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2010 May 3

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MINUTES OF THE UNIVERSITY SENATE
May 3, 2010

1. The regular meeting of the University Senate for May 3, 2010 was called to order by Moderator Spiggle at 4:04 PM.
2. Approval of the Minutes

Moderator Spiggle presented the minutes from the regular meeting of April 5, 2010 for review.

The minutes were approved as written.

3. Report of the President

President Hogan began by acknowledging the tragic death of one of our students as the result of an altercation during Spring Weekend and stated that the police are conducting an investigation. He has reviewed the current situation regarding Spring Weekend and progress being made to assure the safety of the weekend, especially the non-sponsored off campus activities. President Hogan pointed out that even with 300 expertly trained police it would be difficult to “crack down” on these activities without causing a riot and reminded members of the Senate of the less than satisfactory results of an earlier such attempt. President Hogan praised the effort and effectiveness of the police. He stated his belief that excellent police protection alone is not enough, only the students themselves can provide the leadership necessary to improve this situation.

The regulation of off campus visitors is a big issue. President Hogan reported that he has asked Residential Life to examine the policies concerning over-night guests in campus housing. There are generally over 5,000 off-campus guests in our campus residences during Spring Weekend. In addition, President Hogan has asked John Saddleire to work with students on this problem.

President Hogan then updated the Senate on the University’s budget. Due to new sweeps by the State of the budget reserves, the University has lost \$23 million dollars out of its operating budget. The amount swept is the equivalent of a 13% tuition hike. He stated that this situation could become worse in fiscal year 2012. President Hogan stated there are some good signs for the national economy on the horizon but that it is his understanding that Connecticut is generally one of the last states to feel the effects of a recession but also one of the last states to recover from one. He and the Board of Trustees will begin preliminary discussions concerning budget and tuition at the annual budget workshop in June.

President Hogan stated that the University has received some very good news in that the House voted 109 to 34 to support a bill to provide \$207 million dollars for 21st Century UConn to build a bed tower and other renovations at the John Dempsey Hospital. There are additional new programs included as well. These are principally research and teaching collaborations rather than clinical collaborations, so they might generate additional research revenue. This bill is up for consideration by the State Senate presently and President Hogan stated he expects a close vote. If it is passed, it puts the University in a good position to compete for an additional \$100 million

dollars in Federal funds.

President Hogan then yielded to floor to Provost Nicholls who outlined a new international travel insurance program for faculty through HTH International Travel Insurance now available to faculty, staff and graduate students traveling abroad on official business. There is no cost to faculty, including emeritus faculty traveling on official business. There will be a FAQ posted on the Provost's website regarding this program. In addition, the Provost announced that he has received hiring plans from all academic units and that he plans to get word back to all academic units concerning hiring by the end of the month.

4. Senator Clausen presented the Report of the Senate Executive Committee. (Attachment #57)
5. The floor of the Senate was yielded to Senator Fox who recognized Senator John Clausen for his service to the University Senate.

Senator Fox read the following statement:

"I rise to express on behalf of the Senate Executive Committee, and the Senate as a whole, our gratitude and admiration for Dr. John Clausen, who has ably served as Chair of the Senate Executive Committee during academic year 2009-10.

Jack's calm and deliberate demeanor have served us all well during this eventful year in the life of the University of Connecticut. Jack possesses an admirable combination of action and restraint. He is willing to truly listen, and to seek out and take advice from a number of constituencies. He is thoughtful, honest and sincere. This is the type of leader our University Senate needs in these trying times. We are fortunate to have him.

Now that Jack is thoroughly embarrassed, I will simply conclude with a heart-felt "Thank You" for all your hard work this year. And there is a reward for your dedicated service: You get to do it again next year!"

6. Senator Cooper presented the Annual Report of the Vice Provost on the Regional Campuses. (Attachment #58)

Senator Cooper turned the floor of the Senate to each of the regional campus directors, who briefly described the history and current academic programs on the regional campuses. The directors spoke in the following order: Dr. William Pizzuto from the Waterbury campus; Dr. Michael Menard from the Torrington campus; Dr. Michael Ego from the Stamford campus; Dr. David Williams from the Greater Hartford campus; and Dr. Helen Rozwadowski from the Avery Point campus.

7. Senator Faustman provided a review of the Recommendations of the Senate's Academic Calendar Task Force Report. He provided an overview of the charge given the Task Force and discussed the processes and principals used in deriving their recommendations. The committee's final recommendations have been presented to the Senate Scholastic Standards Committee and have been posted to the Senate's web site since October. The principals guiding their

deliberations included the following: there should be no virtual days; incomplete weeks should be avoided, but may be necessary depending on other decisions; there will be two reading days for each semester; when possible, six days will be provided for exams, but if necessary five days will be acceptable; the number of classes during a semester should fall within a range of days rather than be driven by a specific numbers; the range should be from 65 to 70 days; the fall semester should end no later than Dec. 21; a two day break in mid-October preferably on a Monday and Tuesday should be implemented; Thanksgiving break should begin the Wednesday before the holiday; winter intersession will continue at three weeks in length; the current mid-semester spring break will be retained. There will be a May term and two summer sessions.

8. Senator Recchio presented the Report of the Scholastic Standards Committee containing a motion to modify the Academic Calendar.

(See Attachment #59)

Motion to Revise the Academic Calendar (changes indicated by *italics*):

II.H. University Calendar

The Academic calendar will be determined according to the schedule given (and is on file in the University Senate Office and the Board of Trustees) and will adhere to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

2. The general class schedule will be as shown in the file copy.
3. **Fall Semesters** will adhere to the following principles:
 - a. Classes shall begin on the Monday preceding Labor Day.
 - b. Residence Halls shall open no later than the weekend before classes start.
 - c. Classes shall not meet on Labor Day.
 - d. *Classes shall not meet on the second Monday of October (commonly known as Columbus Day).*
 - e. *Classes shall not meet on the Wednesday through Saturday of the week of Thanksgiving.*
 - f. *No final examinations shall be held on the first Thursday of final examination week, which shall be known as a Reading Day.*
4. **Spring Semesters** will adhere to the following principles:

- a. Spring semester classes shall begin on the Tuesday after Martin Luther King Day.
- b. Residence halls shall open no later than the weekend before classes start.
- c. A one-week spring break shall take place after 8 weeks of classes, counting the week with Martin Luther King Day as the first week.
- d. Commencement will be held on the weekend at the end of final examinations.

Senator Recchio provided a summary of changes:

- There is asymmetry between the fall and spring semesters in number of class and of reading days. There will be 70 class days and 3 reading days in the fall term, the third reading day scheduled on the Thursday of exam week. There are 69 class days in the spring and two reading days.
- There will be 13 Monday classes (the same number as the current calendar), 14 Wednesday, Thursday, and Friday classes, and 15 Tuesday classes.
- There will be a one-day holiday in October (Columbus Day), which will provide a three-day weekend. This missing Monday will be made up on the Monday of Thanksgiving week.
- Thanksgiving break will begin on the Wednesday of Thanksgiving week.
- The spring break will come after the 8th week rather than the 7th week of classes.

Senator Fox moved to divide the question by semester.

The motion was seconded.

The motion to divide the question carried.

Senator Fox moved to discuss the Spring semester first.

The motion was seconded.

The motion to discuss the Spring semester first carried.

A discussion of the Spring Semester schedule ensued.

Senator Darre moved to amend II.H.4.d. as follows:

d. Commencement cannot occur on a day when a final exam is given.

The motion was seconded.

The motion to amend carried by a vote of 22 to 21.

Senator Mannheim moved to reword the afore noted amendment to read:

d. Commencement cannot occur at a time when a final exam is given.

The motion was seconded.

The motion to amend the amendment carried.

Senator Bontly moved to amend II.H.4.c. as follows:

c. A one week spring break shall take place after SEVEN weeks of classes ...”

The motion was seconded.

The motion to amend was defeated.

Moderator Spiggle presented the amended motion to modify the II.H.4. of the By-Laws, Rules and Regulations of the University Senate.

The motion to modify II.H.4. as amended carried.

Discussion turned to the Fall academic calendar.

Senator Mannheim moved to eliminate II.H.3.d. and e. which concern the proposed Columbus Day break and changes to Thanksgiving break. He also moved to add to the end of f.: “During the week containing Columbus Day, no assignments will be due and no assessments or tests will be given.”

Senator Fox moved to divide Senator Mannheim’s amendment into separate considerations: first item d. concerning Columbus Day, then item e. concerning Thanksgiving issue, and finally f. concerning the amendment to add a statement on assignments/assessments.

The motion to divide was seconded and carried.

The Senate’s attention turned to consideration of the **Mannheim motion to delete items II.H.3.d. and e.**

After considerable discussion, a motion was made to move the question.

The motion to delete items d. and e. carried.

Senator von Munkwitz-Smith pointed out that by deleting item e., the Senate was essentially deleting the entire Thanksgiving break.

A motion to retain the original language, “Classes shall not meet the week of Thanksgiving” was made.

The motion to retain the original language concerning Thanksgiving break carried.

The Senate’s attention returned to the **Mannheim amendment to add to the end of item f.:**

“During the week containing Columbus Day, no assignments will be due and no assessments or tests will be given.”

The Mannheim motion to add narrative to item f. was defeated.

There was a motion to end debate of the Mannheim motions.

The motion to end debate carried.

Moderator Spiggle presented the entire amended Mannheim motion to modify the II.H.3. of the By-Laws, Rules and Regulations of the University Senate as follows:

~~d. Classes shall not meet on the second Monday of October (commonly known as Columbus Day).~~

e. Classes shall not meet the week of Thanksgiving.

f. No final examinations shall be held on the first Thursday of final examination week, which shall be known as a Reading Day. *During the week containing Columbus Day, no assignments will be due and no assessments or test will be given.*

The amended Mannheim motion carried.

The Senate next took up the main motion as amended. Moderator Spiggle summarized that the only change to the current by-laws concerning the fall semester calendar would thus be: “No final examination shall be held on the first Thursday of final examination week, which shall be known as a Reading Day.”

There was a motion to amend the narrative as follows:

No regularly scheduled final examination shall be held...

The motion to amend carried.

Senator Spiggle presented the amended motion from the Scholastic Standards Committee on the Academic Calendar. Section II.H.3. and 4. of the By-Laws, Rules and Regulations of the University Senate are now to read as follows:

3. Fall Semesters will adhere to the following principles:

- a. Classes shall begin on the Monday preceding Labor Day.**
- b. Residence Halls shall open no later than the weekend before classes start.**
- c. Classes shall not meet on Labor Day.**
- d. Classes shall not meet the week of Thanksgiving.**
- e. No regularly scheduled final examinations shall be held on the first Thursday of final examination week, which shall be known as a Reading Day.**

4. Spring Semesters will adhere to the following principles:

- a. Spring semester classes shall begin on the Tuesday after Martin Luther King Day.**
- b. Residence halls shall open no later than the weekend before classes start.**
- c. A one-week spring break shall take place after 8 weeks of classes, counting the week with Martin Luther King Day as the first week.**
- d. Commencement cannot occur at a time when a final exam is given.**

The main motion as amended carried.

9. Senator Recchio presented the Report of the Scholastic Standards Committee containing a motion to amend the By-laws, Rules and Regulations of Article II. E. 12. Semester Examinations.

(See Attachment #60)

Motion: The Scholastic Standards Committee proposes that the By-Laws, Rules and Regulations of the University Senate language quoted in strike through below be deleted and replaced with the language that follows:

Article II. E. 12. Semester Examinations and Final Assessments

- a. During the semester, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule can be granted by the deans of the**

school or college in which the course is offered. Courses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from examinations given during the semester decisions regarding possible make-up examinations shall be the prerogative of the instructor.

