Technology Incubation Program (TIP), the director of the University's economic development program, and the leadership of Southeastern Connecticut's various economic development organizations (DECD, the marine cluster, the diversification committee, SE CT Economic Region, and CT Maritime Association) are currently meeting to decide on the venue for the future growth of the University TIP at Avery Point. At this point, a suitable on-campus space option is across Shennecossett Road on University property adjacent to the rest of the campus. A new Butler building facility that would accommodate TIP clients could be constructed on that site that would not conflict with campus parking or with new and renovated construction and demolition on the campus. The venue is also aesthetically attractive and would be professionally viable.

- The campus AVP has formulated an Avery Point Associates group that meets once a semester and once in the summer to provide support and advice to the campus. The group this year has raised over \$100,000 in support of Avery Point programs and has provided a great deal of in-kind support as well.

**University of Connecticut  
Greater Hartford**

**Annual Report to the Senate  
2007 – 2008**

**Enrollment**

Growth and diversity continue to be the hallmark of our UConn Greater Hartford Campus. Our minority population remains strong at 32 percent of our population. We have had modest success in diversifying our faculty and staff. However, we continue to work with department chairs to increase the diversity in our faculty.

Our freshmen class has increased to 373 students, who come from as far away as Kathmandu, Nepal and New Orleans, LA. The freshmen represent the rich multicultural, educational, and economic diversity of our student body. Our freshman students hail from 82 different high schools and two home school settings from Flower Mound, Texas to Staten Island, NY. Students from Stafford Springs, Danbury, and Fairfield join these students and those from the Greater Hartford Metropolitan Region to comprise our freshman class for a 3.25 % increase over 2006.

The Greater Hartford Campus continues to enroll the largest number of students of all the University regional campuses. In the Fall 2007 enrollment on our Greater Hartford Campus rose to 1284 undergraduate students. Among these students, we serve the largest number of state community colleges of any regional campus, attracting students from seven community colleges.

We also have the largest student FTE of all the regional campuses with an increase to 1016 students enrolled full-time. Among our full-time students we saw a significant upward leap of 10.64% in the 949 undergraduate students studying full-time.

In keeping with our expanding four-year degree and graduate degree offerings we experienced an increase in the 1195 students enrolled in degree programs.

Since relocating from Storrs to the Greater Hartford Campus to be close to our State Capitol and Legislature, the Department of Public Policy has doubled in enrollment.

Similarly, the Teachers Certification Program for College Graduates (TCPCG) continues to see phenomenal growth with a tripling of the number of students participating in the program this year. Students complete practicums in 26 school districts. The program graduates enjoy a 100% employment placement rate. Of that 100%, 98% are placed in Connecticut and 2% are placed out of state.

**Student Advising and FYE**

- In the wake of a number of retirements and resignations, we developed a comprehensive advising/service model. The major outcome will be student access to services and resources that were not available at our campus such as Honors, Study Abroad, Career Services, and FYE
- We designed FYE courses within a “learning communities” framework. INTD sections were dedicated to students by major. We had sections for students studying nursing, pharmacy, and business. Advisors from Storrs spoke, professionals from each field were invited to meet, and study groups were formed for courses they all had in common
- 80% of our first year students were registered for a section of FYE

- We awarded the first scholarships to our transfer students from community colleges due to our relationship with the Hartford Foundation for Public Giving. We are very excited about expanding scholarship opportunities thanks to this new relationship
- Created and offered an INTD 182 course dedicated to students on academic probation
- Designed and launched a new orientation to meet the specific needs of transfer students. We were very pleased with the component we added that encouraged faculty participation.

### **Writing Center**

- To-date the Writing Center has conducted 541 sessions with approximately 270 individual students on the Hartford campus
- Writing associates and tutors visited 21 classes, introducing students to the Writing Center and facilitating writing activities
- While the primary focus of the Writing Center has remained the one-to-one, 45-minute long tutoring session, we have also expanded our involvement to other activities
- The Writing Center has particularly worked on fostering partnerships and collaborations with other community and campus entities this year
  - The Writing Center worked with the Storrs Writing Center to build the Hartford Public High School Writing Room
  - Three undergraduate tutors conducted a workshop on essay-writing for Career Beginnings, a program that brings high school students to college campuses for exposure to college-level work
  - The essay contest this year and an Open Mic will be co-sponsored by the Writing Center and Associated Student Government
  - Writing associates developed resources for and participated in an ESL Forum hosted by the campus in coordination with ITL
  - In fall a Phd candidate in Social Work was hired as a writing associate in order to offer assistance to students in the School of Social Work for discipline-specific writing support
- The Writing Center assisted in the Writing Coordinator's assessment of all thirteen sections of Freshman English and these are now archived in the center, available to all instructors.
- Writing associates and peer tutors participated in a variety of professional development activities including bi-weekly meetings, resource development projects, and participation in the annual Storrs Freshman English conference.

### **Quantitative Learning Center**

- The Quantitative Learning Center (Q Center) is a place where the students can walk in and get help with Mathematics, Statistics, Chemistry, and Biology. Students receive help with their homework, quizzes, midterms and finals. In general, we assist them in getting a better understanding of the materials from a variety of classes. The Q Center currently shares a room with the Writing Center. However a space has been identified in the Undergraduate Building to house the Center, and, beginning Fall 2008, the Q Center will have a separate area. It will be housed on the same floor with the Writing Center, which will provide a Learning Commons environment. The Office of the Provost has provided resources to renovate the area and purchase the necessary furnishings and technology for the Center.

### **Center for Teaching and Learning**

- During the academic year 2007 – 2008, Steven McDermott, an instructional consultant from the Institute for Teaching and Learning, has helped faculty and staff on campus to learn and use instructional technologies. In addition to one-on-one consultations and classroom presentations, McDermott has brought numerous workshops to the campus covering topics that include: HuskyCT; PowerPoint; Web Design and Web Browsers. McDermott has opened the door to learning tools like CPS (classroom

clickers), podcasting and video/audio capture and editing. Acting as a technical consultant, McDermott also investigates and specifies technology for classroom and research use and has served the campus on several committees.

### **Information Technology Center**

- IT continues to support the daily technology operations and networking of all programs residing on the Greater Hartford Campus
- IT collaborated with campus based ITL personnel to bring training and resources to Hartford campus faculty. Training so far has included Microsoft PowerPoint, the University Vista e-learning system, and Web Design using Adobe Dreamweaver
- The Office of the Provost provided \$50,000 to upgrade seven traditional classrooms to tech-ready classrooms

### **Business and Technology Program**

The Business and Technology major continues to be a competitive, viable option for students seeking a business degree at the University of Connecticut. In 2002/2003, the Business and Technology major enrolled 34 students. Presently we have 195 declared Business and Technology majors. These figures are based on Business and Technology enrollments at the Greater Hartford, Waterbury, and Stamford Campuses. In 2002/2003 at the Greater Hartford Campus, 13 students enrolled in the major and currently 64 students are enrolled. Business and Technology students must complete required business courses at both the Hartford and Waterbury campuses; therefore, it is important to reflect our enrollments as such to best represent our major. In 2002/2003, the Greater Hartford Campus and Waterbury Campus enrolled 18 students and currently enroll over 121 Business and Technology majors. Current UConn students must apply to the Business and Technology major and the average cumulative GPA for admitted students in 2008 was a 3.347. We look forward to continued growth in the Business and Technology major and its high-caliber students.

### **Corporate Partnerships**

- Travelers and The Hartford co-sponsored events with the School of Business's Business & Technology major at the GHC to recruit potential interns and full-time hires.

### **Academic Internship Program**

- The School of Business's Business and Technology major is offering a 3-credit competitive Academic Internship Program for business students led by Kathleen Bailey in the Finance Department.

### **New Course**

- BADM 198: Me, Myself and My Money taught by Angelo Ramunni. BADM 198 was offered for the first time in Spring 2008 and 59 students registered. The course covers personal money management concepts that will help students establish and maintain their own financial independence.

### **School of Business Hall of Fame**

- John Freiheit, December 2007 Business & Technology graduate, will be inducted in the School of Business Hall of Fame in May 2008.

### **Psychology Program**

- *Psychology Program:* The 4-year rotation of courses to deliver the psychology major at the Tri-Campus entered its fifth year with 182 majors enrolled, approximately the same as last year. The number of majors at the Greater Hartford campus grew substantially from 84 in January 2007 to 97 in April 2008, an increase of 15%. In 2007-2008 Greater Hartford enrolled 474 students in General Psychology I and II and 268 students in upper-level Psychology courses. In the spring semester the four upper-level Psychology courses offered were all filled to capacity.

- **Research:** Dr. Kerry Marsh received funding for a major grant to establish a new Virtual Reality Lab at CHIP on the Storrs campus. We expect to establish a satellite research facility at Hartford next year. The new faculty member in clinical psychology, Dr. Amy Gorin, submitted a major grant application to NIMH in February.
- Research participation was required of all General Psychology students for the first time this year. The PSYC 202 Research Methods class conducted experiments in the spring semester and four students completed Independent Research (PSYC 297) courses. Dr. Gorin has established her research activities to the labs at Hartford and began data collection in the Spring semester.

## **Publications and Conferences**

### ***Publications:***

Lopresti-Goodman, S. ♦, Richardson, M. J., Marsh, K. L., Carello, C., Baron, R. M. (2007). Task constraints on affordance boundaries. In S. Cummins-Sebree, M. Riley, & K. Shockley (Eds.), *Studies in Perception & Action IX* (pp. 218-221). Mahwah NJ: Erlbaum. {conference poster abstract}

Richardson, M. J. ♦, Marsh, K. L., & Baron, R. M. (2007). Judging and actualizing intrapersonal and interpersonal affordances. *Journal of Experimental Psychology: Human Performance and Perception*, 33, 845-859.

Richardson, M. J. ♦, Marsh, K. L., Isenhower, R. W. ♦, Goodman, J. R. L. ♦♦, & Schmidt, R. C. (2007). Rocking together: Dynamics of intentional and unintentional interpersonal coordination, *Human Movement Science*, 26, 867-891.

Fowler, C. A., Richardson, M. J., Marsh, K. L., & Shockley, K. (2008). Language use, coordination and the emergence of cooperative action. In A. Fuchs & V. K. Jirsa (Eds.), *Coordination: Neural, behavioral and social dynamics* (pp. 261-279). New York: Springer-Verlag.

Richardson, M. J., Marsh, K. L., & Schmidt, R. C. (in press). Challenging the egocentric view of coordinated perceiving, acting and knowing. In L. Feldman Barrett, B. Mesquita, & E. Smith (Eds.), *The mind in context*. New York: Guilford Press.

♦ means grad student

### ***Paper Presentations:***

Lopresti-Goodman, S. ♦, Richardson, M. J., Baron, R. M., Carello, C., & Marsh, K. L. (2008, March). *Sequence, timing, and cognitive constraints on affordance boundaries*. Talk presented at the New England Sequencing and Timing (NEST) Conference, Haskins Laboratories, New Haven, CT.

Isenhower, R. W. ♦, Marsh, K. L., Silva, P. L. ♦, Richardson, M. J., & Schmidt, R. C. (2007, July). *Unintentional interpersonal coordination in autistic and typically-developing children*. Talk presented at the 14<sup>th</sup> International Conference on Perception and Action (ICPA), Yokohama, Japan.

Lopresti-Goodman, S. ♦, Richardson, M. J., & Marsh, K. L. (2007, July). *Task constraints on perceived affordance boundaries*. Poster presented at the 14<sup>th</sup> International Conference on Perception and Action (ICPA), Yokohama, Japan.

### ***Full-length articles in refereed journals:***

Noice, H., Chaffin, R., Jeffrey, J., Noice, A. & (2008). Memorization by a jazz pianist: A case study. *Psychology of Music*, 36, 47-61.

### ***Published Conference Proceedings:***

Chaffin, R. & Crawford, M. (2007, November). Unresolved dissonance? Subjectivity in music research. In Williamon & D. Coimbra (Eds.), *Proceedings of the*

*International Symposium on Performance Science (pp 155-160 ).* Utrecht: European Association of Conservatoires (AEC).

Lisboa, T., Chaffin, R., Logan, T<sup>#</sup>., & Begosh, K.T<sup>#</sup>. (2007, November). Variability and automaticity in highly practiced cello performance In Williamon & D. Coimbra (Eds.), *Proceedings of the International Symposium on Performance Science (pp 161-166 ).* Utrecht: European Association of Conservatoires (AEC).

Ginsborg, J. & Chaffin, R. (2007, November). The effect of retrieval cues developed during practice and rehearsal on an expert singer's long-term recall for words and melody. In Williamon & D. Coimbra (Eds.), *Proceedings of the International Symposium on Performance Science (pp 157-172 ).* Utrecht: European Association of Conservatoires (AEC).

***Conference Proceedings and Presentations:***

Ginsborg, J. & Chaffin, R. (2007, December). International Conference on Music Communication Sciences, 5-7 December, 2007, Sydney, Australia

Begosh, K.T<sup>#</sup>., Chaffin, R., & Barros, L.C<sup>#</sup>. (2007, August). Cued recall of memory for performance. Poster presented at the Society for Music Perception and Cognition (SMPC). Montreal, Canada, July 30-August 3.

Chaffin, R. (2007, August). Longitudinal case studies of practice and memorization: An overview. Paper presented in the Symposium on Longitudinal Case Studies of Practice and Memorization, Society for Music Perception and Cognition (SMPC). Montreal, Canada.

Chaffin (2007, August). Variation in highly practiced performance: The role of performance cues. Paper presented in the Symposium on Longitudinal Case Studies of Practice and Memorization, Society for Music Perception and Cognition (SMPC). Montreal, Canada.

Ginsborg, J. & Chaffin, R. (2007, August). A singer's very long term recall of words and melody. Paper presented in the Symposium on Longitudinal Case Studies of Practice and Memorization, Society for Music Perception and Cognition (SMPC). Montreal, Canada.

Logan, T<sup>#</sup>., Chaffin, R., Begosh, K.T<sup>#</sup>., Lisboa, T. (2007, August). Memorizing for cello performance. Paper presented in the Symposium on Longitudinal Case Studies of Practice and Memorization, Society for Music Perception and Cognition (SMPC). Montreal, Canada.

Chaffin, R. (2007, July). Coordinating thought and action in musical performance. In Symposium on *Expert memory in the performing arts*. Society for Applied Research on Memory and Cognition (SARMAC), Lewiston, MA, July 25-29.

Begosh, K.T<sup>#</sup>., Logan, T<sup>#</sup>., Chaffin, R., Lisboa, T. (2007, July). Expert memory in music performance: Effects of performance cues on recall and tempo variation. Poster presented at the meeting of the Society for Applied Research on Memory and Cognition (SARMAC), Lewiston, MA

Lisboa, T., Chaffin, R., Begosh, K.T<sup>#</sup>., & Logan, T<sup>#</sup>. (2007). Memorizing in cello playing: Practice, performance and expression. Paper presented at the 3<sup>rd</sup>



International Symposium on Cognition and the Musical Arts (SINCAM),  
Salvador, Bahia, Brazil.

**External Grants:**

"Implicit Attitudes and HIV Risk Behavior in Virtual Environments", Kerry L. Marsh (PI) & Natalie Dove Smoak (Co-I), 05/01/08 – 04/31/13, National Institute of Mental Health, approximately: \$2,400,000. (*other personnel: D. B. Portnoy (grad researcher), M. Crawford, M. Singer, & M. Weeks (collaborators), E. Santos, Jr. (consultant).* (status: will be funded, anticipated start date in April).

"Doctoral Dissertation Research in Decision and Risk Management Science: The Forest and the Trees: Cognitive Processes of Decisions about the Future", Kerry L. Marsh (PI, to fund research of: David B. Portnoy\*, Co-PI), National Science Foundation, 07/01/07 – 06/30/08, total costs: \$6,393.

**Internal Grants:**

"Computerized Communication as a Means of Making and Breaking Social Bonds", Kerry L. Marsh (with Jennifer R. Daniels\*), Small Faculty Research Grant, University of Connecticut, 2007, \$1,000.

**Department of Public Policy**

- The Department of Public Policy (DPP), located in the Library Building on the Greater Hartford campus in West Hartford, has an engaged set of faculty and staff working together to deliver high-quality graduate and undergraduate programs, pursue scholarly research, and provide public policy and survey research expertise to leaders in state and local governments in Connecticut and throughout the country. The Department also conducts research on behalf of private foundations and the federal government. This concludes the fourth year in the life of the Department (it was created in 2004).
- The Department delivers the Master of Survey Research and Master of Public Administration degrees and offers an undergraduate minor in Public Policy. In 2008, for the first time, *US News and World Report* ranked our MPA program among the top fifty public policy programs nationwide (out of 269). We also maintained our superior standing in Public Budgeting and Finance, where we were again ranked 7<sup>th</sup> in the nation.
- The Master of Public Administration program had 85 enrolled students at the start of the 2008 spring semester. This count includes 50 full time and 23 part time students pursuing the MPA degree, and an additional 12 working on graduate certificates in public finance or non-profit management. The MPA program had 8 graduates in 2007 and 45 are anticipated to graduate in 2008. The incoming class for fall 2008 will have about 25 students.
- The Survey Research program had 11 students enrolled and pursuing the Master of Arts in Survey Research in fall 2007. This program had 14 graduates in 2007. The incoming class for fall of 2008 will have about 8 students.
- The undergraduate minor in Public Policy that went into effect last academic year has garnered interest. This year among seniors who declared the minor, there were several who applied to the MPA program.

**Student Accomplishments**

- The Department is proud to acknowledge outstanding academic achievement of thirteen of its MPA students. On March 26<sup>th</sup> they were inducted into Pi Alpha Alpha, the honor society of the National Association of Schools of Public Affairs and

Administration. Students are eligible for membership if they have completed at least half of their public administration program requirements with a GPA of 3.7 or higher.

- Shane Van Hoesen presented, "Race/Ethnicity and Health Care: The Effects of Insurance Coverage" at the Western Social Sciences Association annual meeting April 23-26

### **Faculty Accomplishments**

#### **Professor Amy Donahue:**

- Appointed Department Head in August 2007
- Summer 2007 - Returned from sabbatical at Louisiana State University where she helped create and establish the Stephenson Disaster Management Institute at LSU, a research center for the study of emergency preparedness and response
- August 2007 received the *American Review of Public Administration* "best article of 2006" award with co-author Joanne Miller for "Experience, Attitudes, and Willingness to Pay for Public Safety."
- Recently awarded a highly competitive and prestigious research award from the Department of Homeland Security Center of Excellence for the Study of Natural Disasters, Coastal Infrastructure and Emergency Management. The 5-year study, "Risk Perceptions and Preparedness," will receive about \$500,000 in funding.

#### **Professor Robert Bifulco:**

- Selected by the editors of the American Education Research Association journal *Educational Evaluation and Policy Analysis* as one of their ten most excellent reviewers. He'll be recognized at the AERA Conference in March
- Served as a summer term guest instructor at the Maxwell School, Syracuse University
- Coordinated the Department's Speaker Series (co-sponsored by DPP/UCS).

#### **Professor Ken Dautrich:**

- Published two books in 2008: The Future of the First Amendment, co-authored with Dr. David Yalof, to be released in May; and a new textbook, American Government: Historical Popular, and Global Perspectives, also written with Dr. David Yalof, was published by Wadsworth and released in January 2008
- Asked by Governor M. Jodi Rell to interview State Commissioners to provide an information conduit to inform and develop her 2008 legislative agenda
- Currently chairing the Governors Task Force on Accountability in state government.

#### **Professor Bill Simonsen:**

- Named to the Commission for Peer Review and Accreditation (COPRA) Standards committee. COPRA is the accrediting arm of the National Association of Schools of Public Affairs and Administration (NASPAA)
- Chair of the NASPAA/COPRA Faculty Standards subcommittee. These standards are used to accredit Public Affairs and Administration programs nationally
- Chaired one MPA accreditation site visit to Boise State University, and also chaired the external review team for Syracuse University's Ph.D. program in Public Administration.

#### **Professor Thomas Craemer:**

- Will serve for the second consecutive year as the faculty coordinator for a group from the Graduate Association of Public Policy Students (GAPPS) to New Orleans 9<sup>th</sup> ward where they will work for more than a week rehabilitating structures in the 9<sup>th</sup> Ward
- Awarded the 2007 Outstanding Professor of the year award by DPP students.

**Professor Mark Robbins:**

- Serves as technical advisor to the Government Finance Officer's Association's Debt Advisory Committee.
- Currently on sabbatical at the Public Policy Institute of California.

**Adjunct Faculty**

- The Department has a number of highly qualified and enthusiastic adjunct faculty members. Currently they include:
  - Barry Feldman, former Town Manager of West Hartford and current Chief Operating Officer of the University of Connecticut
  - Jim Francis, West Hartford's current Town Manager
  - Alan Desmarais, Finance Director for Manchester, CT
  - Chris Johnson, Financial Services Director for West Hartford
  - Dr. Jennifer Dineen, University of Connecticut PhD and qualitative research expert
  - Betsey Parlato, Executive Director, Chapel Haven, New Haven, CT
- All contribute their vast talents and experience to enrich the DPP student experience.

**Sponsored Research**

- Grants and contracts serve three purposes at the Department of Public Policy. They provide support for graduate students, facilitate the research of faculty, and they help to build the reputation of the institution.
- Funded research grants totaled more than \$3,000,000 for AY 2007 – 2008. These include multi-year awards made prior to the academic year. These totals do not include policy analysis, survey research, and technical assistance projects for state and local governments.

**Town and Gown**

- In addition to a strong relationship with the West Hartford management, the Department co-hosts a Speaker Series that offers eight seminars over the course of the academic year. This year's guests included Joan McDonald, Commissioner of Economic and Community Development;; a panel of state and local officials discussing economic development; and an alumnus who is at the Office of Federal Drug Control Policy; as well as scholarly researchers from Louisiana State University, New York University, and the Public Policy Institute of California.

**New Programs and Initiatives**

- The Department of Public Policy entered its second pilot year of the Internship and Professional Practice Program for second-year MPA students. This program provides interns to state, local, and non-profit entities in exchange for support for their graduate assistantships. Internships were with the State of Connecticut Office of Policy and Management, Newington Public Schools, the City of Hartford, and the towns of Mansfield, Windsor, and West Hartford. The University of Connecticut also hosted interns at Storrs and the Greater Hartford campus. Employers are enthusiastically asking to participate again in the coming academic year, and find great benefit in utilizing our students' talents while teaching them valuable workplace skills.

**Workshops, Seminars, Professional Development, and Speaker Series**

- The Writing Fellows pilot has blossomed into an annual program that includes an adjunct stipend and involves faculty in a series of workshops related to writing over the course of the academic year.
- ESL Workshop: In conjunction with the Institute for Teaching and Learning, Freshman English at UConn Greater Hartford hosted a workshop this spring on how teachers can

best address the needs of ESL students. Presenters offered insights on the challenges ESL/EFL learners contend with as students at one of the region's premier universities as well as practical suggestions on how faculty members can best help students to meet those challenges. A multimedia presentation was offered in addition to break-out sessions that focused on discipline-specific pedagogical questions and quandaries.

### **Department of Public Policies Speaker Series**

- Jason Fletcher, Yale University, *Using Genetic Lotteries to Examine Impacts of Poor Health on Academic Achievement*
- Bill Simonsen & Amy Donahue, UConn Department of Public Policy, Public Opinion about Willingness to Pay for Homeland Security
- Brian Winseck, U.S. Office of National Drug Control Policy, Federal Drug Control Policy
- Local Economic Development Strategies: Joan McDonald, Commissioner, CT
- Department of Economic & Community Development
- Panel Discussion: Using Tax Subsidies to Attract Economic Development
  - Mark McGovern, Director of Development Service, City of Hartford
  - Ron Van Winkle, Director of Community Services, Town of West Hartford
  - John Rappa, Office of Legislative Research
  - Stan McMillen, Department of Economic and Community Development
- Voter Demand for School Choice: Sean Corcoran, New York University
- The Effect of Fiscal Incentives on Special Education Placements: Mark Lipscomb, Public Policy Institute of California
- Estimating Discrimination in Small Business Credit Markers: Lloyd Blanchard, Louisiana State University.

### **Hot Issues Forum**

- Amy Gorin, Assistant Professor of Psychology, spoke about weight issues within families
- Tina Brown, *Hartford Courant* reporter and author, spoke about AIDS activist Linda Jordan.

### **New Initiatives : Service-Learning**

The Office of the Provost has approved the Greater Hartford Campus as the site to officially begin to include a Service-Learning component in its course offerings. A small group of faculty and staff have been busy preparing and drafting the guidelines for the program and the Service-Learning Offices.

During the fall we hosted the first of what we hope to be an annual event, a Service Learning Forum. Our guest speakers were Dr. John Saltmarsh, Director of the New England Resource Center for Higher Education, University of Massachusetts, and Dr. Thomas Deans, Associate Professor of English and Director, Writing Center, University of Connecticut. On June 12<sup>th</sup> & 13<sup>th</sup> the Greater Hartford Campus will host a University-wide Service-Learning Institute on our West Hartford Campus.

### **Faculty/Staff: Promotions & Tenure, New Hires, Retirements & Resignations**

#### **Promotions & Tenure**

- Robert Bifulco, tenure granted and promoted to Associate Professor of Public Policy
- Gregory Kneidel, promoted to Associate Professor of English
- Vladimir Pozdnyakov, tenure granted and promoted to Associate Professor of Statistics

#### **New Hires**

- Kristina Gibson, Assistant Professor-in-Residence
- Gregg Gorneault, Temporary Program Specialist
- Nicholas Easton, For 08/09 Instructor-in-Residence
- Colleen Casey, Assistant Professor in Residence, Public Policy
- Esteban Diaz, Assistant Professor in Residence, Math, and Director of the Q Center

- Amy Gorin, Assistant Professor, Psychology
- Kathryn Libal, Assistant Professor, joint appointment, Human Development & Family Studies and Social Work
- Siskanna Naynaha, Assistant Professor in Residence, English
- Angelo Ramunni, Instructor in Residence, Accounting
- Kathleen Bailey, Instructor in Residence, Finance
- Mary Caravella, Assistant Professor in Residence, Marketing.

### ***Retirements***

- Russell Farnen, Professor of Political Science
- Robert Phillips, Professor of Philosophy
- Adriane Lyon, Director of Student Achievements
- Robin Simmons, Executive Assistant to Campus Director
- Beverly Manning, Humanities and Sciences Librarian.