~~Written final examinations are held at the end of each semester in all undergraduate level courses except that the requirement may be waived at the discretion of the instructor in those courses defined as independent study courses by each department. Other exceptions to the rule may be made in the case of seminars, practicums and purely laboratory courses. In these courses and others where a convincing case can be made for final evaluation of students' work by means other than a written examination, departments can make exceptions to the rule with the approval of the dean of the school or college before the beginning of the semester in which the course is to be offered. Instructors are at liberty to give seniors oral rather than written final examinations. Examinations in courses numbered 5000 and above may be given or omitted at the discretion of the instructor.~~

~~All final undergraduate examinations shall be administered at the times scheduled by the University during exam week, and at no other times.~~

Add: It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, such assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to projects in project based courses, portfolios in writing intensive courses, take-home finals, and oral defenses of seminar papers, for example. In all undergraduate courses that require final examinations, the examinations must be given at the times and in the places scheduled by the university during the week set aside for final examinations, and at no other times, so as not to compromise instructional time at the end of the semester. **For take home examinations that must be completed in a narrow window of time and that are due on days that coincide with other regularly scheduled proctored examinations, the Registrar's bunched examination policy will apply. The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.**

A student who is prevented by sickness or other unavoidable causes from submitting a final assessment or attending a scheduled exam must apply to the Office of Student Services and Advocacy for an excuse that will authorize the student's instructor to accept the work submitted for assessment or to give a makeup exam, whichever applies.

A student whose failure to submit at the designated time the work required for final assessment or whose absence from the final examination is not excused in this way shall receive a failure for the assessment or examination. A student whose absence is excused by the Office of Student Services and Advocacy shall have the

opportunity to submit the final assessment or take the final examination without penalty.

Senator Recchio stated the revisions from the document submitted for the March 1, 2010 Senate meeting are indicated in boldface.

Senator Kurland suggested to postpone action on the amendments until the Student Welfare Committee has the opportunity to complete its review of these amendments.

There was a motion to refer the motion back to both the Scholastic Standards Committee and the Student Welfare Committee for further review.

The motion to refer back to committee carried.

10. Senator Schultz presented the Report of the Curricula and Courses Committee.

(See Attachment #61)

a. The Curricula and Courses Committee recommends approval to ADD the following 2000 level course:

PSYC 2110. Psychology of Human Sexuality
Either semester. Three credits. Recommended preparation: PSYC 1100.
Sexuality from across psychological science, highlighting relevant theoretical perspectives, methodology, and empirical research

The motion carried.

11. Senator von Munkwitz-Smith presented the Report of the Nominating Committee.

(See Attachment #62)

a. The Nominating Committee moves to appoint the following faculty members to the General Education Oversight Committee with terms beginning July 1, 2010 and ending June 30, 2012:

Richard Jones
Olivier Morand
Suresh Nair

The motion carried.

12. The 2010/2011 Standing Committee membership of the University Senate as drafted by the Nominating Committee was presented by Senator von Munkwitz-Smith.

(See Attachment #63)

a. The Nominating Committee moved the approval of the 2010/2010 standing committee membership as shown on Attachment #63.

The motion carried.

13. Senator Feldman presented, due to the late hour, an abbreviated oral report concerning the activities of the Buildings & Grounds Committee and the Capital Projects Planning Committee. He acknowledged concerns surrounding the re-establishment of the Arboretum Committee.
14. Senator Fox presented the Annual Report of the Parking Advisory Committee.
(See Attachment #64)
- Parking Manager, Martha Funderburk, distributed maps and diagrams of parking areas and shuttle bus routes to all in attendance.
15. Brinley Franklin presented the Annual Report of the Provost's Library Advisory Committee.
(See Attachment #65)
16. Moderator Spiggle stated the Annual Report of the Commencement Committee as posted on the Senate's website will be included in the minutes of this meeting.
(See Attachment #66)
17. There was a motion to adjourn.

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

The meeting adjourned at 6:35 PM.

Respectfully submitted,

Robert Miller,
Professor of Music
Secretary of the University Senate

The following members and alternates were absent from the May 3, 2010 meeting:

Accorsi, Michael	D'Alleva, Anne	Roe, Shirley
Albert, Arlene	D'Amelio, Krista	Saddlemire, John
Armando, Kayla	Dunne, Gerald	Scianna, Adam
Bansal, Rajeev	Gilbertson, David	Segerson, Kathleen
Basu, Ashis	Gray, Richard	Siegle, Del
Biechele, Travis	Haggerty, Thomas	Singha, Suman
Bouchard, Norma	Hussain, Shaznene	Skoog, Annelie
Boyer, Mark	Hussein, Mohamed	Thompson, YooMi
Brown, Scott	Kazerounian, Kazem	Thorson, Robert
Caira, Janine	Laurencin, Cato	Trumbo, Stephen
Callahan, Thomas	Letendre, Joan	von Hammerstein, Katharina
Chambers, Kim	McCoy, Patricia	Woodward, Walter
Croteau, Maureen	Paul, Jeremy	

Report of the Senate Executive Committee May 3, 2010

The Senate Executive Committee has met twice since the April 5th meeting of the University Senate.

On April 23rd the Senate Executive Committee (SEC) met in closed session with Provost Nicholls. Afterwards the SEC met with the Chairs of the Standing Committees. We discussed several items including ways to make the senate meetings more time efficient. I ask any Senator and observer to email me directly with any suggestions you may have in this regard. We also discussed a proposal by the FSC that PTR submitters be allowed to comment on their course evaluations. Changes in the Honors regulations are under review by the SSC. The G&DC has reviewed the Landscaping plan and has discussed issues that the arboretum committee has raised. Next year we can anticipate that UNIV and INTD course reviews will begin. GEOC is discussing recertification of Gen Ed courses which is mandated in the guidelines.

On April 30th the Senate Executive Committee met with Vice Presidents Richard Gray and Lee Melvin. Discussions centered on budget issues, such as the transfer of reserve funds at UConn. With the May 1st deadline for deposits, we will understand the characteristics of the new freshman and transfer classes in terms of SATs, diversity, international components, and mix of in and out of state students.

This is the last Senate meeting of the year. As is the Senate's custom, the SEC wishes to thank members of the Senate for their service and highlight some of the contributions that have helped shape the Senate's work this year.

The Senate Executive Committee wishes to extend its deep appreciation to President Hogan, Provost Nicholls, and Chief Operating Officer Feldman for their regular attendance at meetings of the full Senate and the monthly meetings of the SEC and President's cabinet. This signals your interest in co-governance and the value you place on good communication among administrators, faculty, staff, and students. We also appreciate the attendance of the more than a dozen *ex-officio* members of the Senate who attend full Senate meetings and some of our standing committees as well.

The SEC thanks the more than one hundred Senators and non-Senators who served this year on the Senate's standing committees. The core of the Senate's work gets done, in large part, in the standing committees. I now ask the following chairs of the standing committees TO STAND: Eric Schultz (C&C), Cora Lynn Deibler (Diversity), Rob Hoskin (Enrollment), Kathy Segerson (FSC), Katharina van Hammerstein (GEOC), Jeff Ogbar (G&D), Tom Recchio (SSC), Kim Chambers (Student Welfare), and Kent Holsinger (Budget). Please join me in applauding them for their tireless service working on behalf of all of us.

I would like to thank my colleagues who have served on the Senate Executive Committee this year. Members of the Senate's Executive Committee were: Mark Boyer, Pam Bramble, Janine Caira, Karla Fox, Michael Kurland, Charles Lowe, Susan Spiggle, Judith Thorpe, and student member Thomas Haggerty.

We thank Senator Susan Spiggle for her professionalism, poise and skillful handling of Robert's Rules (and us) as she moderates these Senate meetings each month. And our Senate secretary, Bob Miller, who has worked hard to accurately record the information. Both have agreed to return to these two roles next year. Finally I wish to thank Tammy Gifford for efficiently and professionally keeping the Senate running.

Respectfully submitted,
John C. Clausen
Chair, Senate Executive Committee
May 3, 2010

UConn Regional Senate Reports 2009-2010

**University of Connecticut
Avery Point Campus
Report to the Senate
2009-2010**

I. Mission Statement

Avery Point's location, surrounded on three sides by water, fits well with the campus's marine and maritime mission. This mission includes fulfilling UConn's responsibilities as a Sea Grant institution. Avery Point contributes to the understanding – and solution – of problems relating to the intersection of oceans and people, both through the expertise of the faculty and the education of its students who will help ensure sustainable uses of marine resources and coastal regions and cities.

The University of Connecticut at Avery Point is home to vibrant undergraduate programs, an active student body, and dedicated faculty whose excellence in teaching and research is recognized regionally, nationally, and internationally. The ocean-focused majors are Coastal Studies (CS) and Maritime Studies (MAST), which enable students to understand the relationships between people and the sea from the perspectives of the natural sciences (CS), the social sciences (CS and MAST) and the humanities (MAST). As at all regional campuses, the American Studies and Bachelor of General Studies can be completed at Avery Point. Academic programs take advantage of the campus location by getting students involved with regional institutions and issues through undergraduate research, internships and service learning. The campus engages in outreach activities that connect the Avery Point community to the region in ways that draw upon campus strengths and contribute significantly to local and regional communities.

Search for New Director

This year the campus is involved in a search for a new campus director. With the high number of interim and newly-appointed positions related to governing regional campuses, and Avery Point in particular (including Vice Provost for Undergraduate Education and Regional Campuses, Vice President of Enrollment Management, BGS director, and, of course, AP Campus Director), the campus community looks forward to more stability in the upcoming year.

II. Undergraduate Education

Overview

Education at Avery Point, particularly in the four-year degree programs, is highly experiential; students integrate learning in and outside the classroom, including through hands-on activities, internships, and undergraduate research.

Avery Point's ocean-focused majors, Coastal Studies and Maritime Studies, contribute uniquely to the University; together they form the undergraduate curricular manifestation of the University's Sea Grant responsibilities. These programs are regionally, even nationally distinctive. Out of state students who are New England residents qualify for a tuition break by

an agreement through the New England Board of Higher Education that recognizes the uniqueness of these programs of study.

As at all regional campuses, the American Studies and Bachelor of General Studies can be completed at Avery Point and, of course, most UConn majors can be started at Avery Point.

All Avery Point four-year majors have common features. All are interdisciplinary, liberal arts programs of study that encourage students to integrate learning across the natural sciences, social sciences, and humanities. All involve students in a high degree of experiential learning. All include, or allow students to choose to include, academic focus on the environment and on globalization.

Minors headquartered at Avery Point include Marine Biology, Maritime Archaeology, and Oceanography. Minors that can be completed at Avery Point draw on the strength of Avery Point faculty and programs; these include American Studies, Anthropology, English, Environmental and Economic Policy, Native American and Indigenous Studies, Psychology and Women's Studies. Other minors can be started at Avery Point and finished at Storrs.

Enrollment

The number of newly enrolled students at Avery Point held steady for 2009, although total enrollment was slightly lower due to fewer transfer and readmitted students and more students doing campus change earlier.

In Fall 2009, 232 new Freshmen enrolled, 27 Transfers, 13 Readmits, and 15 Branchfers (one student deferred), for a total of 288 new students (of whom 5 did not register, so 283 registered). This represents a 13.9% increase in the number of new students registered for the current academic year.

Total enrollment in the Fall 2009 semester was 760 students (10th day fall numbers).