### ***Resignations***

- Hilary Botein, Assistant Professor, Public Policy
- Ivory Copeland, Assistant Professor, Public Policy
- Andrea Hetling-Wernyj, Assistant Professor, Public Policy
- Timothy Rogers, Coordinator for Students with Disabilities.

### **Student Academic Accomplishments**

- Paula Lucuara was elected into Phi Beta Kappa, Honor Society.
- Twenty-four students have achieved the distinction of being named Babbidge and New England Scholars
- 160 students were named to the Dean's list for 2007.

### **Special Events, Concerts & Exhibits**

- Noche Latina Student Exhibit, Fall 2007
- Patricia Rosoff, *A View from Lacoste*, Spring 2008
- The Arensky Piano Trio's performance included fascinating masterworks from the classical repertoire. The artists were Katalin Vizmeg (violin), Neal Humphreys (cello) and Tamila Azadaliyeva (piano)
- Women and Their Guitars
- Matthew Shepherd Concert Series
- Jason Vieaux, classical guitarist
- Handler/Levesque Duo, international, swing, Gypsy, European music

### **Associated Student Government**

- The Associated Student Government and student clubs have been very active this year, sponsoring a variety of social events, tournaments, barbecues, bus trips, and performances. ASG established a monthly lunch time performance series, *It's Showtime!* Featuring a combination of comedians, interactive, hi-tech audience participation games, and a hypnosis show.
- Bus trip to New York City to Chinatown/Little Italy, Times Square and a New York Knicks/Orlando Magic game and October Fright Fest
- ASG continued well-established, recent and old traditions, such as sending a busload to the Homecoming Game at Rentschler Field
- Two days of "Welcome Back" breakfast socials at the start of each semester
- Start and end-of-year barbecues
- Discounted and subsidized ticket for Connecticut Transit bus passes and Six Flags Season Passes
- Students were involved in several community service activities such as:
  - "Shoes for African Youth" drive
  - Two ASG funded CureChief events held jointly with the Urban & Community Studies major program

- Two American Red Cross Blood Drives
- ASG funded the following eight academic and social clubs:
  - The Asian-American Student Association
  - The Ski & Snowboard Club
  - The World Club
  - The Muslim Student Association
  - The Indoor Soccer Club
  - The Urban Issues Club
  - ConnPIRG
  - The Human Rights Club
- The financial support given to the clubs resulted in the following:
  - Two additional NYC bus trips (United Nations and Chinatown)
  - Two seasons of competitive indoor soccer
  - Movie days and nights (Human Rights, ConnPIRG (11<sup>th</sup> Hour), and Urban Issues)
  - September 11<sup>th</sup>
  - Domestic Violence and World AIDS day observances
  - Two day trips to Mount Snow and Ski Sundown
  - International World Food and Geography Day.

### **Gifts**

UConn Greater Hartford Campus received a gift of \$25,000 from the Hartford Foundation for Public Giving to offer scholarships to transfer students from the capital region community colleges.

### **Town and Gown**

- The Greater Hartford Campus hosted, for the second year in a row, an update from Mayor Scott Slifka
- Faculty & staff represented UConn with a variety of literature at the two-day Celebrate West Hartford 21<sup>st</sup> Annual event.

### **Faculty Publications/Book Reviews**

- Theodore Dreiser's *The Genius*, edited by Clare Virginia Eby, University of Illinois Press
- Noel Cazenave, *Impossible Democracy: The Unlikely Success of The War on the Poverty Community Programs* (Sunny, 2007)
- Bornstein, A. and F. G. Coe. 2007. The genus *Piper* (Piperaceae) in Honduras. *Novon* 17: 11-19.
- Coe, F. G. 2008. Rama Midwifery in eastern Nicaragua. *Journal of Ethnopharmacology* 117(1): 136-157.
- Coe, F. G. 2008. Ethnobotany of the Rama of southeastern Nicaragua and Comparisons with Miskitu Plant Lore. *Economic Botany*, in press.
- Coe, F. G. 2008. Ethnomedicine of the Rama of southeastern Nicaragua. *Journal of Ethnobiology*, in press.
- Coe, F. G. 2008. Estudio Etnobotánico de los Garífunas de Nicaragua Oriental. Parte I. *Wani*, in press.
- Coe, F. G. 2007. Ethnobotany of the Rama of southeastern Nicaragua and Comparisons with Miskitu Plant. Annual Meeting of the Botanical Society of America. Chicago, Ill. *American Journal of Botany* 80(6): 138.

### **Partnerships & Outreach**

#### **Upward Bound**

- The Upward Bound/Conn CAP Program is for selected students in the ninth grade from Hartford Public, Weaver, and Bulkeley High Schools, who are either first-generation college students and/or from a low-income family background. During the school year the students meet on a regular basis at the UConn Greater Hartford Campus for

academic preparation, advising, curriculum planning, tutoring, and weekly developmental and enrichment workshops to strengthen their academic and interpersonal skills. Upward Bound/Conn CAP provides in- and out-of state college tours, field trips to career and college fairs, and assistance with the college application process. Following their 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades, students participate in a rigorous, six-week residential program in Storrs to advance academic skills in literature, composition, foreign languages, sciences and mathematics. Bob Brown, Greater Hartford Campus Student Support Services Program Manager, advises Upward Bound students who matriculate at the GHC and are admitted to the SSS Program. "I stay with them as long as they're on campus," Brown says.

### **Jumpstart**

- Jumpstart provides access to and preparation for the health professions for interested high school students who are the first in their family to earn a four-year degree, come from modest family means, and/or from backgrounds traditionally under-represented in healthcare. Ninth and tenth grade students enrolled in Hartford area high schools participate in Jumpstart. This academic enrichment program includes instruction in college preparatory courses with a focus on math, science, and language arts development through classroom and hands-on activities – a Jumpstart on topics and materials presented during the year. Participants are offered the opportunity to grow academically, socially, and emotionally through a rigorous program that requires students to achieve their personal best. A six-week summer program is hosted by the UConn Greater Hartford Campus. Students earn a stipend, and there is no cost to their parents or guardians.

### **Junior Doctors Academy/Senior Doctors Academy**

- The Junior and Senior Doctors Academy programs are 20-week, Saturday academic-year programs designed to increase the number of underrepresented and disadvantaged populations entering the health professions. The Junior Doctors Academy, for students entering the 11<sup>th</sup> grade, focuses on math, language arts, and proven test-taking strategies to increase SAT scores. Participants are registered to take the SAT with clear emphasis on college and career preparation. The Senior Doctors Academy is designed to enrich the participants' knowledge of and experience in health careers and to enhance their understanding of pre-calculus, inorganic chemistry, and writing, with clear emphasis on pre-medical college preparation.
- Jumpstart, Junior Doctors Academy, and Senior Doctors Academy are conducted in partnership with the University of Connecticut Health Center's Department of Health Career Opportunity Programs.

### **Human Development & Family Studies for High School**

- The HDFS 190: Individual and Family Development Course is offered at Bulkeley and Hartford High Schools through UConn's Early College Experience Program, and introduces students to careers in teaching, health and geriatric fields. The course provides three University credits for students who make a C+ or better and complete 40 hours of internship/shadow experience at various levels of the lifespan. Students use the same text as that of the UConn course but meet in a supportive environment of a Hartford high school class of 18 to 20 students.

### **College for Every Student** (formerly Foundation for Excellent Schools)

- College for Every Student (CFES) is a nationwide nonprofit that helps underserved students take steps to access, prepare for, and succeed in college. The Greater Hartford campus has partnered with Hartford Public High School to provide opportunities and mentoring support through "HPHS Students Come to College," a program and picnic for sophomore and junior students that includes participation by staff, several program coordinators, and the UConn Greater Hartford Campus

community. Our Greater Hartford Campus Admissions Coordinator also makes frequent visits to HPHS.

### **Student Tutoring Program at Hartford Public High**

- The UConn Greater Hartford Campus Writing Center, in partnership with the Storrs Writing Center, developed a Writing Room at Hartford Public High School. Tutors, who are primarily undergraduates at UConn Greater Hartford Campus, staff the Writing Room at Hartford Public two afternoons a week, assisting students with homework, college application essays, and articles for the new high school newspaper, "The Hoot."

### **Inroads New England**

- INROADS is a nonprofit organization which recruits minority students who are seniors in high school or in their first or second year of college for internships in business, engineering, nursing, research science, and technology-related firms. Students who are accepted into the program attend Candidate Prep Sessions to learn employment skills and to interview with sponsoring companies. Once selected by a sponsoring company, students receive a paid internship with that company during the summer months and school vacations.

### **ECHO**

- Our UConn Greater Hartford Campus is honored to house the Encyclopedia of Connecticut History Online, a website scheduled to launch on April 1, 2009, with a prototype available for viewing in April 2008. This website, designed to serve students, educators, researchers, journalists, and the public, will be a "first search" digital resource for authoritative information on Connecticut's history and heritage, with links to relevant sites, subject-related images, graphs and charts, and links to classroom-tested and teacher-approved lesson plans. State Historian and our UConn Greater Hartford Campus Assistant Professor Walter Woodard is coordinating the ECHO project, which is a joint effort of the Connecticut Humanities Council, the Office of the State Historian, and the University of Connecticut College of Liberal Arts and Sciences. ECHO is being produced in collaboration with Connecticut History Online (CHO), the image and primary source archive of the Connecticut State Library, Archive, and Museum, the Thomas J. Dodd Center at the University of Connecticut, and the Connecticut Historical Society.
- The UConn Greater Hartford Campus is an active member of the Hartford Consortium for Higher Education. The Consortium is a collaborative endeavor of twelve colleges, universities, graduate centers, and institutions clustered in the Greater Hartford area. The Consortium promotes academic collaboration among campuses, expands college access for area students, and helps connect the resources of higher education to the community.

### **CUREchief® Foundation Inc.**

- CUREchief Foundation is a non-profit organization which makes kerchiefs and hand-made cards for cancer patients. The UConn Greater Hartford Campus students, faculty, and staff generously partner with CUREchief to cut material, fold, sew, package, and make cards for cancer patients.

### **West Hartford Leisure Services**

- The UConn Greater Hartford Campus partners with the Town of West Hartford to make possible a community recreational facility which includes an outdoor court, a Challenger T-Ball field, three youth baseball/softball fields, and a playground on campus property at the corner of Troutbrook Drive and Asylum Avenue.



**University of Connecticut  
Stamford**

**Annual Report to the Senate  
2007 – 2008**

Enrollment

In Fall 2007, 1270 undergraduate students and 330 graduate students (MBA and EMBA) were enrolled at the Stamford Campus. Although the number of first-time freshmen decreased from 232 to 204 (primarily attributable to 25 fewer SSS students accepted due to funding limitations), the average SAT score increased from 996 to 1007, and class rank increased from 65 to 68. The number of transfer students increased from 57 students in Fall 2006 to 71 students in Fall 2007. In the BGS program, there were 272 students enrolled in Fall 2007, a decrease of 14 students compared to Fall 2006. Majors currently offered at the Stamford campus are:

American Studies  
Business and Technology  
Economics  
English  
General Studies  
History  
Human Development and Family Studies  
Political Science  
Psychology  
Sociology

Scholarly/Professional Activities and Achievements

The Stamford Campus faculty continue to be outstanding scholars and professionals in their respective disciplines. During the past year, the faculty published 35 refereed articles, delivered 31 refereed presentations at professional meetings, completed 41 non-refereed publications and presentations, secured 2 external grants, actively participated on 15 university-wide committees, served on 45 professional boards or committees, and engaged in 22 community service activities.

Organization and Management

After the tragic events at Virginia Tech, the Stamford Campus created the Task Force for Campus Safety. The purpose of the task force is to assess current safety practices and to develop a long term strategy to address campus safety. Thus far, the task force has identified four topic areas to examine and upon which to take action: (1) Domestic Violence and Sexual Assault; (2) Policies Related to Student Conduct; (3) Accessibility to Campus; and (4) Education and Awareness of Existing Safety Programs and Services. Several outcomes from task force discussions and assessments have produced the following: (1) Request for a campus-wide intercom system – which the University Administration has responded to with funding – and we hope to have the system operational by May 2008; (2) Installation of information brochures about domestic violence and sexual assault in every bathroom stall on campus; and (3) Campus-wide survey to seek comments and feedback about safety concerns, with data analysis to be completed by May 2008, and subsequent

discussions to follow by the Task Force. The Task Force meets quarterly, or as needed.

The UConn Stamford bus shuttle service to and from the Stamford Train Station has been operational for three semesters, and there has been increased ridership by faculty, students, staff and visitors. In order to meet the demands of the shuttle service, the campus has ordered a larger vehicle that will seat 24 passengers, including two seats that will provide wheelchair accessibility. The shuttle bus service provides free rides to and from the Stamford Train Station, Monday through Thursday, from 7:00 a.m. to 10:30 p.m. There is an average of 175 passengers that are utilizing the shuttle bus service daily.

There has been an ongoing demand voiced by students who wish to live near the Stamford Campus. The reasons for this request are twofold: reduce commuting time on the highways to and from campus, and seeking internships and part-time employment in downtown Stamford, which is the largest financial business center between New York City and Boston. Following the UConn Storrs model, the Stamford Campus will begin an Off Campus Housing Service in late April 2008. The web-based service will provide listings of available apartments, homes, condos, and other housing arrangements, and will include a Message Board that will help to match roommates.

The Stamford Campus website is modeled upon the Storrs Campus website, with daily information about current and upcoming events. Several links have been added, including Emergency Closing, Shuttle Service, Student Services, and Campus Parking. We will add an additional link in Fall 2008, which will provide updated information about all of the student scholarships that are available to Stamford Campus students.