- 660 undergraduates
- 30 graduate students
- 54 non-degree students
- 128 BGS students (plus 16 on continuous registration); total 144

Degree program enrollment for fall included 23 American Studies, 40 Coastal Studies (plus 11 at Storrs; total of 51 Coastal Studies), and 19 Maritime Studies (plus 1 at Storrs; total of 20 MAST).

The campus's 1000-level courses were 96% full in 2008, a situation that, while theoretically ideal, makes it impossible for students who register late to find courses and prevents prospective non-degree students from taking courses. This year, with additional one-time funding from the Provost's Office (to cover costs for additional sections to accommodate an anticipated influx of freshmen that did not materialize), 1000-level courses were 85% full. In addition to the extra funding, Avery Point implemented an experimental strategy that helped make it possible for freshmen to register for needed classes, namely employing 60% of funding available for instruction for fall sections and 40% for spring sections. This strategy can help Avery Point serve a larger number of freshmen should enrollment increase slightly. Significant growth in enrollment of first-year students would require more resources for additional adjunct sections.

Total enrollment at Avery Point declined by 6% from last year, from 806 in Fall 2008 to 760 in Fall 2009. One contributing factor is the increasing number of undergraduates changing their campus affiliation to Storrs at a relatively earlier point than students did in the past. Fewer than 100 students went to Storrs in Fall 2007; 119 went in Fall 2008; and 142 went in Fall 2009. As of April 1st, Avery Point already has 130 students headed to Storrs for Fall 2010.

What appears to be a faster rate of losing undergraduates to Storrs via campus change last year was slightly but not completely mitigated by a growing number of students electing to stay at Avery Point. In Fall 2008, there were 251 upperclass level students compared to 243 in Fall 2007. In Fall 2009, however, the number of upperclass level students dropped again to 232.

In 2009 there were 232 upperclass level students, compared to 251 upperclass level students in Fall 2008. These modest gains do not, however, offset the numbers who leave early via campus change.

Diversity

The campus Student Support Services (SSS) College Access Program (CAP) this year supported 14 freshmen who are first generation college students and students of color.

In Fall 2009 (10th day count) there were 107 students who were non-white (with 88 more of unknown race/ethnicity). This represents an 8% drop from the previous year, Fall 2008, in which there had been a 15% increase in minority enrollment from the year before. This year's minority enrollment, then, is more similar to that of Fall 2007.

Learning Community

The Avery Point campus has joined the University learning communities this year with its own version – “Indigenous People and the Environment,” which focused on Native Americans in the fall and global issues this spring. Forty-five classes have participated to date, with students and faculty engaging both in class and during lunchtime talks and discussions, symposia, and field trips that serve to link the disciplinary classes with the interdisciplinary themes.

Plans are developing for a new Learning Community theme for 2010-2011 oriented around Pine Island, a recently designated state archaeological preserve off the AP shore that belongs to the campus.

Educational Partnerships

Avery Point benefits tremendously from Memoranda of Understanding between the University and two area institutions whose missions are closely aligned with that of the campus, Mystic Seaport and the Mystic Aquarium and Institute for Exploration. Cooperation with the Seaport is extensive and includes undergraduate education and faculty exchange; that with the Aquarium likewise includes undergraduate education and research partnerships. Avery Point programs also have close collaborative relationships with regional institutions and organizations such as the Groton Shellfish Commission, with which Professor Nathaniel Trumbull and his students have worked to apply Geographic Information Systems (GIS) to its problems.

Service Learning

Service learning is available to students at Avery Point through courses from the 1000 level through upper level offerings. This year the Avery Point Community Outreach Committee successfully applied for a \$2500 grant to provide seed money to and assist Avery Point faculty in developing service learning course content, to introduce them to resources, or to help them cultivate new community opportunities. The following are courses taught at Avery Point this year with notes about the service learning components.

- ANTH 2511 - Anthropology of Museums: Memory, Place, Power, and Representation. Students work closely with the staff of the Indian and Colonial Research Center in Mystic and/or other museums to devise a project, addressing the museum's needs such as better visibility.
- ARE 3434 - Environmental and Resource Policy. Students research the development and implementation of the Niantic River Watershed Protection Plan.
- BIOL 1102 - Foundations of Biology. Students work on devising a safe way to responsibly dispose of expired or unwanted pharmaceuticals.
- HIST 3102 Topics in Public History. Students take the role of public historians, turning current scholarly work into an accessible, interesting program for the visitors of the Mystic Seaport or another local historical institution.
- INTD 1820 - FYE Faculty/Student Seminar. Students mentor middle school students at the West Side Middle School in Groton.
- WS 1124 - Gender in Global Perspective. Students research and support charity organizations of their choice.
- SOCI 1001 - Introduction to Sociology. Students sponsor one or two Groton low-income families.
- NURS 1130 - Health Care Delivery Systems. Students volunteer at a health care delivery agency of their choice.
- INTD 1800 - FYE University Learning Skills. Students came up with and executed their own projects, supporting the Health, Education and Safety (HES) program at Branford Manor, a low-income apartment complex in Groton.

Teaching Assistants

Arrangements have been made to use TA's in the teaching of those basic science courses that are pre-requisites to science majors, to render the teaching of these courses the same quality and experience as the same courses offered at Storrs. The ability to employ MARN graduate students as TA's for undergraduate labs in physics, chemistry, and biology promotes one of the campus's important program goals, to integrate the department's research programs with teaching of undergraduate science courses.

Lecture Series

The campus sponsors two lecture series that are integrated into the curriculum but also designed to reach out to the community. The Fall American Experience series and the Spring Coastal Perspectives Series bring to campus twelve scholars who are excellent public speakers to present scholarly work that is of interest and relevance to the Avery Point community and to residents in the region. This year, as in the past, there were also several special symposia that brought experts to campus to address a particular topic or theme from different perspectives. In addition, the Marine Science Department sponsors regular series of Brown Bag research talks and Friday

Lectures, while individual faculty members also arrange lectures and presentations by outside scholars, often in conjunction with their classes but open to the community.

Examples of Lectures:

- Dr. Tracy Romano, Senior Vice President of Research and Zoological Operations at Mystic Aquarium and Institute for Exploration, “Beluga Whales, the Arctic and Climate Change”
- Dr. Carl Safina, Founder of the Blue Ocean Institute and Adjunct Professor at Stony Brook University, “In the Same Net: The Ocean and Us”
- Dr. Jennifer Galvin, ScD, MPH, scientist, filmmaker, educator and entrepreneur, “Film, Oceans, and Social Change”

Examples of Symposia:

- Staying Dry and Paying For It: Symposium on the Costs of Coastal Living in a Changing Climate. Panelists: E. Zell Steever, Chairman, Town of Groton Task Force; Todd Fake, Research Associate, Department of Marine Sciences, UConn; James Edson, Associate Professor, Department of Marine Sciences, UConn; Thomas Sullivan, Commissioner, State of Connecticut Insurance Department.
- Symposium on The Plastic Ocean. Panelists: Susan Schultz, Artist (whose sculpture was the namesake for the symposium); Wayne Sentman, Wildlife Biologist, Oceanic Society (via webcam from Midway Atoll National Wildlife Refuge); Penny Vlahos, Assistant Professor, Department of Marine Sciences, UConn; Lonny Lippsett, Journalist and Managing Editor of *Oceanus*; J. Kehaulani Kauanui, Associate Professor of American Studies and Anthropology, Wesleyan University.

Recruitment

A number of new initiatives were undertaken this year in the area of recruitment.

- The Avery Point website was revised and information was updated.
- A Speaker’s Bureau was instituted last spring, to make available to area high schools names and areas of expertise of faculty willing to lecture to high school classes.
- The campus has begun a cooperative arrangement with Sea Education Association (SEA) to promote our ocean-focused four-year majors to high school students who participate in SEA’s summer programs on shore and at sea.
- A series of new programs designed to convert accepted applicants is being conducted this spring, including a newsletter to admitted students; a panel discussion at which current Avery Point students talk to and answer questions from accepted students and their families; a telephone campaign conducted by Avery Point’s Husky Ambassadors, which also includes a campaign to have prospective SSS students called by current SSS students; and an after May 1st postcard mailing to remind students that there is still time to deposit at Avery Point.
- The Marine Scholars Program achieves highest level of participation to date. Ten high school students with special interest in the oceans are participating in this recruitment program which acknowledges their accomplishments and prepares them for college.

AP Curriculum Committee

This year effective faculty leadership for campus-wide issues relating to curriculum was achieved through the work of the re-vamped Avery Point Curriculum Committee. In addition,

the campus's committee structure has been overhauled with the goal of reducing the number of active committees and of attempting to reduce the heavy service load for faculty, particularly non-tenured faculty (who do service both for their departments and for the campus), while ensuring appropriate faculty input for campus decisions.

Faculty Development

A successful grant proposal from UConn, written by Syma Ebbin (Assistant Professor in Residence), established a Global Citizenship Faculty Study Group, which is meeting regularly this spring.

Student Life

Many students live at nearby apartment complexes, while others commute. Avery Point has an active student government organization, a popular waterfront program, and numerous activities for students on and off campus. These include regular ice cream socials (with UConn ice cream, of course!), pizza parties, comedy and music shows, bus trips, recreational sports, sailing courses and a sailing club, etc. Each year the activities vary based on student interest and in response to the high level of involvement of Avery Point students in campus life.

III. Research

Overview

The University of Connecticut at Avery Point is home to a dedicated faculty whose excellence in research is recognized regionally, nationally, and internationally. Through their research, faculty at Avery Point contribute to the understanding – and solution – of problems relating to the intersection of oceans and people, including protection of the marine environment, sustainable use of marine resources, and appropriate development of coasts and coastal communities.

Faculty published peer-reviewed articles in the following journals:

Anthropology News
Aquatic Biology
Aquatic Microbial Ecology
Biological Bulletin
Canadian Journal of Fisheries and Aquatic Sciences
Conservation Biology
Continental Shelf Research
Environmental History
Environmental Microbiology
Estuaries and Coasts
Exchange Rate Economics
Journal of Eukaryotic Microbiology
Journal of Physical Oceanography
Journal of Plankton Research
Limnology and Oceanography Bulletin
Marine Policy
Neotropical Ichthyology
Nuclear Physics

Progress in Particle and Nuclear Physics
Society and Natural Resources
Society for Industrial and Applied Mathematics Journal on Numerical Analysis

Books

1 book published (Bercaw Edwards)
 1 ebook published (Bercaw Edwards)
 1 accepted for publication by The University Press of New England (McKenzie)

Book Chapters

5 published (Bedore, 2; Bruchac, 1; Rozwadowski, 2)

New grants submitted*

At least seven new grants submitted to NSF, DOE, NEH, NASA, APS and other agencies.

* This does not represent a complete list as Marine Science faculty members do not all submit information to the Avery Point Director's Office.

Activities representing professional recognition/achievement:

- Fullbright Award to Singapore (Comprone)
- NSF CAREER grant (Whitney)
- Consultant for FAO (Auster)
- Visiting faculty for the Munson Institute for Maritime History-NEH Summer Institute (Bercaw Edwards; McKenzie; Rozwadowski)
- Panelist for discussion of Supreme Court's criminal justices cases for the last term (Cole)
- Review panel member for US EPA Exxon Valdez Oil Spill Trustees Council (Ebbin)
- Provided data for the Stockholm Conference on the Environment (Vlahos)
- Recipient of NASA Group Achievement Award – Southern Ocean GasEx Experiment (Vlahos)
- Elected President of the International Society of Protistologists (McManus)
- NASA Consortium grant (Gai)

Featured Accomplishments:

Conference at Avery Point

Avery Point is co-host and co-sponsor, with Mystic Seaport, of the 2010 Annual Meeting of the North American Society for Oceanic History. The theme, focusing on maritime environments, attracted a record number of abstracts. The conference will feature over 80 speakers representing 45 research universities, research museums, federal agencies, and historical societies from the US, Canada, the U.K., and Australia. Matthew McKenzie (assistant professor, history and American Studies) served as local arrangements chair.