The Stamford Campus conducted two searches for new tenure-track hires. Starting this Fall, Leslie Burton, Professor, will join the UConn Psychology Department, and Yu Zheng, Assistant Professor, will join the Political Science Department, with both based at the Stamford Campus. Dr. Burton comes to UConn from Fordham University, and Dr. Zheng from a post-doctoral fellowship at the Fairbank Center for East Asian Research at Harvard University.

#### Retention and Student Services

The Stamford Campus established the Professional Student Development Team (PSD Team), which consists of faculty and staff who meet monthly to discuss student retention and student support services. The PSD Team includes staff in Advising, Psychological Services, Disability Services, Career Center, BGS, Writing Center, Registrar, Bursar, and the Source for Learning (tutorial services for math and science). In addition to a wide range of issues pertaining to student retention and student services, the PSD Team dealt with the two new topics: (1) returning veterans from Iraq who may need counseling and psychological services and (2) the increasing numbers of cases related to academic integrity and student conduct.

In collaboration with UConn Libraries and the UEI, the Stamford Campus has held exploratory discussions to create a Learning Commons. There have been several meetings, which have included faculty, staff, and students, and the goal is create a "one-stop shop" for tutorial services, writing center, information technology services, and other related student support services in a location that is convenient and

accessible. Further discussions will be held in Fall 2008 to determine the feasibility of starting a Learning Commons and the funding strategies that will need to be addressed.

The Honors Program continues to provide UConn students with opportunities to enroll in Honors courses beginning with second-semester students. The Honors Program provides opportunities for students to engage in undergraduate research projects with UConn faculty, and there is an annual poster session held to showcase the projects. This year, an additional Honors activity was initiated, with the establishment of the Psi Chi Psychology Honor Society chapter for undergraduate psychology majors at the Stamford Campus.

The Writing Center services and programs have been greatly enhanced with the hiring of a Writing Coordinator, Serkan Gorkemli, Assistant Professor, who has experience and background in providing assistance to both faculty and students to enhance writing skills. The Writing Center offers regular workshops to faculty regarding W courses, plagiarism, and other related topics. A new program, the Peer Tutoring Program, was initiated this year, with students with strong writing skills helping other students on campus.

The Career Center continues to offer current students and alumni with a wide range of services, from seeking internships to full-time employment. The Center hosts two Career Fairs annually, where 25 to 40 employers have an opportunity to recruit UConn students and alumni. Several new activities were initiated this past year: Employer on Campus Recruitment, where specific companies and businesses can interview prospective candidates on campus, and the Campus Café, which is an informal information session in the campus concourse where students can learn about the job search process from the Career Center staff.

The Student Activities Office continues to provide a wide range of student activities and programs for students at the Stamford Campus. Special event programming, which includes films, speakers, Fashion Show, and off-campus recreational sports, have been enhanced this past year. As a result of these increased activities, the Student Activities Office will be relocated to a larger space on the second floor of the campus. The new office space will be named the Devin Gaines Student Involvement and Activities Center, in honor of Devin Gaines, who died tragically last summer, after completing his undergraduate education with 5 degrees, when he matriculated at both the Stamford and Storrs Campuses. Mr. Gaines was a Stamford resident, and was a valued colleague of UConn students and of the Stamford community; the UConn Board of Trustees officially approved the naming of the Center earlier this year.

#### Faculty Lectures and Symposia

The UConn Stamford faculty have engaged in research and scholarly activities, and many of them had a chance to share their findings with the campus community and also the external members of the Fairfield County community with the inception of the Faculty Colloquium Series. During Fall 2007, there were ten colloquia offered, with an additional 26 colloquia presented during Spring 2008. Faculty making presentations were: Jeff Lefebvre, Associate Professor of Political Science; John Knopf, Assistant Professor of Finance; Robert Bird, Assistant Professor of Finance; Mark Swanson, Professor of Physics; Sharon White, Director of Student Services and Dean of Students; John Zhang, Assistant Professor of Operations and Information

Management; Uluc Aysun, Assistant Professor of Economics; Felice Lesser, Adjunct Professor of Dance; Charles Yarish, Professor of Ecology and Evolutionary Biology; David D'Alessio, Associate Professor of Communications Sciences; Benny Widyono, Adjunct Professor of Economics; Jerome Schulster, Professor of Psychology; Pam Brown, Associate Professor of English; Steven Wander, Adjunct Professor of Art; Nehama Aschkenasy, Professor of Comparative Literacy and Cultural Studies and Director of the Center for Judaic and Middle Eastern Studies; Ingrid Semaan, Assistant Professor in Residence and Director of Women's Studies; Frederick Roden, Associate Professor of English; Katherine Pancak, Professor in Residence Center for Real Estate and Urban Economics; Eugene Kogan, Adjunct Professor of Political Science; Anne Farrell, Assistant Professor of Human Development and Family Studies; Walter Dolde, Associate Professor of Finance; Oskar Harmon, Associate Professor of Economics; Alex Wang, Assistant Professor of Communication Sciences; Gary Storhoff, Associate Professor of English; Kevin McEvoy, Assistant Professor in Residence of Marketing; Fidan Boylu, Assistant Professor of Operations and Information Management; Elena Levy, Associate Professor of Psychology; Serkan Gorkemli, Assistant Professor of English; William Alpert, Associate Professor of Economics; Kathleen Dechant, Professor in Residence of Management; Joel Blatt, Associate Professor of History; Wynd Harris, Assistant Professor in Residence of Marketing; Norman Moore, Associate Professor of Finance; Morgne Cramer, Associate Professor of English; Brian Waddell, Associate Professor of Political Science; Gary Storhoff, Associate Professor of English.

The faculty initiated a Human Rights Film Series this past year, in collaboration with the Women's Studies Program and the Center for Judaic and Middle Eastern Studies.

The Women's Studies Center and Women's Studies Program continue to offer an extensive range of lectures, seminars, workshops, and symposia at the Stamford Campus.

The Center for Judaic and Middle Eastern Studies has offered the "Lunch and Learn" lecture series for the past 10 years, which features lectures and symposia by national and international scholars.

#### New Curriculum Development

UConn Stamford students will be able to enroll in Introductory Chinese, beginning in Fall 2008. The arrangement with the Department of Modern and Classical Languages will utilize the distance education paradigm, with the course emanating from the Storrs Campus, where up to 5 students will participate, with an additional 15 students actively engaged from the Stamford Campus in synchronous mode via satellite connection.

The MbEIN accelerated nursing program will begin its operation at the Stamford Campus in January 2009.

There is ongoing discussion to explore the development of the undergraduate degree in Finance and Risk Management and the Master of Social Work. Also, the School of Law has indicated its intent to offer the Master of Law (LLM) degree at the Stamford Campus in the near future.

#### Educational Outreach

The UConn Stamford Campus is committed to providing opportunities for middle and secondary school students to explore and to engage in college readiness programs.

The University Pals Program is a college prep program for middle school students in the Stamford Public Schools. In Summer 2007, the campus provided 102 students with a chance to experience college life, by taking college courses taught by UConn professors, receiving support from UConn student mentors, and going on "internship" field trips for career exploration. The entire program is supported by corporate and business donations. The program will continue in 2008 with a new cohort of rising 8<sup>th</sup> graders participating, and will include students from the Norwalk Public Schools. For more information, please check the UConn Stamford website, which provides a link to the program.

The UConn Early College Experience Program offers high school students an opportunity to earn UConn course credit at over 130 high schools in Connecticut. The Early College Experience Program, in partnership with the UConn Center for Globalization and Commerce and the Stamford Chamber of Commerce, held its First Annual ECE Globalization Conference at the Stamford Campus. Ninety-five students from five high schools (AITE – Stamford; Shelton High School; Fairfield Warde – Fairfield; Bridgeport Aquaculture High School – Bridgeport; and RHAM – Hebron) participated in group panel discussions and PowerPoint presentations regarding the pros and cons of globalization.

The Stamford Campus Admissions Office has created a Speakers Bureau for faculty to present lectures on discipline-specific topics to high school students throughout Fairfield County. UConn Stamford faculty make presentations at high schools and engage in outreach activities. A brochure has been developed to promote the Speakers Bureau at high schools in the region.

### Community Outreach

The Stamford Campus has become Fairfield County's Communiversity, which is the integration of a public, land-grant university and a community center. During the past year, the campus has accommodated over 300 events that have included groups and organizations from the corporate, public, government, and non-profit sectors, which have chosen to hold workshops, symposia, lectures, conferences, meetings, and cultural arts events at the Stamford Campus. In order to meet the logistical needs of the groups wishing to hold their events on campus, we hired a full-time events coordinator, whose salary is partially supported by rent revenues from for-profit groups that use our space.

The State of Connecticut has initiated an economic development stimulus initiative that will allow film production companies to be eligible for a tax credit, should they choose to make films in Connecticut. This past August, Walt Disney Productions requested the use of the Schreiber Reading Room at the Stamford Campus as a location for the movie, "Old Dogs," which featured John Travolta and Robin Williams. The campus will be the location for another movie, "Everybody's Fine," which is a Miramax production starring Robert DeNiro, Drew Barrymore, and Kate Beckinsale, to be filmed on our campus in May 2008.

The Campus Art Gallery continues to be active in the local arts scene in the City of Stamford and the Fairfield County region. The 2008 calendar is filled with a wide range of exhibits: UConn Stamford Faculty, Staff, and Student Art Exhibition; Juried

Photography Show; J. Seward Johnson exhibition; Fiber/Quilt Exhibit; and Children's Illustration.

The Stamford Campus joined the Storrs Campus in commemorating Martin Luther King's birthday this past January. The campus hosted a community symposium to discuss Dr. King's historic "Letter from Birmingham Jail" and the event drew both campus and community participation in the dialogue. The campus will continue to offer the symposium in the years ahead.

### Distinctions

The Stamford Campus faculty and staff have been honored with several awards and recognitions during the past year, which include the following:

- Election to the Connecticut Academy of Science and Engineering: Charles Yarish, Professor of Ecology and Evolutionary Biology
- Selection to participate in the Humanities Institute (first regional campus faculty to be chosen): Joel Blatt, Associate Professor of History
- Selection, Computer World Honors Laureate (top 5 in world): edgelab faculty and staff
- Selection, Ackerman Scholar Award, School of Business: John Zhang, Assistant Professor of OPIM
- Selection, Connecticut Department of Culture and Tourism Award: Ira Joe Fischer, Adjunct Professor of English
- Selection, Educator of the Year Award, Stamford Chamber of Commerce: Michael Ego, Associate Vice Provost
- Finalist, Provost Award for Outreach and Public Engagement (first regional campus faculty member to be considered for award): Katherine Pancak, Professor in Residence School of Business

**University of Connecticut  
Torrington**

**Annual Report to the Senate  
2007 – 2008**

**New Hires:**

We have hired a new tenure-track American historian (Rob Forbes, who comes to us from Yale), a new technology professional (Andy Washington), a half-time program assistant for the Litchfield County Writers Project (Fiona de Merell), and appointed a full-time lecturer in Asian American History (Tina Reardon)—a position for which we have begun a national search. Additionally, we have begun a search for a full-time, tenure-track assistant professor in Composition and Rhetoric Studies (with a secondary specialization in Contemporary American literature, to complement the efforts of the Litchfield County Writers Project and its speakers series)—to begin this fall, and who will provide leadership to the Writing Center and serve as a resource for the teaching of writing on the Torrington campus. Thus, we continue to rebuild our staff and permanent faculty ranks—an essential step in our progress.

**New Courses:**

A number of new courses were offered this year, two, taught by Rob Forbes, continue to expand on our American Studies offerings: HIST 243, "Colonial America: Natives Americans, Slaves & Settlers 1492-1760" in the fall; and HIST 238 "African American History to 1865" in the spring. Additionally, we had two other new courses in the fall: PHYS 104Q, "Physics of the Environment with Lab"; and POLS 252, "Constitutional Law." These courses complement our majors in Human Development and Family Studies, General Studies, Business and Technology, Urban and Community Studies, Psychology, and American Studies.

**Torrington Campus Academic Plan:**

Thanks to the fine work of the Academic Planning Committee a full draft of the Torrington Campus Academic Plan has been shared with faculty, staff, students, legislators and the community. The plan states the overarching identity of the Torrington campus as "a landscape for arts and humanities." Embedded in this identity is an emphasis on interdisciplinary and multidisciplinary approaches to learning, which often occur naturally among Torrington Campus faculty. A major focus of the plan is on critical and creative thinking to educate our students for work and for life in a changing world. We have begun to implement various pieces of the campus plan locally and will continue to review the plan to ensure that it complies with the overall University Academic Plan, which was recently released. To continue our strategic planning process, we have appointed a Master Planning Committee which will begin meeting this fall in order to be prepared for the work with the consultant firm JJR Associates in 2009.

**Renovations:**

A major ADA renovation was completed this year. The new entrance, administrative offices, and other facilities improvements have not only made the campus more accessible, but also created a space that greets visitors as a polished extension of the University. But the physical transformation of the Torrington campus is only part of the story. Many faculty and staff—and even students—have been working diligently and creatively on a number of important initiatives.

As part of the accessibility project, all rooms were re-numbered. We made the following updates to our classroom technology with the support of University Information Technology Services: the Distance Learning equipment was relocated to classroom # 129, leaving room # 125 as a Computer Lab; we also renovated a seminar room (#130) complete with educational technology and installed updated audio-visual equipment in the Lecture Hall.