Faculty Receives Patent

Professor Penny Vlahos received a provisional patent for a thin film passive sampler that is designed for deployment in marine systems to collect organic contaminants. The full patent will be filed this May 2010 when the provisional one expires. The new sampler is an efficient way of measuring organic compounds in remote systems to establish much needed time series of data. She and colleagues hope to couple it to the current Global Atmospheric Passive Sampling network led by Environment Canada. UConn will have a significant role in these efforts.

Collaborative Exhibit

A collaborative exhibit between UConn and the Mystic Aquarium and Institute for Exploration provides a look at oceans on a new, microscopic level. Titled, "DNA, Red Tide, and the Sea," the interactive exhibit is based on research led by Senjie Lin, professor of Marine Sciences.

IV. Graduate Education

Department of Marine Sciences

This year there are 30 graduate students in Marine Sciences. The department is admitting a very robust cohort of new graduate students this spring for fall 2010, which will return the number of graduate students to the previous and preferred level of between 35 and 40.

Master's Entry into Nursing (MbEIN) Program Planned

Plans are in progress to open a Master's Entry into Nursing (MbEIN) Program at Avery Point in January 2011. This program allows students with undergraduate degrees unrelated to nursing to complete the nursing requirements necessary to enter Master's level study of nursing after one year of coursework and practicum. The program is already running at Storrs, Waterbury and Stamford. At Avery Point, space has been identified for a teaching lab, and there is already a nursing faculty member on campus. This program fits well with the excellence in undergraduate science education that characterizes our campus and our proximity to Lawrence and Memorial Hospital in New London. The program, when in place, will serve 32 students each year.

Engineering

Graduate level engineering courses are offered on campus as a result of a partnership between the School of Engineering, Avery Point, and the Electric Boat Company. In 2009-2010 four graduate courses were offered by distance learning (two in Fall 2009 and two in Spring 2010) and one graduate course was taught at Avery Point in Spring 2010 by a retired Electric Boat Director of Naval Architecture.

V. Public Engagement

Overview

The campus serves the community and region in many ways. Neighbors, Pfizer employees, visitors, and members of the general public simply enjoy the beauty of the campus, its use for recreation, fishing, or jogging, as well as its art walk and the Alexey von Schlippe Gallery of Art (the gallery alone attracts 3000-4000 visitors/year). The historic Branford House can be rented for weddings or other memorable events. Avery Point is also actively involved with many

aspects of the region, including economic development, the arts, and community service. The campus is home to the non-profit educational organization, Project Oceanology, with which Avery Point's ocean-focused programs work closely.

Some outreach activities are also closely tied to undergraduate education, such as service learning and campus lecture series and symposia; information on these can be found in the appropriate section above.

UConn Technology Incubator Program

Avery Point continues to partner with UConn Technology Incubator Program (TIP) in contributing to regional economic development in Southeastern Connecticut by having on campus several science-technology incubator companies. This year the campus supported TIP expansion by working to locate new space which TIP aims to fill with companies that will have connections to the marine mission and orientation of the campus. Replacement space for TIP offices and laboratories currently occupied in the former Coast Guard complex, which is slated for demolition, is also being identified.

AP Associates Involved in Campus Director Search

A group of regional leaders of business, arts and educational organizations, which serves as a community advisory group to the Avery Point director, has been involved in the search for the new campus director. Each Associate was interviewed individually in fall, then the interim director submitted a report on their individual and collective comments and suggestions to the Chair of the Search Committee. In the interview stage, members of this group are meeting with the candidates and are invited to provide feedback to the Chair of the Search Committee.

Outreach Activities

- Active mentoring program in local elementary and middle schools
- Fall 2009 Annual Connecticut State Employee Campaign raised \$4188 from 14 donors plus those who attended a chili and pie cook-off
- Performance of "The Vagina Monologues" in February 2010 by a group of Avery Point students to support The Southeastern Connecticut Women's Center
- Concert-Fundraiser for Haiti in April 2010
- Work by the Avery Point Community Outreach Committee with nearby Health, Education & Safety (HES) satellite and the general campus, UConn School of Nursing, and local law enforcement and social services to provide support to 450 families to promote health and well-being of families through clothing and food drives, as well as direct instruction and tutoring
- Participation by Avery Point Police in the new Campus Law Enforcement Partnership, a consortium of security and law enforcement dedicated to law enforcement and security needs, and response coordination in communities that house professional campus settings in SE CT

Groups Hosted on Campus

Programming and resources were provided to various groups, including:

- Participants in the Quahog Bowl (National Ocean Science Bowl), of which Avery Point is host and co-sponsor; these are teams of high school students from RI and CT
- Local pre-school children for Read Across America day

- Schenectady, NY, high school students via Holliday Travel
- International students attending UConn for a full day of Orientation programming
- Families of current students for the first-ever Family Day in Fall 2009
- ACT workshops
- College Board workshops
- Athletic clinics for community and local schools
- Swim teams and other groups that rent the athletic facility for training and competition

VI. Physical Plant and Infrastructure as Impacting Academic Goals

Overview

The picturesque, waterfront campus, located on Long Island Sound at the mouth of the Thames River, combines the elegance of the past – in the mansion and buildings associated with the estate of Morton Plant – with state-of-the-art marine sciences facilities.

Students enjoy the use of high-tech classrooms, computer labs, a UConn Co-op bookstore, a branch of the UConn Library system, the Learning Center, the Student Union, a gymnasium with a pool, café with food service options, ample and varied study lounges and spaces, and plenty of easy parking.

Deferred Maintenance is a major challenge for the campus. This fall a major repair to the deaerator was required and new equipment was purchased. Installation is expected to be completed this summer. While the remaining deferred maintenance list is long, progress continues in addressing this category of issues.

Library

- Completed the exterior phase of our Library building renovation plan, which included 1) the replacement of the roof and skylights and 2) the restoration of the building's exterior façade
- UConn Libraries are making a significant investment (\$220,000) in the Avery Point Library for the purchase of equipment and furnishings. This work is being done in Spring 2010.
- Current development of a Scope of Work for necessary Library interior renovations will complement work being done by the central library to complete the project whose first phase was repair of the Library envelope/exterior. Interior renovations include installation of i-studios, ADA-compliance, redesign of the circulation desk, additional soft seating, and group and individualized study areas. The work further includes 1) renovating the interior spaces to support the set-up of a new Learning Commons environment, 2) a review and upgrade of existing building systems, as needed, and 3) other interior modifications, as needed, to include relocation of the SSS program offices. This work is expected to be completed for the Fall 2010 semester.

Interior Renovations in Marine Sciences Building by TIP

Renovations are underway to the Avery Point Marine Sciences Building in order to provide new office space for the Technology Incubation Program (TIP) and additional offices for the NURC and Industrial Affiliates departments. TIP is funding these renovations with grant funds.

Student Union and Former Coast Guard Complex Demolition Design

In October 2009, the relevant committee recommended a design firm. Various delays have to date prevented finalizing a contract, so design work has not yet begun. Funding is available to complete design work through document design, so once the design is completed and state funds are provided, this project will be ready to begin.

Building 19/Community and Professional Building

Developing a Scope of Work for the Community and Professional Building as a prospective source of additional space for the TIP program laboratories and growth space as well as for academic program purposes.

Legacy Work to Remediate Code Related Problems

Six projects are about to begin and will be completed by the end of this calendar year.

Facilities Projects

Twelve projects are planned, of which four are complete, four are on-going, and the remaining four are approved.

Paving half of the Student Parking Lot is expected to be approved in April.

Appendix A

UConn Avery Point Faculty

Adjunct faculty teaching undergraduate students:

Fall 2009 - 56 adjunct faculty
Spring 2010 - 44 adjunct faculty

Full-time faculty teaching undergraduate students:

1. Peter Auster, Marine Sciences, associate research professor
2. Pam Bedore*, English, assistant professor
3. Mary K Bercaw Edwards*, English, associate professor
4. Margaret Bruchac*, Anthropology, assistant professor
5. Dick Cole, Politics, assistant professor in residence
6. Joseph Comprone* English, professor
7. Syma Ebbin, Agriculture and Resource Economics, assistant professor in residence
8. Jim Edson*, Physics, professor
9. Moshe Gai*, Physics, professor
10. Paul Hallwood*, Economics, professor
11. Steve Jones*, English, professor
12. Dmitriy Leykekhman*, Mathematics, assistant professor
13. Robert Mason*, Marine Sciences, professor
14. Matthew McKenzie*, History, assistant professor
15. George McManus*, Marine Sciences, professor
16. Helen Rozwadowski*, History, associate professor
17. Craig Tobias*, Marine Sciences, associate professor
18. Nathaniel Trumbull*, Geography, assistant professor
19. Penny Vlahos*, Chemistry, assistant professor
20. Tixiang Wang*, Mathematics, associate professor
21. Evan Ward*, Marine Sciences, professor
22. Michael Whitney*, Marine Sciences, assistant professor

*denotes tenure or tenure-track

Appendix B

UConn Avery Point Staff

This list does not include staff from the Department of Marine Sciences, which is housed at the Avery Point campus.

UCPEA Professional Staff

1. Holly Buckley
2. Thomas Duguay
3. Trudy Flanery
4. Lisa Hastings
5. Mary Heckman
6. Jan Heckman *
7. Prescott Littlefield
8. Susan Lyons
9. Argelio Marrero
10. Jeanne Martin
11. Marcia Orcutt **
12. Julia Pavone
13. Mark Newall
14. Randall Paterson
15. Elizabeth Rumery *
16. Laurie Saunders
17. Nancy Steenburg ***
18. Janene Vandt
19. Barbara Vizoyan *
20. Ben Roccapriore *****
21. Martha Young

AFSCME Clerical Staff

22. Cynthia Bernardo ***
23. Maryann Pepin ***
24. Margaret Tullie
25. Joyce Wood

AAUP Member

26. Roger Bidwell *****

* Library staff; managed by Storrs Libraries budget

** Student Support Services staff; managed by Storrs SSS budget

*** CCS staff; managed by Storrs CCS budget

**** Athletics Director; managed by Avery Point budget

***** Director of Facilities; managed by Storrs Architectural & Engineering Services

**University of Connecticut
Greater Hartford Campus
Report to the Senate
2009-2010**

Our Greater Hartford Campus Annual Report to the Senate is a summary of our accomplishments and challenges for the Academic Year 2009-2010. The report highlights our myriad initiatives and successes in meeting the goals of our Academic Plan.

MISSION STATEMENT

This campus significantly extends the university's land grant mission: first, through research, teaching, and service that focus on metropolitan issues and challenges; second, by building an academic community that reflects the rich diversity of the greater metropolitan area; and third, by preparing students for transition to the main campus. We offer Baccalaureate degrees in American Studies, Business & Technology, English, General Studies, Human Development & Family Studies, Psychology, and Urban & Community Studies. The Greater Hartford Campus also offers Graduate programs through the Department of Public Policy (Master of Arts in Public Administration, Graduate Certificates in Survey Research, Public & Nonprofit Management (PNPM) and Public Financial Management (PFM)), School of Social Work (Master of Social Work; Doctorate in Social Work) and the NEAG School of Education's Teacher Certification Program for College Graduates (Master of Arts in Education). We are committed to creating and disseminating research that draws on local opportunities in the city, region, and state, and also to enhancing the region and the lives of its citizens by promoting civic engagement, service learning, and opportunities for employment and enrichment. Further, we contribute to the region's workforce through undergraduate majors and professional graduate programs that contain substantial opportunities for practical experience

OUR PROGRAMS

The Greater Hartford Campus thrives on its diversity and location, which provides innumerable opportunities to observe and address urban challenges. Campus programs are strategically designed to address business growth demands and to enhance the lives and meet the higher educational needs of the citizens in the metropolitan region.