#### **Enrollment:**

The Torrington campus freshmen enrollment remains steady overall, and there was an increase in the enrollment in the summer SSS program. The profile of this year's incoming freshmen includes an increase in the mean SAT score (up 12 points) and in class rank (up 4 points). Transfer enrollment also remains steady at the Torrington campus.

While traditional student numbers were up 13% at the Torrington campus this year, the overall enrollment numbers were down, 286 in Fall 2007 compared to 311 in Fall 2006. This decline is due to a 50% decrease in non-degree students as well as a decline in Bachelor of General Studies students. This decline was expected as part of the re-structuring of the academic unit (Center for Continuing Studies) as well as due to changes to the general studies program.

Recent facilities improvements at the Torrington campus have contributed in positive ways to our recruitment efforts (especially among traditional undergraduate students); however we continue to struggle with the presence, course availability, and development of approved four-year programs at the campus.

#### **Diversity:**

The Torrington Campus Student Support Services (SSS) program, about to enter its third year, is our primary recruitment tool for underrepresented students and continues to grow. We have implemented the UConn Connects program, where campus staff members mentor SSS students, to support our retention efforts in this area. In addition to our existing close partnership with Torrington High School, we have expanded our pilot school program to both Terryville High School and New Milford High School—school systems with a greater degree of ethnic and socioeconomic diversity than their neighbors. Through these efforts, we seek to increase even further the number and type of diverse students at the Torrington campus.

The summer of 2006 saw the first ever class of high school graduates admitted into the Center for Academic Program's (CAP) Student Support Services Pre-Collegiate program at the University of Connecticut Torrington Campus, a program in place at Storrs, Avery Point, Hartford, Stamford and Waterbury. The Summer Program saw the numbers jump from eleven admitted students in 2006 to fifteen in 2007. The CAP program increases access to higher education for students with high-potential from underrepresented populations. Students are selected based on a variety of factors, including high school grades, rank in class, SAT scores, family educational background, and /or socio-economic status.

The Student Support Services Program prepares students for successful entry into, retention in, and graduation from the university in several ways. Students are required to attend a six week Pre-Collegiate summer program prior to the start of their freshman year. The program introduces students to the rigors of university life, helps them develop the discipline and skills required to succeed academically, and



provides orientation to the campus community and its available resources. Required University courses in English, mathematics, and study skills are an integral part of the summer program along with regular tutoring sessions and academic, cultural and personal development workshops. Successful completion of these courses, enable freshmen to earn up to seven college credits prior to fall matriculation.

During the academic year students are closely monitored by both faculty and staff. They are enrolled in a one credit First Year Experience (FYE) course designed specifically to meet their unique needs. They are assigned to a UConn Connects facilitator who is highly knowledgeable about the University and trained to help the student with specific problems or issues that may arise during the semester. And finally, as part of the program, SSS students participate both in team and individual meetings with the SSS Coordinator to ensure they are receiving the support and resources available so that they may reach their highest academic potential at the University of Connecticut.

On the faculty front, where we currently have two searches underway, we remain committed to attracting a diverse applicant pool as well. In addition, the recently completed ADA renovations ensure that we provide an environment that is friendly to all candidates—regardless of level of mobility. Our search for the Computer Technical Support Services I position resulted with a hire from one of our targeted minority populations.

#### **Student Activities and Achievements:**

The student lounge is the center of student activity on the Torrington Campus. Students relax, watch television, play games, study or talk, and use computers in the student lounge. Just off the student lounge, the UConn Co-op serves as the official bookstore for the University of Connecticut and carries snacks and supplies. Also within the student lounge is Chiane's Gourmet Cafe & Coffee Bar. Chiane's serves breakfast, lunch, and dinner, and specializes in homemade soups, salads, and sandwiches.

Associated Student Government (ASG) plans and sponsors many of the activities on campus throughout the year. Students go on trips to New York City, Boston, and Six Flags New England once or twice a year. On campus, ASG sponsors pizza parties, scavenger hunts, a Halloween Party, Thanksgiving Dinner, a hypnotist and magician and a staff/faculty vs. student softball game and cookout. Each semester a Stress Buster Table with goodies baked by faculty and staff is manned by faculty and staff to bolster spirits during finals and a massage therapist is sponsored by ASG. ASG also sponsors and assists with various community service events including a Red Cross Blood Drive and local food drives.

The campus continues to expand its ranks of student employees, so that we now have students working in every area including the Business Office, Technology and the Writers Project. One of our student employees, Stephanie Poniatowski, was the recipient of one of two Student Employee of the Year awards at the University, given out at this year's Student Life Awards.

For the second year in a row, the campus has planned a spring Academic Awards Ceremony to recognize Torrington campus students for their outstanding academic achievement. This year's event will honor a Babbidge Scholar and nine New England Scholars as well as Who's Who (27 students), Alpha Lambda Delta Honors Society (12

students), fall Dean's List (43 students). We also recognize scholarship recipients at this event and will recognize three recipients of Torrington Savings Bank scholarships and the recipient of the Women in Transition scholarship.

### **Fundraising:**

Members of the campus community have been working hard on fundraising and a variety of development initiatives. The generosity of an anonymous donor (\$250,000.00) to the campus and the Litchfield County Writers Project will allow for classroom # 123 to be re-created as the Whitson Gallery to open by this fall—and also for the establishment of ongoing programmatic and curatorial support.

As a response to the tragic loss of Kollin DeNegre, one of our incoming students last summer, the DeNegre family and the campus community have partnered to establish an endowed scholarship fund at Torrington—the Kollin DeNegre Memorial Scholarship. The extraordinary generosity and commitment of Kollin's family and friends, as well as gifts from members of the Torrington campus community, have pushed the fund well beyond the \$25,000.00 threshold necessary for endowment by the UConn Foundation. We will be making the first award of this scholarship at the Academic Awards Ceremony in May.

### **Litchfield County Writers' Project:**

Davyne Verstandig, director of the LCWP, developed an ambitious schedule of readings, performances, and lectures—and we continue to receive strong community support (both locally and from Storrs colleagues) as turnout at LCWP events continues to grow, increasing its loyal and enthusiastic following. LCWP has received excellent publicity this year, including some interviews on the NPR Faith Middleton show. We continue to develop our partnerships with local arts organizations such as the Warner Theatre and the Bantam Cinema as well as with Wisdom House, the Litchfield County Times and the City of Torrington. On April 15<sup>th</sup>, 2008, Davyne interviewed Tom Brokaw at the Warner Theatre.

An English 217 class, "Writers of Litchfield County: Fiction" in fall 2007 and a series, "The Creative Process" in spring 2008 were offered to the public and the response was extremely enthusiastic. Pulitzer Prize winner, Frank McCourt once again fills the campus auditorium to capacity. Other LCWP sponsored events this year were:

- Anne Chamberlain (pianist) and Peter Zay (cellist) concert, June 8<sup>th</sup>, 2007
- "Robert Frost"—Charles Van Doren read and discussed the poetry of Robert Frost (July 18, 2007)
- "In Memoriam: New York City, 9/11/01": Emmy award winning documentary and discussion with its director and president of HBO Documentaries, Sheila Nevins (September 10<sup>th</sup>, 2007)
- Barbara Parsons, author of *Reawakening through Nature: a Prison Reflection* and *Puzzle Pieces*, and a survivor of domestic abuse, discussed her experiences (October 25<sup>th</sup>, 2007, co-sponsored by the Psychology Department)
- "The Road to Reno" – John Jacob, director of the Inge Morath Foundation presented a slideshow and discussion of Inge Morath's book, *The Road to Reno* (November 26<sup>th</sup>, 2007)
- To celebrate National Poetry Month the LCWP is holding several poetry events in spring 2008 and also fund raising for Creative Sustenance, a food and money drive for three local shelters.

### **Community Outreach:**

The Community Outreach Committee worked with a small group from the community to create the inaugural World Food Day events in October 2007, and a steering committee that came out of that event has been meeting regularly at the campus. Outside groups working with the Community Outreach Committee use the facilities of the Eads Classroom Building throughout the year, including the following agencies and organizations:

The Department of Juvenile Probation  
 Explorations Charter School  
 Highlander Transition Academy  
 Girl Scouts  
 NW CT Arts Council  
 NW CT Chamber of Commerce  
 Susan B. Anthony Project  
 Substance Abuse Action Council (SAAC) – Northwest Task Force  
 Litchfield County Farm Bureau  
 Torrington Community Gardens  
 Winsted Area Peace Action

The Litchfield County Extension Center houses faculty and staff in the Department of Extension. Faculty and staff of the center conduct outreach education with individuals and groups throughout Connecticut in the areas of 4H and Youth Development, Commercial Green House Production and Management, and Dairy & Livestock Production.

The 4-H Program currently has approximately 400 youth enrolled in traditional club work. 4-H Clubs are small groups of youth ranging in age from 7-19 who come together under the direction of a volunteer leader to learn about a topic area or project. Project clubs currently include horses, reptiles, dairy cattle, beef cattle, sewing, sheep, goats, swine, rabbits, dogs, gardening and home arts. 4-H reached an additional 300 youth through programs conducted in conjunction with town parks and recreation programs throughout Litchfield County.

Program emphasis for the Dairy & Livestock Production program is focused on environmental risk management. Farm operators are trained to manage manure and fertilizer nutrients in a manner that poses the least chance of polluting the environment without sacrificing yield. Twenty-one farms comprising 11,660 acres are currently cooperating on the project. These farms spread approximately 18 million pounds of manure each year.

The Litchfield County Extension program is a provider of parenting education classes mandated by the CT judicial system for parents who are going through a divorce. These "Parenting Apart" classes train parents in what to expect from children in divorce situations. These classes were attended by 150 individuals last year.

The Master Gardener program conducts a training program in the spring for approximately 50 adults. The course involves an all day training each Wednesday from January through April. Upon completion these "students" give back to the community by giving 60 hours of service by answering gardening questions from consumers, manning booths at area fairs to answer questions and holding lectures and workshops for the general public. The number of consumers coming to the office to consult with Master Gardeners averages between 100 and 150 annually.

Outside groups use the facilities of the Litchfield County Extension Center on numerous occasions throughout the year. A listing of organizations and agencies from 2007 is below.

CT Forestry Association  
 NW Mental Health Authority  
 CT Fire Academy  
 Torrington Area Health  
 Litchfield County Dairy Committee  
 CT Department of Environmental Protection  
 Litchfield County Council of Elected Officials  
 Head Start  
 CT Dairy of Distinction Committee  
 CT Department of Emergency Management and Homeland Security  
 The Association of Connecticut Fairs, Inc.  
 CT Farm Bureau  
 CT Department of Economic and Community Development  
 CT Association of Retired State Employees  
 Anthem Blue Cross/Blue Shield  
 USDA Farm Service Agency  
 CT Association of Realtors

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Program emphasis for the Dairy & Livestock Production program is focused on environmental risk management. Farm operators are trained to manage manure and fertilizer nutrients in a manner that poses the least chance of polluting the environment without sacrificing yield. 21 farms farming 11,660 acres are currently cooperating on the project. These farms spread approximately 18 million pounds of manure each year.

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**University of Connecticut  
Waterbury**

**Annual Report to the Senate  
2007 – 2008**

### **Introduction**

The 2007-2008 academic year was a great success, full of many changes and accomplishments at the Waterbury campus. The campus experienced growth in student enrollment, growth in academic program offerings, and growth in community outreach endeavors. With the dissolution of the Tri-Campus administrative structure, the campus reorganized administrative functions to streamline responsibilities and to manage a reduced workforce due to retirement and relocations necessitated by the disbanding of Tri-Campus.

The campus's four-year undergraduate programs in American Studies, Business and Technology, General Studies, Human Development and Family Studies, Psychology, and Urban and Community Studies continue to flourish as do the campus' part-time Masters in Business Administration program and Masters in Nursing. In addition to these programs the campus added two new graduate level programs: the Master's Entry into Nursing (MbEIN) and the Teacher Certification Program for College Graduates (TCPCG).

The Waterbury Campus places great emphasis on community outreach and engagement. This is evidenced by the addition of a new position dedicated to External Affairs; by the campus faculty, staff and students' extensive outreach activities; and the campus community's embracing of the very successful Waterbury Campus Osher Lifelong Learning Institute.

The campus is very proud to announce new scholarship opportunities. The five adult children of the Aburdene family have recently established a scholarship fund through a generous endowment totaling more than \$100,000. One scholarship is in the name of their parents, Felix and Olga Aburdene, and the other in the name of Philip Benevento, a high school English teacher who greatly influenced their lives. Dorothy Bessette-DeSomma '66 and Martin DeSomma D.D.S. '66 met while they were undergraduate students at UConn Waterbury and have committed \$100,000 to support scholarships at the Waterbury campus. Dr. and Mrs. DeSomma have established an endowment to assist financially challenged students, a decision that they attribute to their working-class upbringing.

### **Enrollment**

Waterbury campus freshmen enrollment remains high. The campus had a slight increase (1.1%) from fall 2006 to fall 2007. The profile of this year's incoming freshmen increased dramatically over last year's: +17 points on the SAT (avg. now 1017) and +3% points in the rank in class (now top 72%). The SAT increase is larger than any other regional campus and our rank in class is now the highest of all regionals.

Overall student enrollment also continues to grow at the Waterbury campus. Total enrollment for the fall 2007 semester was 1014 students, up slightly from 1003 students in the fall of 2006. The 2006/2007 academic year saw an increase in undergraduate FTEs from 711 in the fall of 2006 to 730 in the fall of 2007.

### **New Programs**

The Waterbury campus is pleased to announce two new programs available in Waterbury: the Master's Entry into Nursing (MbEIN) and the Teacher Certification Program for College Graduates (TCPCG).

### MbEIN Waterbury

In February 2007, then Interim Dean Carol Polifroni was awarded a grant from the Connecticut Department of Higher Education to expand the successful Storrs-based MbEIN program to the Waterbury campus. Susan Furlong, MS, JD, RN was hired to coordinate the program which included, among other responsibilities, hiring faculty and recruiting students. These activities took place throughout 2007, and a 2008 implementation date was established.

Fifteen students began the MbEIN Waterbury program on January 5, 2008. The students enroll in fifteen semester credits with course work offered on Fridays on the Waterbury campus, clinical resource laboratory experiences on Saturdays offered in the simulation laboratory at Naugatuck Valley Community College through a collaborative arrangement established by Associate Dean Polifroni (and accompanied by a grant provided by the state for equipment), and clinical experiences Sunday through Thursday at agencies in or near the city of Waterbury.

The students continue courses throughout the summer and fall and will graduate in December 2008. They will join the Storrs-based students in a combined graduation ceremony and will also enroll in a NCLEX review course offered at a site in either West Hartford or Storrs.

In addition to the on-site coordinator of the MbEIN program, there are currently five Nursing faculty members teaching in Waterbury this spring, eight in the summer, and six in the fall. These faculty members are scheduled for classroom and clinical teaching.

The MbEIN program in Waterbury faces some challenges. These include classroom and office space in an already *at-capacity* campus, computer needs, integration of nursing faculty into the Waterbury campus and the School of Nursing, and access to computer labs and library facilities when needed throughout the year.

Future plans for the MbEIN program in Waterbury include expansion of enrollment to 32 students beginning in January 2009, the securing of resources for a permanent on-site part-time coordinator, and the establishment of a team of qualified faculty for classroom and clinical teaching.

### TCPCG Waterbury

The Neag School of Education's Teacher Certification Program for College Graduates (TCPCG) is an accelerated M.A. program leading to Connecticut initial teacher certification in a variety of critical shortage areas at the middle and high school levels. It has been running successfully at the Greater Hartford regional campus since 2003. Hundreds of critical shortage area middle and high school content area teachers have been prepared there since that time. Currently, the program is in the midst of expanding to the Waterbury regional campus. A dedicated clinical faculty person and program assistant have recently been hired to support the program's expansion to Waterbury. Additionally, a new cohort of 17 graduate students will begin their teacher preparation program starting summer session I, 2008. In total, the TCPCG will be preparing almost 70 critical shortage area middle and high school teachers across both regional campuses during the 2008-2009 academic year. Graduate students at the Waterbury regional campus TCPCG will be working within the Waterbury Public Schools and taking part in the CommPACT Schools initiative.

### **Student Services**

The Waterbury Campus Student Services Office has more to offer than ever before and is designed to meet a broader array of student needs. The suite is open from 8:30 am until 8:30 pm and provides registration, bursar, financial aid, and veteran services as well as admissions, advising, and career services. Non-degree and BGS advisors are now housed in the student services area, making it even more convenient for students to complete any transactions they need. Whether it is scheduling a tour of the campus or requesting an official transcript or

anything in between, our students are met with a friendly, cross-trained staff who can direct them appropriately.

### **Student Affairs**

The Waterbury campus Student Affairs Office organized several major campus programs throughout the 2007/2008 academic year. These included the New Student and Parent Orientations, the Annual Award Ceremony and, in conjunction with the Student Activities Office and Associated Student Government, a monthly comedy program at the Palace Theater.

The office spearheaded a number of technology initiatives including the creation of a bi-monthly pod cast, "Notes From the Dean," that informs students of important dates and information; the reconstitution of the 1997-2004 cable access television program, "From the Campus," into an audio pod cast highlighting different aspects of the University of Connecticut; and the creation of a web-based system for incoming students to select a summer registration appointment.

Within the Office of Student Affairs, the Freshman Year Experience Coordinator revamped summer registration for entering students. This included the implementation of a student Summer Registration Assistant Program to work with incoming undergraduates and the development of a training manual for Summer Registration Assistants.

### **Career Services**

The campus is very pleased to report a new part-time, special payroll, Career Counselor, Susan Hyde-Wick, who reports to the Waterbury campus Office of Student Affairs. In the short time this service has been made available to Waterbury campus students, the counselor has held sixty-six individual career counseling appointments with forty-one students, counseling on topics ranging from choosing a major to study abroad options. In addition to these one-hour individual appointments, the counselor met with an additional 21 students on a drop-in basis. The Career Counselor also conducted presentations to a total of 126 students. Activities and topics included in these presentations included the administering of the Myers-Briggs Type Indicator, an overview of Career Services, resume building, and information sessions on UConn's Study Abroad programs. The office also established relationships with community organizations and employers in an effort to develop partnerships and ensure that UConn Waterbury students can secure jobs, internships, and volunteer opportunities.

Student surveys have confirmed the need to continue and expand this service and a goal of the Waterbury campus is to make this service available to the Waterbury campus student population on a permanent basis.

### **Student Support Services (SSS)**

SSS students at the Waterbury campus continue to thrive academically, culturally, and socially. The goal of SSS is to increase college retention and graduation rates of low-income and first generation students. Students are exhibiting their commitment to the University community as well as the outside community through the Associated Student Government, Peer Tutoring and Mentoring Programs, and other ethnic and academic organizations on campus. We are happy to report that our department, The Center for Academic Programs, sponsored a 40th Anniversary Gala "Celebrating a Tradition of Success" on October 20, 2007. This event was to honor our students and those who contributed to their success. Several students who started at the Waterbury campus attended this affair.

### **Information Technology**

The classroom technology used on the Waterbury Campus is a routine part of a students' school experience. As faculty demand for technology increases, appropriate on-site technical support



and equipment upgrades are needed. Faculty classroom instructional design is partially being supported by the ITL group in Storrs and daily support is handled locally at the regional campus level. All of our Waterbury Hi-Tech and Distance Learning Classrooms are being utilized to their fullest. There are eight state-of-the-art AV multi-media learning environments that are being used 14 hours per day. In addition the Provost's Office provided enough funding to outfit 60% of our traditional classrooms with Tech-Ready equipment. Local regional I.T. support installed all of the equipment over the summer and fall. We have dedicated I.T. staff for training our faculty on the use of this equipment. We plan to continue this training program throughout the semester.

Local IT multi-media services coupled with PC/Desktop support and training of the highest quality, dependability, and consistency, are important. Quality local support at the regional level allows instructors to focus on teaching.

### **Faculty Services and Events**

Through its Faculty Services Office, UConn-Waterbury continues to provide a variety of services to full-time and part-time faculty to help their academic life run more smoothly and their campus experience be more positive and productive.

A few of the seminars offered to faculty during the past year included:

- Classroom Performance System (CPS) Workshop – Fall '07
- "How Do We Engage & Motivate Students in the Classroom" – Spring '08
- "Learning from Students: Aligning Our Teaching and Their Learning" – Spring '08
- Met-Life Long-Term Care seminars – Spring '08
- ING seminar – Fall '07
- Code of Conduct – Spring '08

The Faculty Services Office, working with the Institute for Teaching and Learning, also makes arrangements for faculty to work one on one with the Institute's Program Specialist, Steve McDermott, on a wide variety of instructional technology needs. Steve McDermott is based at the Hartford campus and provides technical support to the Waterbury, Torrington, and Hartford campuses.

### **Institute for Teaching and Learning Faculty Liaison**

The campus, in partnership with the Institute for Teaching and Learning, continues to maintain this essential faculty support service at the Waterbury campus. The Faculty Liaison, Lisa Zowada, Adjunct Instructor, identified two key areas of faculty support needed at the Waterbury campus. These areas were assistance with instructional technology and opportunities to meet with other instructors to discuss teaching strategies.

In order to assist faculty with the use of instructional technology and to encourage others to incorporate technology in their teaching, a program was started last summer to recruit students to provide on site support, a program similar to ITL's Student Educational Technology Assistants (SETA) Program. Last year the campus hired one SETA to support the educational technology needs of our faculty. That student is graduating this year and the campus will be seeking new candidates for the coming year. It is the plan of the Faculty Liaison Zowada to establish a better system of supervision for the summer so that training can occur then, rather than in the fall semester.

Last year a lunchtime program was created called "Teaching Moments." This program offers the opportunity for faculty to share successful teaching strategies as well as seek ideas about how to meet challenges. While each of the "Teaching Moments" has a particular focus, discussion offers a chance to hear about some of the best practices of other faculty. "Teaching Moments" are regularly attended by a core group of 6-8 faculty members. "Teaching Moments" have revealed what a great resource we have in each other, and many great ideas come out of "Teaching

Moments." A particularly worthwhile idea that has emerged is to develop a list of faculty willing to open their classrooms to observation by other instructors. The Faculty Liaison would be responsible for finding out who would be willing and then helping to schedule these visits. Classroom observations would allow faculty to tap into another resource for teaching strategies and techniques.

Goals of this office for the coming year include coordination with ITL to build a library of videotaped workshops to show during "Teaching Moments" or make them available for individual viewing. This would be a way to bring workshops to the Waterbury campus in some form when low attendance doesn't warrant an in-person visit to Waterbury. The liaison will also strategize with the campus Outreach Coordinator and Lifelong Learning Director about how the Faculty/ITL office might work together with OLLI (Osher Lifelong Learning Institute) to maximize resources through shared events.

### **Diversity**

The campus's efforts toward increasing diversity continue; a final report will be available when fall admissions are complete.

A new campus view book has been carefully developed that depicts a diverse campus which is warm and welcoming to all identity group.

The campus also continues to promote diversity through a wide array of multicultural credit curriculum offerings and through the Osher Lifelong Learning Institute. On April 2, 2008 the campus hosted "understanding Darfur" which featured a documentary, The Promise, which explores genocide in Darfur. On April 16, 2008 the campus hosted "Remembering the Holocaust" which included presentations by Holocaust Survivor Anita Schorr with Poet Stephen Herz. Anita Schorr spoke about her experience as a child survivor of the Theresienstadt ghetto and Auschwitz concentration camp and Stephen Herz delivered poems with themes corresponding to the timeline of Anita's experience. This event was preceded by a luncheon for survivors co-sponsored by the Osher Lifelong Learning Institute.

Student Activities and other campus departments continue to work toward maintaining an environment that is positive and welcoming of all identity groups, ideas, issues, and human experiences. In January 2008, the campus sponsored the film, Eighth Fire, along with a drumming circle to promote awareness about the Anasazi, a Native American ethnic group. In March 2008, Parisa Montarazan, of MTV's Real World, spoke on being Muslim American before and after 9/11. On April 24, 2008, Dr. William Petit was the featured speaker at a student-sponsored "Take Back The Night" event to raise awareness about violence against women. Student Activities also hosted an art exhibit by the "Closeline Project," during the week of April 21-25, 2008 to raise awareness about violence against women.

### **Outreach Initiatives**

The opening paragraph of the recent draft of the University's Academic Plan states that as a land and sea grant institution the University of Connecticut "is committed to active engagement with the larger community ..." The Waterbury campus embraces this commitment and places great emphasis on the role the campus plays within the greater Waterbury community. The campus, in its own academic plan, affirms its obligation to provide community engagement and lifelong learning.

In support of this mission, the campus added a new position dedicated to External Affairs, Tracie Borden, Director of External Affairs. This new position, coupled with the very successful Osher Lifelong Learning Institute (OLLI), headed by Brian Chapman, Director of Outreach, puts this commitment into action.

The Osher Lifelong Learning Institute at the University of Connecticut, a community-based outreach initiative, met all grant renewal requirements and received a second \$100,000 grant in spring 2008. During the inaugural year of OLLI at UConn, the total number of enrolled members was three hundred and eight (308). OLLI has served members from forty four (44) cities and towns in Connecticut.