Not only is the number of students attending classes at the Greater Hartford Campus going up, but, more significantly, we've had a steady increase in the number of students choosing to complete their baccalaureate degrees at the Greater Hartford Campus. We continue to provide freshman and sophomore level courses in most academic disciplines for easy transitioning to Storrs.

The Greater Hartford Campus' small classes enable students to develop research partnerships, mentoring relationships, and professional engagement with faculty members, which continue long after students complete their degrees.

The campus also offers the full benefits of the University of Connecticut education through an outstanding staff that provide the support critical to the success of so many of our students. Students have the opportunity to participate in University enrichment programs such as undergraduate research, Service-Learning, Study Abroad, Learning Communities, internships,

and, new this year, a Career & Networking Fair and a Career Workshop Series on Resume Writing, Interviewing, Career Resources and Networking.

Resources on campus include one-on-one tutoring at the Writing and Quantitative Center; on-site support and instant classroom polling technology from the Institute for Teaching and Learning; distance learning; iTV video conferencing with experts around the world; computer access and assistance through our Information Technology Center; and the recently-refurbished Harleigh B. Trecker Library, which is fully integrated with the University's three million volumes, 43,000 journals and 240 research databases.

Students are encouraged to discover their potential through co-curricular activities and the guidance of the Greater Hartford Campus professional staff. From the start students are equipped with the tools and resources to meet the academic challenges of the University through the First Year Experience seminars.

We continue to strengthen our student support through new services under Student Services Department. These services include Academic Advising, Disability Services and the Center for Counseling and Wellness. Disability Services pioneered a new course INTD 1820 to address the academic, social and personal needs of students with autism spectrum disorder.

OUR STUDENTS

The Greater Hartford Campus remains the largest of the regional campuses both in full-time and total number of students. The campus also serves the largest and most diverse student body of the five regional campuses, and reflects the cultural richness of the Greater Metropolitan Region. Our students come from Columbia, Nepal, Russia, Texas and close to 80 Connecticut towns, and our minority population continues to expand reaching a record high of 34 percent in the 2009-2010 academic year. We continue to experience growth in enrollment at our Greater Hartford Campus with over 1300 degree-seeking undergraduate students taking classes this year. They have generated over 16,000 total registered credit hours, consistent with the increased demand in credit hours we've experienced in the last several years.

Our Greater Hartford Campus students excel academically as is evident in the 23 students who were recognized as Babbidge and New England Scholars and the 163 students named to the Dean's List in the Fall 2009 for their high academic achievements. The School of Business also honored Greater Hartford Campus student Camron Rafiee as their Hall of Fame Student Fellow.

Our Greater Hartford Campus students continue to bring recognition to the University earning awards outside of the University setting. For the second year in a row three Greater Hartford Campus students from our Bachelor of Business and Technology won the Traveler's IT Case Competition, competing with schools such as *Rensselaer Polytechnic Institute*. They were joined by one other finance student from Storrs, and all students were team was advised by Wei-Kuang Huang's from the BSBT program.

While most students study overseas in their junior year, Greater Hartford Campus sophomore students from our Student Support Services program demonstrated the maturity and drive to be selected for the Study Abroad Program. This was a pioneering move for these students who come from low income or first-generation families. The students, Marcel Arnold and Carlos

Rodriguez, are in London for their spring semester and engaged in weekly community service as part of their education as global citizens.

Greater Hartford Campus students heroically answer the call to serve the Greater Hartford Metropolitan Region through community volunteerism. Nothing illustrates this commitment more than students' participation in the Alternative Spring Break program introduced through Service-Learning. Students gave up their vacation time to participate in educational lectures and exercises in planning a poverty-line, family food budget; packing knapsacks with food for school children so that they would have something to eat over the weekend; and hands-on activities with programs to bring local produce to the inner city.

Numerous other programs in which students serve the community include rehabbing old Victorian homes in a neglected Hartford neighborhood with NINA, raising funds for people with developmental disabilities through bowling for BEST BUDDIES CT, frequent blood drives, winter coat drive, hosting lectures and conferences, arranging educational trips and international awareness events. Our Associated Student Government initiated and hosted a conference for all the regional student governments, which was attended by over 75 representatives from the five campuses. The student-directed World Club sponsored an International Week of lectures, cultural exhibits and a "Food Fiesta."

Guest speakers on the campus included Simon Deng, addressing modern day child slavery in Sudan; and Shannon Cutts, exploring the issue of body image and media in society. An educational trip to "The Wall Street Experience" in New York was also well attended, and four ConnPIRG students were sent to the Resolve 2009 Student leadership Conference in Chicago.

Additionally, students contributed to the community through Service-Learning activities in their academic classes. Capitalizing on our proximity to Hartford, students in URBN 2000 Introduction to Urban Studies helped prepare inner-city youth for college; renovated abandoned homes; promoted artistic aspects of the African Diaspora with Sankofa Kuumba in the North End Hartford; and gathered surplus food primarily from grocery stores for Foodshare, an agency fighting hunger in Hartford and Tolland counties. Student interns worked as analysts at the State Treasurer's office, shadowed and worked with a Hartford probation officer, served as Hunger and Homelessness Coordinator for ConnPIRG, worked with a Victims advocate in the CT Justice Department, with End Hunger CTI, a non-profit organization that advocates food safety; and with several gay rights organizations.

OUR FACULTY

Our faculty actively contribute to UConn's prestigious ranking as a Carnegie research intensive university through publication, research, teaching and services. Among our Greater Hartford Campus faculty are Fulbright Scholars, researchers receiving funding from the National Institutes of Health and the Ford Foundation; authors of recently released books and articles in peer-reviewed journals, and myriad other faculty and staff, only a few of whose achievements, presentations and accolades are included below.

AWARDS

Lawrence Goodhart, Ph.D., Professor

Fulbright Scholars at University of Hacettepe in Akara, Turkey, teaching U.S. History with an emphasis on African-American History and the Civil War.

Jose Cruz, Ph.D., Assistant Professor, School of Business OIMD.

School of Business Teaching and Research Committee Faculty Award: 2009-2010
Undergraduate Teaching Award.

Kim Price-Glynn, Ph.D., Assistant Professor of Sociology, Urban and Community Studies

College of Liberal Arts and Sciences Faculty Achievement Award for Teaching, 2010.

Stephen L. Ross, Ph.D., Professor of Economics, College of Liberal Arts and Sciences

Excellence in Research Award in Social Sciences, 2009.

Clare Eby, Ph.D., Professor of English

UConn Humanities Institute Fellowship, Fall 2009-Spring 2010. "Until Choice Do Us Part: The Theory and Practice of Marriage in the Progressive Era."

BOOKS

Lawrence Goodhart, Professor of History

The Solemn Sentence of Death: Capital Punishment in Connecticut, University of Massachusetts Press, 2010.

Walter Woodward, State Historian, Assistant Professor of History

Prospero's America: John Winthrop, Jr., Alchemy, and the Creation of New England Culture, 1607-1676. University of North Carolina Press and the Omohundro Institute of Early American History and Culture, 2010.

Kim Price-Glynn, Ph.D., Assistant Professor of Sociology, Urban and Community Studies

Strip Club: Gender, Power and Sex Work. In press. NY: New York University Press, 2010.

SELECTED PUBLICATIONS/ PRESENTATIONS AND APPOINTMENTS

Amy Gorin, Ph.D., Assistant Professor of Psychology

Gorin, A. A. & Raftopoulos, I. (2009). Effect of Mood and Eating Disorders on the Short-Term Outcome of Laparoscopic Roux-En-Y Gastric Bypass. Obesity Surgery, 19, 1685-90.

Phelan, S., Kanaya, A. M., Subak, L. L., Hogan, P. E., Espeland, M. A., Wing, R. R., Burgio, K. L., Dilillo, V., **Gorin, A. A.**, West, D. S., Brown, J. S. and The Look AHEAD Research Group. (2009). Prevalence and Risk Factors for Urinary Incontinence in Overweight and Obese Diabetic Women: The Look AHEAD Study. Diabetes Care, 32, 1391-7.

Gokee LaRose, J., **Gorin, A. A.**, Raynor, H. A., Nelson Laska, M., Jeffery, R. W., Levy, R. L., & Wing, R. R. (2009). Book Chapter: Are Standard Behavioral Weight Loss Programs Effective for Young Adults, International Journal of Obesity, 33, 1374-80.

Patrick, H., **Gorin, A. A.**, & Williams, G. C. (2010). Book Chapter. "Lifestyle Change and Maintenance in Obesity Treatment and Prevention: A Self-Determination Theory Perspective." In L. Dube (Ed.) Obesity Prevention: The role of Brain and Society on Individual Behavior. London: Elsevier, p. 365-374.

Kerry L. Marsh, Ph.D., Associate Professor of Psychology

Isenhower, R. W. ♦, Richardson, M. J., Carello, C., Baron, R. M., & **Marsh, K. L.** Affording Cooperation: Dynamics and Action-Scaled Invariance of Joint Lifting. *Psychonomic Bulletin & Review*, 17. (2010).

Lopresti-Goodman, S. ♦, Kallen, R. W. ♦, Richardson, M. J., **Marsh, K. L.**, & Johnston, L. Influence of Body-Awareness on Passing Through Apertures. *Applied Cognitive Psychology*, 24(2). DOI: 10.1002/acp (2010).

Clare Eby, Ph.D., Professor of English

Theodore Dreiser. A Companion to Twentieth-Century United States Fiction, ed. David Seed. Oxford: Wiley-Blackwell, 2010. 292-301.

Radical Innocent: Upton Sinclair, by Anthony Arthur. "Upton Sinclair and the Other American Century, by Kevin Mattston" [review]. *American Literary Realism* 42:1 (Fall 2009), 88-90.

Thomas F. Shea, Ph.D., Associate Professor of English

"The Blasket Island Writers: Tomás O'Criomhthain, Peig Sayers, and Muiris O'Súilleabháin," Princeton University Library, Irish Prose Catalog, Spring 2010.

"Richard Poirier: A Tribute," College Hill Review, Spring 2010.

Kim Price-Glynn, Ph.D., Assistant Professor of Psychology

Rakovski, Carter and Kim Price-Glynn. "Nursing Assistants, Caring Labor, and Intersectionality." *Sociology of Health & Illness*, 32(3). 2010.

Roger Chaffin, Ph.D., Professor of Psychology

Chaffin, R., Lisboa, T., Logan, T., (g) & Begosh, K.T. (g) (2010). "Preparing for Memorized Cello Performance: The Role of Performance Cues. *Music of Psychology*, 38, 3-30.

Walter Woodward, State Historian, Assistant Professor of History

"Sounding the North Americans: The European Record of Early Musical Contact," Paper/Musical Performance at Presidential Plenary Session Opening the 124th Annual American Historical Association Convention in San Diego 2010.

Stephen L. Ross, Ph.D., Professor of Economics

Appointed as Fellow Candidate at the Weimer School for Advanced Studies in Real Estate and Land Economics at the Homer Hoyt Institute.

Appointed to Editorial Board of the Journal of Urban Economics.

EXTERNAL FUNDING

Amy Gorin, Ph.D., Assistant Professor of Psychology

National Institutes of Health Grant: “Modifying Obesogenic Homes: Impact on Weight Maintenance, 5/04-4/10, \$2,065,702.