In less than one year, OLLI has partnered with over ten (10) external organizations and internal University departments. OLLI has also garnered the support and advice of lifelong learning leaders at the University of Southern Maine, University of Massachusetts—Boston, and Brandeis University. Through the work of faculty members in the Urban and Community Studies Program and the Human Development and Family Studies Department, UConn faculty have provided their expertise to the OLLI program in an advisory capacity and as leaders of special programming and courses. The UConn Waterbury campus has two full-time faculty members who specialize in Aging, Susan Eisenhandler, Assistant Professor Sociology, and Laura Donorfio, Assistant Professor HDFS—this has enhanced the power of the program and benefited faculty members and the OLLI members alike. Additionally, professional development for teaching and learning has been provided by Mary Alice Wolf, Ph.D., who is an expert on aging and directs a Gerontology Program at Saint Joseph College, West Hartford, CT, and E. Michael Brady, Ph.D., Professor of Adult Education and Osher Fellow at the University of Southern Maine. In spring 2008, Dr. Mark Schenker, Dean of Academic Affairs and Associate Dean at Yale University, led professional development for OLLI faculty by guiding a book discussion group based on Parker Palmer's work, *The Courage to Teach*. Some highlights of the over fifty (50) OLLI learning programs in its first year include:

- Sponsoring the Connecticut Film Premier of "Been Rich All My Life" featuring a live appearance from some of the stars and the filmmaker, Heather Lyn MacDonald.
- Launching the Visiting OLLI Scholars Program which provides learning activities facilitated by accomplished scholars, professionals, artists, and authors who are visiting the area.
- Partnering with the "Big Read—Greater Waterbury" and sponsoring a book discussion of *To Kill a Mockingbird*, by Mark Schenker, Ph.D., Dean of Academic Affairs and Associate Dean of Yale University
- Hosting a special talk by biographer, William J. Mann, author of, *KATE: The Woman Who Was Hepburn*
- Launching of the first intergenerational program (between OLLI members and traditional UConn undergraduates enrolled in separate courses related to New York City). The program entitled "Hooligans or Hard Workers? A Second Look at New York City's Five Points Neighborhood," included film, discussion, course work, and travel to New York.
- In 2008, Fran Brill, the first female puppeteer hired by Jim Henson, will be an "OLLI Headliner"

OLLI has successfully offered and completed eleven (11) courses in spring 2007 and twenty courses in fall 2007. OLLI offered thirty-two (32) courses in spring 2008. To date OLLI has also offered twenty (20) Lunch and Learn/OLLI Café Presentations as well as over a dozen special events. Additionally, OLLI has received the following recognition:

- OLLI was recognized by the University Provost for its success in Outreach and Public Engagement in November, 2007.
- OLLI at UConn was highlighted nationally by being invited to present a program at the National Meeting of Osher Lifelong Learning Institutes. Rita Quinn presented the program "Building Grassroots Support between OLLI and the University" in Phoenix, AZ on April 3, 2008.

- OLLI at UConn will receive national publication recognition through a publication in the *LLI Review* which will be published in fall 2008.

The Waterbury campus faculty and staff continue to be actively engaged in community outreach as evidenced by the following initiatives and activities.

- Kimberli Treadwell, Assistant Professor, Department of Psychology, has established a research partnership with Walsh Elementary School. Dr. Treadwell coordinates field experience placement with psychology students in multiple Waterbury sites. Research activities focus on cognitive approaches to understanding the development and treatment of anxiety and its disorders in children and adolescents. School-based research also focuses on outcomes of academic success and intervention options. She also recruits from schools, area hospitals, and community agencies for an ongoing clinical trial for the treatment of obsessive compulsive disorder in children and adolescents. Field experiences provide students with practical experience in understanding the multiple applications of psychology to work environments after school.
- In the fall of 2007, Dr. Ruth Glasser, Assistant Professor of Psychology and Lecturer in Public Policy, featured a project in her "History of Urban America" course, in which traditional students, many of them Urban and Community Studies (UCS) majors, partnered with older adults in the Osher Lifelong Learning Institute. A parallel course was taught for OLLI on the history of the Five Points neighborhood of New York, and a book used for the traditional class was used for the OLLI class. Intergenerational students intersected at a two-part showing and critical discussion of "Gangs of New York," and then participated together in a field trip, first to the Lower East Side Tenement Museum and then a guided tour to the former Five Points neighborhood [now parts of Chinatown and Little Italy] in which the traditional students were tour guides for the older adults. Approximately 50 people participated in this project, and both older and younger groups asked for more such collaborations in the future.
- During the fall of 2007, Dr. Glasser's course "Introduction to Urban and Community Studies" hosted its third successful year of service learning. Students participated for six weeks in volunteer work at a variety of local agencies tackling poverty in a multitude of ways, journaling and connecting their experience along the way to their readings and to class discussions. Student evaluations were overwhelmingly positive, most students saying that hands-on experience is an invaluable way to learn about urban problems. Agencies were pleased as well. This was the third year working with the Greater Waterbury Interfaith Ministries, which hosts a soup kitchen and a food pantry, and the second year working with the Waterbury Boys and Girls Club. The latter collaboration is run by an alumna of the "Introduction to Urban and Community Studies" course. In addition, two students from this year's class have on their own initiative started a volunteer class at the club.
- During the spring of 2008, Dr. Glasser taught "Exploring Your Community". Students have participated in several community-based field trips where they have, among other things, learned from experts and practitioners about brownfields and current downtown development efforts. The class culminates in April with a final project involving several sessions of restoration and educational work at a local swamp that abuts a high school and middle school.
- Dr. Glasser is leading Independent Studies tied to older adult learning. Two independent study students are learning how to use primary sources found at different archives within the community and to co-facilitate an OLLI called "Neighborhood of Memory," in which seniors are also becoming familiar with finding and analyzing a variety of community-based primary sources.

- Finally, Dr. Glasser is working with the Mattatuck Museum, which is mounting a spring to summer exhibit on Latino and Latin American artists. For their social history context for the catalog and the exhibit text, the curator is drawing upon some of Dr. Glasser's writings and oral histories collected by UCS students from a number of classes held during the past six years. Dr. Glasser is also working with the museum to identify participants for a panel discussion to take place in June that will feature migrant and immigrant Latinos.
- Dr. Laura Donorfio, Assistant Professor of Human Development and Family Studies, has engaged her students in formal and informal partnerships with community organizations to enhance curriculum and provide internship opportunities. Some of the organizations include New Opportunities of Greater Waterbury, Bergin Funeral Home, Angels Watching Over You, VNA Hospice, Loudon Legal Group, Women's Center for Health, Department of Child and Families, Safe Haven, The McAuley Retirement Community, and the United Way.
- In November 2007, UConn Waterbury students and staff participated in a food distribution program for needy families and individuals in partnership with the Connecticut Food Bank. UConn Waterbury students have also been engaged in civic and community outreach that touches the lives of diverse constituents in the City of Waterbury through a fall and spring Blood Drive, mentoring through Nutmeg Big Brothers/Big Sisters, and participation in Waterbury's "Mardi Gross," a program that provides a safe Halloween environment for city youth.
- Lillie Wright, Regional Coordinator of CAP/SSS, served on the national and state boards of the Association of Educational Opportunity Programs during the fall of 2007. She has also served on the planning committee for the national conference in spring 2008. Lillie represents the campus for the "KnowHow2Go Program," designed to establish a pipeline for first-generation and lower-income students to enter college. She has also been representing the campus in statewide planning for "College Goal Sunday," a program designed to assist first generation and low-income students and their parents with the financial aid process.
- Catherine Casey, Director of Student Services, has coordinated a partnership with the two inner-city, minority-serving Waterbury public schools (Driggs and Bucks Hill Schools). This program allows UConn Waterbury students to provide tutoring to students in the primary grades. During the fall of 2007, sixteen (16) UConn students provided support to the school and its students in the areas of Reading and Language Arts as part of a comprehensive literacy program at these two schools. This program has resulted in positive outcomes for the Waterbury public school students and UConn tutors; several of the tutors have made academic major selections and changes based on their overwhelmingly positive experience with the students served by this program.

## ATTACHMENT #53

## Commencement Committee Annual Report to the Senate April 28 2008

The commencement committee, whose members are recognized through the President's Office, is comprised of staff from the departments of public safety, parking, facilities, operations, food services, University events, public relations, Gampel management, ITL, and the Registrar. In addition membership includes the Alumni Association, the Student Union, Senior Year Experience, USG, Students with Disabilities and the UConn Co-op. Academically we have about 5 members of the faculty, administrators from the President's Office and the Graduate School. The committee is staffed and supported by Jennifer Morenus. Information from the office is also available through our Web site at <http://commencement.uconn.edu>.

The members of this committee are dedicated, without reservation, to making the Commencement and Convocation ceremonies a part of a happy and memorable family experience. Many 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 Rakos, from the UConn Coop, who has taken on the task of, not only, supplying caps and gowns to over 3,000 students, but also of issuing, of the order of 20,000 guests' tickets. The Coop, as well as the registrar's office and the graduate school, provides me with the detailed estimated attendance data, on a day-by-day basis, that allows me to plan seating and guest ticket allocations.

For the May 2007 commencement, we made a few more changes in how the ceremonies were carried out. On Saturday, May 6, the PharmD candidates received their degrees in the Rome Ballroom at 10 am while all other graduate students received their degrees at 2 pm in Gampel. We also experimented with separate ceremonies for the School of Fine Arts at 10 am in Jorgensen Center for the Performing Arts while CANR, Business, CCS, Engineering, Nursing, and Pharmacy were in Gampel. Then the NEAG School of Education held their ceremony at 2 pm in the Jorgensen Center for the Performing Arts and CLAS was in Gampel at 3 pm.

On August 24, 2007 Convocation was held in Gampel with President Austin presiding and incoming president Mike Hogan being introduced. The event was very successful with Gampel being nearly full.

Unfortunately, due to inclement weather, the December 2007 Commencement Ceremony was cancelled. It was decided to invite all those eligible to participate in the December ceremony to the May 2008 ceremonies.

The sense of organization and dignity with which the all of the various ceremonies were carried out could not have been accomplished without the assistance of another dedicated

group of individuals – the marshals. These are drawn from across the campuses and help to line up the students, march them to Gampel or Jorgensen, 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 in the days before the ceremonies and wear the awesome befeater hats.

It would be neglectful of me not to mention the significant musical contributions of David Mills, Jeff Renshaw, and the University Wind Ensemble. They provide the fanfares along Fairfield Road (where the students assemble in May) 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.

For the Undergraduate ceremonies, we engage the waiting families by presenting live video from a camera outside the pavilion on the large screen displays in Gampel. Concurrently, we have been fortunate in having the services of Mark Roy who gives the audience the history and background behind our Commencement ceremonies. In addition we have a pictorial history of the University that we display on the screens before ceremonies. So, as well as those listed in the first few paragraphs, I also tip my hat to the staff of Institute for Teaching & Learning who make these video presentations possible.

The Graduate School ceremony is a collaboration between the commencement committee and Greg Anderson, Jim Henkel and Tom Peters, and faculty volunteers. This event has grown and for the third year we will have photographers available in the student union in the morning of May 10 to take pictures of the Doctoral candidates being hooded by their advisors.

Finally, I 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.

The Commencement committee is a delight to work with. They are one of the most good natured group of collaborators that I have ever encountered who delight in reminding me of all the goofs and mistakes that happen behind the scenes.

Last, but not least, I must personally thank Ms. Jennifer Morenus and Ms. Arlene Michaud (who filled in for Jen while she was on maternity leave last spring) for all time and effort they put into making me look good. Without their efforts, I doubt that we would be as organized and successful as we are.

It is impossible to easily estimate the amount of work that is required to make the ceremonies successful. I 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.

Our plans for Commencement 2008 have been underway for many months and this will be the first time that Schools and Colleges will be conducting their own undergraduate

ceremonies. Each school and college has formed their own commencement committee, recruited marshals and will be adding their own special imprint on their individual ceremonies. There will be twelve events over two days as follows:

### **Saturday, May 10,**

<b>Saturday</b>	<b>9am</b>	<b>10 am</b>	<b>2 pm</b>	<b>5 pm</b>
Gampel			Graduate School	
Jorgensen				Fine Arts
Rome	Pharm D			Pharmacy

### **Sunday, May 11**

<b>Sunday</b>	<b>9 am</b>	<b>12:30 pm</b>	<b>2:30 pm</b>	<b>4 pm</b>
<b>Gampel</b>	Business	Agriculture		CLAS
<b>Jorgensen</b>	Education	Engineering		Nursing
<b>Rome</b>			Continuing Studies	

Respectfully Submitted by:

Michael J. Darre, Chair  
University Marshal



## ATTACHMENT #54

The University of Connecticut Libraries  
 Provost's Library Advisory Committee  
 Annual Report to the University Senate  
 April 28, 2008

The Provost's Library Advisory Committee (PLAC) held three meetings during Academic Year 2008 and generally served as a sounding board for the library administration during the course of the year. At the beginning of the year we agreed that the Committee's main focus would be for the Libraries to present initiatives with public interfaces to the Committee for feedback and comments.

At the first meeting, the Libraries reported receiving a 5% increase in the collections budget for FY 2008 and the Provost's Office provided \$100,000 to partially compensate for the lack of a collections budget increase in FY 2006. The Committee had requested the Provost to restore funds to the collections budget if possible. Also, in FY 2008, The Budget Office was able to move the portion of the University's collections budget that was funded from 21<sup>st</sup> Century UConn bond monies over to tuition funding, which had been a University priority.

The Libraries also reported that, through the Boston Library Consortium (BLC), they have entered in to an agreement with the Open Content Alliance (OCA) to scan as many as one million pages over FY 2008 and FY 2009 at the OCA scanning center at the Boston Public Library. All of these digitized materials will be out of copyright, made available through the Internet Archive and will be freely searchable by any search engine. The UConn Libraries expect to focus initially on rare and unique New England historical materials, with a particular focus on Connecticut.

The remainder of the first meeting and the second and third meetings were devoted to four presentations by library staff asking for input from Committee members.

1. Library Website Redesign –The Leader of the Libraries' Web Usability Team reported that usability testing on the Libraries' existing website showed the following areas needed improvement: terminology and labeling; content organization; navigation; and design/layout. The Libraries' website also needed to conform to the University template by 12/31/07.

When committee members were asked: "How do you use the library website and how would you like to use the library website," they offered the following comments:

- They typically go to the library website to: use HOMER (some bookmark it); renew a book; use a database; find a specific article; do course reserves.
- They though students might be interested in a *topic*.
- Could there be segmented web pages so individuals could tailor the library web page to their particular needs. Others wanted a single library website.

- They like WorldCat better than HOMER. The catalog may be a good back-end, but it needs a better user interface.
  - Can't the Interlibrary Loan button be more prominent at the regional campuses?
  - Could the NCBI interface to PubMed be improved?
  - Is there a way to easily get to Interlibrary Loan if we don't own something?
  - The Subject Area Guides shouldn't be so buried.
  - VPN is not very convenient. Could there be better instructions (should we use EX Proxy)?
  - The current web page is "not intuitive", needs student/faculty (not library) terminology and needs to decompress the four headings under "Search the Library"
2. Streaming Video Project – A Dodd Center staff member described the work undertaken this year by a small library team working in consultation with University Information Technology Services (UITs) and the Institute for Teaching and Learning (ITL). The team has been looking at an on-demand service to make video content owned or licensed by the Libraries available to a user at their workstation. The challenges have been mostly technical.

Input from PLAC members included:

- At least one instructor uses clips from their own copy and puts the library copy on reserve. Except for clips, these tend to be at least 30 minutes.
  - Library should look at video on electronic course pages or delivered to high tech classrooms.
  - Honors program would prefer streamed video-on-demand.
  - Participants seemed to like the UC Berkeley model presented, but wanted a link through the library catalog. They liked the flexibility outside the reserve structure.
3. Reserves Redesign for Faculty & Students – The Libraries Reserves Coordinator described the Libraries project to utilize Emory University's open source software, *Reserves Direct* with the goals of giving users online access to create new & reactivate "retired" requests, view the status of requests, reduce faculty data entry, automatically generate student use statistics, and provide a more user friendly website.

PLAC input included:

- They would like screens for electronic course reserves, media and theater reservations to communicate with each other
- They would like to be able to upload files (*Reserves Direct* does this)
- They would like to be able to upload *RefWorks*

4. Libraries' Academic Liaison Program – The Chair of the Academic Liaison Program gave an overview of the program and asked several questions about how the Libraries could improve its liaison program to academic programs.

Committee members' comments included:

- The Libraries could help to organize interdisciplinary programs
- The Libraries could identify liaisons to help serve interdisciplinary areas being emphasized by the University
- The Libraries could prepare FAQ guides for adjunct faculty
- Liaisons could proactively perform systematic literature reviews for faculty

Ideas for opportunities for Liaisons to better connect with departments included:

- Attending threshold events in departments including new faculty receptions, new TA and graduate student receptions
- Requesting time on department meeting agendas
- Attending faculty meetings, colloquia, and presentations
- Doing brown bag lunch on specific topics in departments
- Contacting faculty who teach thesis and "W" courses to arrange for instruction sessions
- Contacting honors students as they started work on their theses
- Faculty generally liked it when their liaisons held office hours in their department – make sure to request office space for liaisons
- Helping faculty with HuskyCT
- Having conversations about collection development issues
- Checking back with academic departments who may have previously denied their liaisons access to email lists so faculty can be kept abreast of new offerings and other relevant announcements
- Proactively asking faculty "how can I help you?"

Respectfully submitted,

*Richard Langlois*

*Brinley Franklin*

Richard Langlois, Chair

Brinley Franklin, Vice Provost for University Libraries

**ATTACHMENT #55****University Budget Committee  
Report to the University Senate  
April 28, 2008****Motion:**

The Senate University Budget Committee moves that the Senate Executive Committee and the Administration create a task force to examine the financial viability of the recent proposal to charge graduate student tuition to grants and the resulting budget impact on the total university. The task force would be comprised of representatives from the Senate, Graduate Faculty Council, Research Advisory Council, Graduate Student Senate, and appropriate Administration members. The task force will report back to the Senate by Spring 2009.

## ATTACHMENT #56

**University Senate Curricula and Courses Committee  
Report to the Senate  
April 28, 2008**

**I. The Curricula and Courses Committee recommends approval to add the following 1000 or 2000 level courses:**

- . **A. HORT 2092. Practicum in Staging Horticultural Materials**  
First semester. One credit. Hours by arrangement. Open only with consent of instructor. This course may be repeated once for credit. *Staff*  
Organization and staging of horticultural exhibits and contests suitable for trade exhibits, fairs, garden clubs, and community projects.

**II. The Curricula and Courses Committee recommends approval to drop the following 1000 or 2000 level courses:**

- A. INTD 1700- Honors Core: Walden, A History

**II. The Curricula and Courses Committee recommends approval to revise the following 1000 or 2000 level courses:**

- A. Change in catalog copy and number

**Current Title and Catalog Copy:**

NRME 130. Environmental Conservation Second semester. Three credits. Barclay  
Overview of conservation policy development from colonial period to present and of the environmental movement in the U.S. Discussion of the context and complexity of some contemporary policy issues.

**Revised Cat Copy:**

NRME 1235 (130). Environmental Conservation Second semester. Three credits. Barclay

Overview of resource use history and conservation policy development from prehistoric to present times as seen through major historic and cultural continuities, dominance of human value concepts, major religious perceptions vis-a-vis colonialism/native peoples context, and embodiment in U.S. governance documents. Emergence of the 20th century conservation movement is examined within the context of current and future environmental issues.

**III. The Curricula and Courses Committee recommends approval to crosslist the following 1000, 2000 or Gen Ed courses:**

A. HIST /LAMS 3609 Latin America in the National Period

**IV. The Curricula and Courses Committee recommends approval of the following course for inclusion in Content Area 1, Arts and Humanities**

A. NRME 1235 (130). Environmental Conservation

B. AMST 1700- Honors Core: American Landscapes

**V. The Curricula and Courses Committee recommends approval of revision to the following Writing Competency course:**

ANSC 4662WC [277WC] Dairy Herd Management

**Current Title and Catalog Copy:**

277WC Dairy Herd Management. Second semester, odd numbered years. Three credits. Two class periods and one 2-hr **discussion period**. Taught concurrently with SAAS 077. Prerequisite: ANSC 275; ENGL 105 or 110 or 111 or 250. Kazmer.

Dairy farm management practices with emphasis on business and economic decision making. The effects of various programs in selection, nutrition, facilities, reproduction and herd health on overall business health will be evaluated. Each student will manage a computer simulated herd during the semester and must fulfill requirements for "W" and "C" skill course designations to successfully complete the course. Field trips are required.

**REVISED Catalog Copy:**

4662W. Dairy Herd Management 3 units. Second semester, odd numbered years. Three credits. Two class periods and one **2-hr laboratory period**. Taught concurrently with SAAS 0262. Prerequisite: ANSC 3261; ENGL 1010, 1011 or 3800. Kazmer.

Dairy farm management practices with emphasis on business and economic decision making. The effects of various programs in selection, nutrition, facilities, reproduction and herd health on overall business health will be evaluated. Each student will manage a computer simulated herd during the semester. Field trips are required.

**VI. Corrections to the February 2008 Report to the senate:**

***VI. D. The Curricula and Courses Committee recommends approval of the following course for inclusion in the "W" Writing competency:***

5. COGS 296W [3520W] Senior Thesis in Cognitive Science

**Correction:** It is listed as COGS 296W [3520W] and it SHOULD have been

5. COGS 296W [4596W]. Senior Thesis in Cognitive Science

## **VII. Corrections to the March 31, 2008 Report to the Senate:**

**As stated in the report:**

### ***III. A. Change in Title:***

*Old Title: PHYS 127 Physics for the Health Sciences.*

*New Title: PHYS 127 (PHYS 1300). Physics for the Pharmacy Profession. Second semester. Three credits. Prerequisite: MATH 113 which can be taken concurrently, or MATH 115, or MATH 135. Not open for credit to students who have passed PHYS 123, 131, 132, 141, 142, 151, or 152. May not be used as part of the PHYS sequence for degree requirements in other schools or colleges. Survey of the principles of physics and their application to the health sciences. Basic concepts of calculus are used. Examples from mechanics, electricity and magnetism, thermodynamics, fluids, waves, and atomic and nuclear physics.*

**Correction:** Remove. “May not be used as part of the PHYS sequence for degree requirements in other schools or colleges.” This is inadvertently left in the final copy.

### **Corrected Catalog copy: (with new 4 digit numbers)**

New Title: PHYS 1300 (127). Physics for the Pharmacy Profession. Second semester. Three credits. Prerequisite: MATH 1121Q which can be taken concurrently, or MATH 1131Q, or MATH 1151Q. Not open for credit to students who have passed PHYS 1230, 1401Q, 1402Q, 1601Q, 1602Q, 1501Q, or 1502Q. Survey of the principles of physics and their application to the pharmaceutical sciences. Basic concepts of calculus are used. Examples from mechanics, electricity and magnetism, thermodynamics, fluids, waves, and atomic and nuclear physics.

### ***VI. B. The Curricula and Courses Committee recommends approval of the following course for inclusion in Content Area 2, Social Sciences***

- 1. HIST 3635/LAMS 3635 Mexico in the Nineteen and Twentieth Centuries*
- 2. HIST /LAMS 3609 Latin America in the National Period*

***VI. D.. The Curricula and Courses Committee recommends approval of the following courses for inclusion in Content Area 4, Diversity and Multiculturalism***

- 1. HIST 3635/LAMS 3635 Mexico in the Nineteen and Twentieth Centuries*
- 2. HIST /LAMS 3609 Latin America in the National Period*

**Correction:** These courses were ONLY supposed to be listed for approval for crosslisting, so remove the approval for CA 2 and CA5 from the minutes and the report. They have already been approved for CA1 and CA4 in 2005.

Report Submitted by: Michael Darre, Chair, Keith Barker, Laurie Best, Janice Clark, Andrew DePalma, Robert Jeffers, Kazem Kazerounian, Kathleen Labadorf, Susan Lyons, Jose Machado, Maria Ana O'Donoghue, Christopher Purzycki, Eric Schultz, Nancy Shoemaker and Robert Stephens.



**ATTACHMENT #57**

**Report of the Nominating Committee  
to the University Senate  
April 28, 2008**

1. We move the following undergraduate student deletion to the named standing committee:

Jana Lanza from the Student Welfare Committee

2. We move the following undergraduate student addition to the named standing committee:

Kristin Zuvich to the Student Welfare Committee

3. We move the following faculty members to the General Education Oversight Committee for a term beginning July 1, 2008 through June 30, 2010:

Robert Cromley  
Cora Lynn Deibler  
Peter Gogarten  
William Lott  
Letitia Naigles  
Isaac Ortega

## ATTACHMENT #58

**University Senate Nominating Committee**  
**2008-2009 Standing Committee Membership**  
**April 28, 2008**

University Budget	Curricula & Courses	Enrollment
<b>*Winthrop Smith, Chair</b>	<b>*Michael Darre, Chair</b>	<b>*Brenda Murphy, Chair</b>
Bansal, Rajeev	Buck, Marianne	Cooke, Thomas
Boster, James	Clark, Janice	*Croteau, Maureen
*Bull, Nancy	*D'Alleva, Anne	*Engel, Gerald
Clokey, David	DePalma, Andrew	Gorbants, Eva
*Hart, Ian	Hanink, Dean	*Hoskin, Robert
*Holsinger, Kent	*Hussein, Mohamed	Kaufman, Douglas
*Holzworth, Jim	Labadorf, Kathleen	Lin, Senjie
*Kendall, Debra	Lyons, Susan	*Ogbar, Jeffery
*Lipsky, Sue	O'Donoghue, Maria Ana	*Pane, Lisa
*Mannheim, Philip	*Ortega, Morty	*Strausbaugh, Linda
Marsden, James	*Schultz, Eric	*Thorson, Robert
*Moiseff, Andrew		Ulloa, Susana
*Rummel, Jeff		
Stolzenberg, Daniel		

Faculty Standards	Growth & Development	Scholastic Standards
<b>*Pamela Bramble, Chair</b>	<b>*Cameron Faustman, Chair</b>	<b>*Hedley Freake, Chair</b>
Armstrong, Lawrence	*Beck, Cheryl	Bennett, John
Engler, Arthur	*Becker, Loftus	*Brown, Scott
*Frank, Harry	*Fox, Karla	*Clausen, John
Gilbert, Harvey	*Jain, Faquir	*DeFranco, Francine
*Holgerson, Kathleen	*Martin, Jeanne	Gianutsos, Gerald
*Jordan, Eric	*O'Neill, Rachel	Gramling, Lawrence
*Kazerounian, Kazem	*Silbart, Lawrence	*Hamilton, Doug
*Lowe, Charles	*Stwalley, William	Higgins, Katrina
Punj, Girish	*Weiss, Robert	*Lillo-Martin, Diane
*Rubio, Maria		Rong, Yuhang
*Schaefer, Carl		*Shoemaker, Nancy
*Siegle, Del		*von Munkwitz-Smith, Jeffrey
*Silander, John		*Wagner, David
*Thorpe, Judith		Weiner, Robert
*Tuchman, Gaye		
*Van Heest, Jaci		
Williams, Cheryl		
*Wilson, Richard		
*Zirakzadeh, Ernesto		

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**Student Welfare**


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**\*Kathryn Ratcliff, Chair**

Bresciano, Karen  
 Britner, Preston  
 \*Chambers, Kim  
 \*Deibler, Cora Lynn  
 \*Goodheart, Lawrence  
 \*Guillard, Karl  
 \*Kelly, Kristin  
 \*Korbel, Donna  
 \*Kurland, Michael  
 \*Letendre, Joan  
 Sanner, Kathleen  
 \*Trumbo, Stephen