Center for Health, Intervention, and Prevention PI Grant, University of Connecticut; “Social Context of Health Behavior Change: Training Family Members to Support Weight Loss,” 3/08-6/10, \$15,000.

Kerry L. Marsh, Ph.D., Associate Professor of Psychology

National Science Foundation: “Major Research Instrumentation: Development of a Gesture Based Virtual Reality System for Research in Virtual Worlds,” Horea T. Ilieş (PI), Amy Anderson (Co-PI), Kazem Kazerounian (Co-PI), **Kerry L. Marsh**, (Co-PI), & Kristine Nowak (Co-PI), , 7/15/09 – 6/30/12, \$782,039.

National Institutes of Health Recovery Act: “Robot-Child Interactions as an Intervention Tool for Children with Autism,” Anjana Bhat (PI), Timothy Gifford (Co-I), Kerry L. Marsh (Collaborator), Deborah Fein (Collaborator), Sarah Hodgson (Collaborator), Rebecca Landa (Consultant), R21/R33, 9/30/09 – 9/29/13, total: \$1,096,245. *{R33 funds: contingent on R21 success}*

National Institute of Mental Health: “Implicit Attitudes and HIV Risk Behavior in Virtual Environments”, Kerry L. Marsh (PI) & Natalie Dove (Co-I), , 05/01/08 – 04/31/13, total costs: \$2,409,516. *(other personnel: D. B. Portnoy (grad researcher), M. Crawford, M. Singer, & M. Weeks (collaborators), E. Santos, Jr. (consultant).)*

National Science Foundation: “Building Emergency Evacuation: Innovative Modeling and Robust Optimization,” Peter B. Luh (PI), **Kerry L. Marsh** (co-PI), & Neal Olderman (Co-I), \$621,754, 4/10-3/13. (Status: paperwork being processed by NSF now).

Stephen L. Ross, Ph.D., Professor of Economics

Ford Foundation: Ongoing funding to examine subprime mortgage lending and long-run effect on borrower credit scores in six major U.S. metropolitan areas.

CAMPUS GRANTS

For the third consecutive year we received a block grant of \$37,000 from The Hartford Foundation for Public Giving for transferring community college students to continue their studies at our campus.

The Travelers EDGE Scholarship Program provides scholarship support for seven BSBT Transfer Pathway students from Capital Community College. Each scholarship covers full UConn tuition, a paid internship at Travelers, a \$500 textbook stipend, professional and academic mentoring, training & developmental workshops and a job shadow opportunity.

William and Alice Mortensen Foundation – Awarded a \$7000 grant to Trecker Library to upgrade computer equipment.

CT Campus Compact - Awarded \$2500 to support the Service-Learning Fall Forum: Moving from Theory to Practice (3rd Annual Service-Learning Fall Institute)

City of Hartford - Awarded \$4500 to the Service-Learning Program to assist Greater Hartford Campus students to promote higher learning among Hartford Public High School students.

CAMPUS RENOVATIONS

The University Board of Trustees approved over \$7 million for campus renovations. These renovations will be done over the next two years.

**University of Connecticut
Stamford Campus
Report to the Senate
2009-2010**

I. Undergraduate Education

The Stamford Campus offers undergraduate majors in the College of Liberal Arts and Sciences and the School of Business. The Stamford Campus integrates information technology, research, and service learning into the curriculum in meaningful ways that enhance student learning. The campus offers full undergraduate degrees in fields that match regional strengths and attributes and targets regional needs, which include American Studies, Business and Technology, Economics, English, General Studies, History, Human Development and Family Studies, Political Science, and Psychology, and one undergraduate minor in Women's Studies.

Two new undergraduate programs are being proposed for the regional campuses. One will be the Bachelor of Science, Business Administration and the Bachelor of General Studies, Professional Studies. It is anticipated that both programs could begin in Fall 2011.

The Stamford Campus provides students with access to the state's flagship, public land grant research university's degree programs and services for highly motivated, traditional and non-traditional aged students, who choose to take advantage of the local resources and are area-bound. This includes a diverse and multicultural student body, many of whom are first-generation college students, underrepresented and disadvantaged students, and returning adult learners, who collectively bring a wealth of experience, talent and enthusiasm to the campus.

In Fall 2009, there were 1294 undergraduate students (854 full-time and 440 part-time) enrolled at the Stamford Campus, as compared to 1314 undergraduate students in Fall 2008. The number of transfer students increased from 57 students in Fall 2008 to 75 students in Fall 2009. There was a decrease in the number of first time freshmen from 250 in Fall 2008, to 217 in Fall 2009. In the BGS program, there were 212 students enrolled in Fall 2009, as compared to 242 in Fall 2008.

The decrease in first time freshman in Fall 2009 can be attributed to the impact of the economic downturn on decision-making by graduating high schools students and their families. In the communities that the Stamford Campus serves, the two local community colleges (Norwalk and Housatonic) experienced an 8 percent and 10 percent increase in enrollments, respectively. The cost differential (\$2900 vs. 8000) for annual tuition and fees between the community colleges and UConn influenced the decision-making of attending college this past Fall.

The Stamford Campus continues to offer an active Honors Program for freshman and sophomore students. The students are provided opportunities to engage in undergraduate

research and stimulating and demanding coursework for students who meet the requirements for participation in the Honors Program.

In consultation and collaboration with the University Library and the Institute for Teaching and Learning, the development of a Learning Commons that includes a Writing Center, Q Center, and other student support services has begun. The first phase has been implemented with the co-location of the Writing Center and the Q Center in the Jeremy Richard Library at the Stamford Campus. During this past year, there have been several discussions to enhance the Learning Commons, and there have been design drawings proposed. The goal for the future is to prioritize the areas where the Learning Commons will be further developed. Using this priority list, a concerted fund-raising campaign will be initiated to build-out the Learning Commons.

The faculty continued the 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 Women's Studies minor is becoming an attractive complement to the academic major, and there are currently 60 declared students in the minor program.

The UConn Stamford Campus joined with the Storrs Campus and other universities throughout the world to celebrate the Year of Science 2009. With a grant from Purdue Pharma, there were dramatic presentations, including a play about Dr. and Mrs. Darwin; several guest lectures delivered by scholars from Columbia University, Yale University and Brown University; and a range of student activities that included field trips and service learning projects.

II. Graduate Education

The Stamford Campus currently offers graduate degrees in response to professional development and advancement needs of the regional workforce, and includes the Master of Business Administration. There are currently 384 graduate students enrolled in the MBA program.

In collaboration with the School of Nursing, the MBEIN nursing program initiated their second cohort of students in January 2010 at their new laboratory space, which is leased from Stamford Hospital and adjacent to Stamford Campus. The new laboratory was made possible by donor support from Stamford Hospital, Greenwich Hospital and Norwalk Hospital, who donated \$370,000 for the lab fit-out and lab equipment expenses.

The School of Business officially launched the Master of Science in Financial Risk Management in March 2010. The program will begin with the first cohort of students in Fall 2010. It has received a very positive response by the business community, as the program blends theory with practice in the curriculum.

Future expansion of graduate education at the Stamford Campus includes the following:

A. Master of Social Work

Dean Raheim met with the social work practitioners of Fairfield County during the Fall 2009 semester, to continue the dialogue about initiating the Master of Social Work program to be located at the Stamford Campus. The prospects for the program being developed in the near future are not promising due to the economic constraints that the campus faces.

III. Scholarly/Research Activities

The Stamford Campus faculty represent a strong corps of dedicated and successful scholars and researchers in their respective disciplines. During the past year, the faculty published **48** refereed articles, delivered **19** refereed presentations at professional meetings, engaged in **19** non-refereed publications and presentations, served on **38** professional boards or committees, secured **17** external grants, and served on **17** university-wide leadership and committee assignments. The citations for all of the scholarly/research activities are attached to this report as Appendix A.

The referred articles were published in journals that include Comparative Drama; Journal of Developing Areas; European Journal of Operational Research; Journal of Clinical and Experimental Neuropsychology; Communications in Algebra; Imagination, Cognition and Personality; Journal of Housing Research; Journal of Behavioral Finance; International Journal of Mobile Marketing; Phycological Research; and Comparative Politics.

A forum for the Stamford Campus faculty to share their research and scholarly projects is the Faculty Colloquium Series. There were 11 colloquia offered in Fall 2009, and a total of 13 colloquia will be presented during the Spring 2010 semester. The colloquia have attracted faculty, staff and students to the presentations, and the series is open to the public, with an increase in community participation demonstrated during this past year.

The UConn Center for Globalization and Commerce continued its outreach and engagement activities this past year. There were several prominent symposia that were held that included the following titles: The Global Economy: Dealing with the Great Recession; The BRIC Countries Current Status and Future Outlook as a Viable Political and Economic Group, and Japan-U.S. Relations, which featured the Ambassador and Consul General of Japan. In addition, in partnership with the UConn Global Citizenship Curriculum Committee, a CEO Roundtable was held at the Stamford Campus that included students and faculty from the Storrs, Greater Hartford and Law School campuses, and that provided site visits to three corporations based in Stamford – UBS Securities, Pitney Bowes and Purdue Pharma.

IV. Public Engagement

The UConn Stamford bus shuttle service to and from the Stamford Train Station has been operational for five semesters, and there has been increased ridership by faculty, students, staff and visitors. The shuttle bus has become one of the marketing tools for student recruitment, as the train service offers a viable option to driving a vehicle to and from

campus. In order to meet the demands of the shuttle service, the campus has ordered a larger vehicle that accommodates 24 passengers, including two seats that will provide wheelchair accessibility. There is an average of 240 passengers that are utilizing the shuttle bus service daily.

The University Pals program completed its third year of offering middle school and high school students in the Stamford and Norwalk Public School systems with a five-year college preparation program for first generation college bound students, beginning in 7th grade through 12th grade. The fourth cohort will begin the program in July 2010. The program is supported by donors from local businesses and corporate foundations.

The Campus Art Gallery continues to be active in the local arts scene in the City of Stamford and the Fairfield County region. The Art Gallery hosts opening receptions for the exhibits that attract visitors to campus from throughout the Northeast region.

The Fairfield County chapter of the Alumni Association held an UConn Fairfield County Day event at the Stamford Campus in June 2009. The goal of the program was to bring together the local alumni for networking and socialization, and to raise funds for student scholarships. The Stamford Campus was presented with a check for \$5000 for student scholarships to be distributed locally. The planning for the 2010 event, which will be held on June 3, is progressing and this year will include a golf tournament that will be held at the Country Club of Darien, in addition to the main event being held at the Stamford Campus.

The Stamford Campus faculty, staff and students have been engaged directly in public engagement activities with unwavering commitment and dedication. Faculty and staff are involved as members of boards and committees of a range of non-profit organizations, health and human service agencies, K-12 schools, and many other community organizations, and the groups they belong to include: Boys and Girls Club of Stamford; Stamford Achieves; Connecticut Women's Hall of Fame Scholars Committee; Falk Foundation; Stamford Early Childhood Council; CT Early Childhood Mental Health Research Group; Local Early Intervention Coordinating Council; Jewish Community Center of Stamford; Fairfield County Episcopal Clergy Association; Junior League of Greenwich; Stamford Chamber of Commerce; Stamford Partnership; Stamford Downtown Special Services District; Childcare Learning Centers; Norwalk Chamber of Commerce; Greenwich Chamber of Commerce; Domestic Violence Crisis Center; Connecticut Committee of the Regional Planning Association; World Affairs Forum; Stamford Public Education Foundation; Business Council of Fairfield County; Stamford Public Schools; Norwalk Public Schools; and Fairfield County Sports Commission.

V. Physical Plant and Infrastructure

A Garage Study Work Group was formed in Fall 2009, as a result of legislation approved to conduct the "highest and best use of the Stamford Campus parking garage study." The work group will finish the study by May 1, 2010.

In the meantime, the parking garage has been assessed by several structural engineering companies as needing repair and the UConn administration is exploring several pathways

to address this matter. There have been exploratory discussions with the City of Stamford to lease parking spaces in the city-owned garages that are near the Stamford Campus.

An ongoing problem at the Stamford Campus has been frayed and worn carpeting in common areas, as well as faculty and staff offices. These conditions have created a safety and health problem for students, faculty, staff and visitors. During the past 5 years, there have been efforts to replace the original carpet that was placed down in 1997, in incremental phases. This past spring, funds that have accumulated from parking revenues and leases at the Stamford Campus, were used to complete the re-carpeting of the main areas and offices of the campuses.

In April 2008, the University administration contracted with the Simplex Grinnell Co. to install a Mass Notification System at the Stamford Campus. Recently, the company concluded that the initial assessment of installing a wireless system was not possible. Thus, two years of time was wasted in the installation process. The University administration is currently awaiting a proposal from the company to install a wired system.

VI. Campus Administration

Dr. Michael Ego will step down as the Associate Vice Provost of the Stamford Campus, effective May 31, 2010. A search has begun to fill his position, with an Interim Director scheduled to succeed Dr. Ego on June 1, 2010.

The campus recognition awards began in 2006 to recognize faculty and staff contributions to the Stamford Campus. The awards are the Faculty Recognition Award and the Staff Recognition Award, and the recipients are selected by a peer review committee. A third award, the Town and Gown Award, is given to a local community or business leader in recognition of their contributions to supporting the UConn Stamford Campus. The award ceremony is held each August at the campus Town Hall meeting.

APPENDIX A

SCHOLARLY/PROFESSIONAL ACHIEVEMENTS

The Stamford Campus faculty represent a strong corps of dedicated and successful scholars and researchers in their respective disciplines. During the past year, the faculty published **48** refereed articles, delivered **19** refereed presentations at professional meetings, engaged in **19** non-refereed publications and presentations, served on **38** professional boards or committees, secured **17** external grants, and served on **17** university-wide leadership and committee assignments. The citations will be presented in the following section of the report.

Refereed Scholarly Publications

Nehama Aschkenasy – journal article; “The Biblical Intertext in Peter Shaffer’s *Amadeus* (Or, Saul and David in Eighteenth-Century Vienna,” Comparative Drama, 44:1 (Spring 2010), 45-62.

Nehama Aschkenasy – book chapter; “Text, Nation and Gender in Israeli Women’s Fiction,” in Women and Judaism: New Insights and Scholarship, New York University Press, 2009, 221-244.

Nehama Aschkenasy – book chapter; “From Aristotle to Bakhtin: The Comedic and the Carnavalesque in a Biblical Tale,” in Literary Construction of Identity in the Ancient World, 2010, 265-281.

Uluc Aysun – journal article; “Capital Flows, Maturity Mismatches and Profitability in Emerging Markets: Evidence from Bank Level Data,” Journal of Developing Areas, in-press.

Fidan Boylu – co-authored journal article; “Induction over Constrained Strategic Agents,” European Journal of Operational Research, 10.1016/j.ejor, 2009.

Pam Brown – book chapter; “Bad Fun and Tudor Laughter,” A Blackwell Companion to Tudor Literature and Culture, 1485-1603, Oxford, 2010, 324-339.

Pam Brown – book review; “Shakespeare’s Practical Jokes,” review of Davis Ellis in Comparative Drama, 43:1, 2009, 133-136.

Laura Bunyan – co-authored journal article; “Race, Capitalism and Welfare Reform: Who Really Benefits from Welfare-to-Work Policies?” Race, Gender and Class, 15:1/2, 115-133.

Leslie Burton – co-authored journal article; “Effects of Gender and Personality on the Conners Continuous Performance Test,” Journal of Clinical and Experimental Neuropsychology, 32 (1), 66-70.

Leslie Burton – co-authored journal article; “Emotional Recognition Ability in Patients with Epileptic versus Nonepileptic Seizures,” Epilepsy and Behavior, 15, 333-338.

Morgne Cramer – book chapter; “Virginia Woolf and Sexuality,” in Cambridge Companion to Virginia Woolf, 2nd edition, Cambridge University Press, 2010, 180-196.

Annamaria Csizmadia – book review; “Is That your Child? Mothers Talk about Rearing Biracial Children,” Journal of Comparative Family Studies, in press.

Walter Dolde – co-authored journal article; “Foreign Exchange Exposure and Cost of Equity for U.S. Companies: Local Versus Global CAPM,” Journal of Applied Science, in-press.

Anne Farrell – co-authored journal article; “School Personnel’s Perceptions of Family-School Communication,” Improving Schools, in-press.

Anne Farrell – co-authored journal article; “Supportive Housing for Families in Child Welfare: Client Characteristics and their Outcomes at Discharge,” Children and Youth Services Review, 32, 145-154.

Anne Farrell – journal article; “Validating Family Centeredness in Early Intervention Evaluation,” Infants and Young Children, 22 (4), 238-252.

Anne Farrell – co-authored journal article; “Parent Perspectives on Early Childhood Assessment: A Focus Group Inquiry,” Early Childhood Services, 3, 61-76.

Serkan Gorkemli – journal article; “Legato and the Practices of ‘Sexual Literacy’ in Turkey,” Reflections: A Journal of Writing, Service-Learning and Community Literacy 9.2, Spring 2010, 21-43.

Serkan Gorkemli – book review; “Desiring Arabs,” review of Joseph A. Massad in International Journal of Middle East Studies (Cambridge University Press), in press.

Wynd Harris – co-authored journal article; “Preference Markets for Innovation Ranking and Selection,” Interfaces, December 2009.

Cristiano Husu – journal article, “The Jacobi identity for relative twisted vertex operators associated with the roots of the Lie algebras $A(1)$ and $A(2)$, and the generating function identities for level-1 standard $A(1)$ and $A(2)$ modules,” Communications in Algebra, Volume 38, Issue 7.

John Knopf – co-authored journal article; “Do Disability Laws Impair Firm Effectiveness?” American Business Law Journal, Spring 2010.

John Knopf – co-authored journal article; “Impact of Corporate Ownership and Governance on Risk-Taking and Returns at Real Estate Investment Trusts,” Journal of Real Estate Finance and Economics, 2009.

John Knopf – co-authored journal article; “IPOs, Clustering, Indirect Learning and Filing Independently,” Journal of Banking and Finance, Volume 33, 2009.

Elena Levy –journal article; “The mediation of coherent discourse by kinesthetic reenactment: A case study of an autistic adolescent, Part II,” Imagination, Cognition and Personality, 29, 41-70.

Venu Menon – journal article; “Complete distributivity in non complete lattices,” Far East Journal of Mathematical Sciences, in press

Katherine Pancak – co-authored journal article; “Broker Duty to Clients: Why States Mandate Minimum Service Requirements,” Cityscape: A Journal of Policy Development and Research, in-press.

Katherine Pancak – journal article; “A Critical Examination of Minimum Service Laws,” Journal of Housing Research, in-press.

Frederick Roden – book chapter; “Introduction: Jewish/Christian/Queer: Crossroads and Identities,” in Jewish/Christian/Queer: Crossroads and Identities. Ashgate, Queer Interventions Series, 2009, 1-18.

Frederick Roden – book chapter; “Mark-Andre Raffalovich: A Russian-French-Jewish Catholic Homosexual in Oscar Wilde’s London, in Jewish/Christian/Queer: Crossroads and Identities. Ashgate, Queer Interventions Series, 2009, 127-137.

Frederick Roden – book chapter; “Faith of Our Fathers as Blood Sacrifice: Judaic Recovery and the Broken Christian Body in Michael Arditti’s *The Celibate and Easter*, in Jewish/Christian/Queer: Crossroads and Identities. Ashgate, Queer Interventions Series, 2009, 205-214.

Ingrid Semaan – co-authored journal article; “Activist Learning vs. Service Learning in a Women’s Studies Classroom,” Human Architecture. Volume 7, Issue 3, 91-98.

Fran Shaw – journal article; “Sowing,” Taj Mahal Review: International Journal, Volume 8, No. 2, December 2009.

Fran Shaw – journal article; “By the Lake,” Taj Mahal Review: International Journal, Volume 8, No. 2, December 2009.

Fran Shaw – journal article; “As It Is,” Taj Mahal Review: International Journal, Volume 8, No. 1, June 2009.

Fran Shaw – journal article; “Gently, Gently,” Taj Mahal Review: International Journal, Volume 8, No. 1, June 2009.

Alex Wang – journal article; “Effects of Visual Priming on Improving Web Disclosures to Investors,” Journal of Behavioral Finance, 11 (1), 11-20

Alex Wang – journal article; “Advertising Disclosures and CSR Practices of Credit Card Issuers,” Management Research News, 32 (12), 1177-1191.

Alex Wang – journal article; “Interplay of Investors’ Financial Knowledge and Risk Taking,” Journal of Behavioral Finance, 10 (4), 204-213.

Alex Wang – journal article; “Cross-channel Integration of Advertising: Does Personal Involvement Matter?” Management Research News, 32 (9), 858-873.

Alex Wang – journal article; “Perceptions of Corporate Social Responsibility Practices on Mobile Phone Companies,” International Journal of Mobile Marketing, 4 (1), 62-68.

Charles Yarish – co-authored book chapter, “The role of Porphyra in sustainable Culture systems: Physiology and Applications.,” in Role of Seaweeds in a Globally Changing Environment. Springer Publishers, in-press.

Charles Yarish – co-authored book chapter, “Porphyra: Complex Life Histories in a Harsh Environment *P. umbilicalis*, an intertidal red alga for nomic analysis, “ in Red Algae in Genomic Age, Springer Publishers, in-press.

Charles Yarish – co-authored journal article; “A Comparison of Growth and Nitrate Uptake by New England Porphyra Species from Different Tidal Elevations in Relation to Desiccation,” Phycological Research, 57:152-157.

Charles Yarish – co-authored journal article; “Traditional vs. Integrated Multi-Trophic Aquaculture of *Gracilaria chilensis* Productivity and Physiological Performance,” Aquaculture, 293:211-220.

Charles Yarish – co-authored journal article; “Development of a Tide-Simulating Apparatus for Macroalgal Blades,” Algae 25 (1):37-44.

Yu Zheng – co-authored journal article; “Accountability and Inequality in Single-Party Regimes: A Comparative Analysis of Vietnam and China,” Comparative Politics (in press).

Yu Zheng – co-authored journal article, “Taiwan Public Opinion Trends,” Public Opinion Quarterly (in press).

Refereed Presentations at Professional Meetings

Nehama Aschkenasy – presenter; “The Female Voice and Alterity in Ruth, Internatoinal Meeting of the Society of Biblical Literature, the Pontifical Gregorian University (Rome), July 2009.

Nehama Aschkenasy – presenter; “Eco’s Cross-Cultural ‘Interpretation’ and ‘Target-Audience’ Approach: How It Works in Biblical Translation, “, Internatoinal Meeting of the Society of Biblical Literature, the Pontifical Gregorian University (Rome), July 2009.

Uluc Aysun – presenter; “Financial Frictions and Monetary Transmission,” Western Economic Association (San Francisco), July 2009.

Joseph Bittner – presenter; “Advanced Placement Accounting Course and Exam,” American Accounting Association (Atlanta), June 2009.

Pam Brown – presenter; “Othering Heights: Player Queens and the Boy Diva,” on ‘Translating Female Performance’ panel, Renaissance Society of America (Venice), April 2010.

Leslie Burton – co-presenter; “Effects of Gender and Personality on the Conners Continuous Performance Test,” Association for Psychological Science (San Francisco), May 2009.

Annamaria Csizmadia – presenter; “Multiracial Children’s Psychosocial Development from Early Childhood into Mid-Adolescence: A Growth Curve Approach,” Society of Research on Adolescence Meeting (Philadelphia), March 2010.

Annamaria Csizmadia – presenter; “Biracial Children’s Psychosocial Development in the Middle Childhood Years,” National Council on Family Relations Conference (San Francisco), November 2009

Annamaria Csizmadia – co-presenter; “Biracial Children’s Psychosocial Development from Kindergarten to 5th Grade,” Biannual Society for Research in Child Development Meeting (Denver), April 2009

Anne Farrell – co-presenter; “Integrating Individual and Universal Positive Behavioral Supports (PBS) in Schools,” 39th Annual Convention of the Association for Behavioral and Cognitive Therapies, Washington, D.C., November 2005.

Anne Farrell – co-presenter; “Developing a Tool to Assess Program-Wide Intervention in an Afterschool Context,” Association for Positive Behavior Supports (St. Louis), March 2010.

Anne Farrell – co-presenter; “Intertwined Problems Require Integrated Solutions: Supportive Housing for Families in Child Welfare, Child Welfare League of America National Conference (Washington, D.C.), January 2010.

Oskar Harmon – presenter; “Student Performance in Traditional vs. Online Format: Evidence from the MBA Level Introductory Economics Class,” American Economic Association Annual Meeting (Atlanta), January 2010.

Frederick Roden – presenter; “Writing Rites: Religion and Queerness in the Literature Classroom,” Academy of Religion Convention (Montreal), November 2009.

Frederick Roden – presenter; “Homosexuals and the Holocaust,” Academy of Religion Convention (Montreal), November 2009.

Ingrid Semaan – presenter; “Still Teaching to Transgress: Difficult, Necessary and Visionary Dialogues on Feminist and Womanist Pedagogy,” National Women’s Studies Association Conference (Atlanta), November 2009.

Alex Wang – presenter; “Perceptions of Corporate Social Responsibility Practices on Mobile Phone Companies,” Advertising Division, Association for Education in Journalism and Mass Communication Annual Conference (Boston), May 2009.

Alex Wang – presenter; “The Mediating Roles of Perceived Importance of and Attitude Toward Corporate Social Responsibility in Consumer Response to Corporate Social Responsibility Communications,” Public Relations Division, Association for Education in Journalism and Mass Communication Annual Conference (Boston), May 2009.

Yu Zheng – presenter; “Unbundling Rule-of-Law in China: Local Legislative Power and Investment,” Annual Meeting of the American Political Science Association, August 2009 (Toronto) and at Annual Meeting of the International Studies Association, February 2010 (New Orleans).

Non-Refereed Scholarly Activity

Nehama Aschkenasy – chair panel; “Space, Place and Gender in Contemporary Hebrew Fiction,” at Annual Conference of the Association for Jewish Studies, Los Angeles, December 2009.

Uluc Aysun – presenter; “An Alternative Method for Measuring Financial Frictions,” Amherst College, October 2009.

Pam Brown – respondent; “The Return from the Dead in *The Merchant of Venice*,” Columbia University Shakespeare Seminar, November 2009.

Pam Brown – presenter; “The Diva’s Troubles,” Workshop on Clothing and Costume, Attending to Women in Early Modern England,” University of Maryland, November 2009.

Gerald Engel – co-author; “The Computing Sciences Accreditation Board (CSAB): Promoting Quality Education in the Computing Fields,” in Proceedings of the 2009 Conference on the History of Technical Societies, 2009

Anne Farrell – co-presenter; “Characteristics, Service Utilization, and Initial Outcomes for Families in Child Welfare and Supported Housing,” Regional Partnerships Grants Annual Meeting, Children’s Bureau, Administration of Children and Families, U.S. Department of Health and Human Services (Washington, D.C.), July 2009.

Anne Farrell – co-author; Supportive Housing for Families: Promoting Child Safety and Family Self-Sufficiency. Evaluation Summary (2006-2009), prepared for The Connection, Inc., Middletown, CT

Anne Farrell – co-author; Connecting Children and Families: Interim Report on a Professional Foster Car Model, prepared for The Connection, Inc., Middletown, CT

Serkan Gorkemli – presenter; “Reframing Queer Sexualities in the Middle East,” Center for Lesbian and Gay Studies, Graduate Center, City College of New York, September 2009.

Serkan Gorkemli – presenter; “Contested Identities in Turkey in the Era of Media Globalization,” Kennesaw State University, April 2009.

Wynd Harris – presenter; “Using IMP 8 in Database Oriented Customer Relationship Management (CRM) Classes,” SAS Discovery Conference (Chicago), Fall 2009.

Katherine Pancak – conference co-presenter; “Is the Residential Real Estate Brokerage Compensation Model Broken?” Annual Meeting of the American Real Estate Society, April 2006.

Frederick Roden – presenter; “Mark-Andre Raffalovich: A Russian-French-Jewish Catholic Homosexual in Oscar Wilde’s Irish London, Religion and Sexuality 1870 – 1930 Symposium, University of British Columbia (Vancouver), August 2009

Ingrid Semaan – discussant; “All about Intimacy: Sexualities and Bodies,” Southern Connecticut State University Women Studies Conference (New Haven), April 2010

Fran Shaw – published book; Notes on the Next Attention. Indications Press. 2010

Gary Storhoff – co-author, published book; The Emergence of Buddhist Literature. State University of New York Press, 2009.

Charles Yarish – co-authored book chapter, “Porphyra spp. From Long Island Sound; Free Amino Acids, Tot. C, Tot. N and Phycobiliproteins Content and the Response to Short Term Uptake of Nitrate,” in Proceedings from ICAP-meeting in New Dehli, 2009, in-press.

Yu Zheng – presenter; “The New Face of Chinese Industrial Policy: Making Sense of Anti-Dumping Cases in Chemical and Steel Industries,” Hong Kong University of Science and Technology (June 2009) and People’s University, Beijing (July 2009).

Yu Zheng – presenter; “Managing Sino-American Relations in Turbulent Times,” Yale University, December 2009.

Professional Boards and Committees

Nehama Aschkenasy – Member, Editorial Advisory Board, Journal of Modern Jewish Studies

Joel Blatt – Member, Editorial Advisory Board, Journal of Modern Jewish Studies

Joel Blatt – Member, Editorial Board, Historical Reflections/Reflexions Historiques

Joseph Bittner – Committee Chair, Accounting Learning Standards, National Business Education Association

Fidan Boylu – Member, INFORMS College on Artificial Intelligence

Pam Brown – member, Editorial Board, The Shakespeare Encyclopedia

Pam Brown – Member, Editorial Board, The Upstart Crow

Pam Brown – Member, Editorial Board, Early Theatre

Leslie Burton – Reviewer, Journal of Clinical and Experimental Neuropsychology

Leslie Burton – Reviewer, Learning and Individual Differences

Leslie Burton – Reviewer, Developmental Neuropsychology

Leslie Burton – Reviewer, Acta Psychologica

Michael Ego – Reviewer, Journal of Health, Physical Education, Recreation and Dance

Gerald Engel – Vice President, U.S. Representative, International Federation for Information Processing

Gerald Engel – Vice President, IEEE Society on the Social Implications of Technology

Gerald Engel – Member, IEEE Fellows Committee

Gerald Engel – Member, IEEE Publication Technical Activities Board

Gerald Engel – Member, IEEE Publication Services and Products Board

Gerald Engel – Member, Editorial Board, Computer Science Education

Anne Farrell – Member, Editorial Board, Early Childhood Research Quarterly

Anne Farrell – Reviewer, Infants and Young Children

Anne Farrell – Reviewer, Family Relations

Anne Farrell – Reviewer, U.S. Department of Education, National Institute for Disability and Rehabilitation Research, Field Initiated Development Projects Program

Wynd Harris – International Marketing Faculty Fellow, CIMBA, Consortium of Universities for International Studies

Wynd Harris – Co-Chair, Special Olympics International

Paul Jalbert – Member, International Advisory Committee, Belgrade Circle Journal

Paul Jalbert – Reviewer, Theory, Culture and Society

Kevin McEvoy – Member, Pi Lambda Theta

Venu Menon – Reviewer, Algebra Universalis

Frederick Roden – Reviewer, Children’s Literature Association Quarterly

Frederick Roden – Treasurer, GL/Q Caucus of the Modern Language Association (MLA)

Frederick Roden – Member, Steering Committee, LGT Studies and Queer Theory Consultation, American Academy of Religion

Mark Swanson – Reviewer, American Journal of Physics.

Gary Storhoff – Reviewer, MELUS

Gary Storhoff – Reviewer, African American Review

Gary Storhoff – Reviewer, State University of New York Press

Yu Zheng – Reviewer, Journal of Politics

Yu Zheng – Reviewer, Journal of East Asian Studies

Yu Zheng – Reviewer, International Studies Review

Yu Zheng – Reviewer, China Journal

Grants, Contracts and Awards

Fidan Boylu – University of Connecticut Faculty Teaching Innovation Award

Pam Brown – National Endowment for the Humanities Fellowship (2010-11)

Annamaria Csizmadia – University of Connecticut Faculty Small Grant Program, \$1448.

Michael Ego - Co-PI, Super 7 Highway Survey Project. State of Connecticut, Office of the Senate Majority Leader, \$10,000

Michael Ego – General Resource Corporation grant, \$10,000 – Upgrade of Gen Re Auditorium

Michael Ego – Xerox Corporation Foundation grant, \$20,000 - “University Pals” program

Michael Ego – Royal Bank of Scotland (RBS) Foundation grant, \$50,000 - “University Pals” program

Michael Ego – First County Bank Foundation grant, \$25,000 - “University Pals” program

Michael Ego – Nellie Mae Education Foundation grant, \$10,000 - “University Pals” program

Michael Ego – Pitney Bowes Education and Literacy Fund grant, \$10,000 - “University Pals” program

Michael Ego – Purdue Pharma grant , \$10,000 - “University Pals” program

Michael Ego – GE Money grant, \$10,000 - “University Pals” program

Michael Ego – Person to Person Campership Fund grant, \$10,000 – “University Pals” program

Michael Ego – Purdue Pharma grant, \$10,000 – Year of Science programming

Anne Farrell – PI for Maternal and Child Health Bureau and Administration on Developmental Disabilities, U.S. Department of Health and Human Services grant, \$8000

Anne Farrell – PI for fee-for-service agreement with The Connection, Inc. for Studies of Supportive Housing for Families and Connecting Children and Families, \$48,818

Anne Farrell – PI for fee-for-service agreement with The Capital Region Education Consortium, for Consultation, Training and Investigating the Feasibility of After-School PBS Initiatives, \$1260

Serkan Gorkemli – Junior Faculty Summer Research Fellowship, UConn Research Foundation.

Alex Wang – Co-PI, Super 7 Highway Survey Project. State of Connecticut, Office of the Senate Majority Leader, \$10,000

Charles Yarish - PI on a proposal to the Connecticut sea Grant College Program (with C.D. Neefus of the University of New Hampshire) entitled “Development of Seaweed Culture System Technologies to Support Integrated Multi-trophic Aquaculture and Sea Vegetable Aquaculture in New England.” Proposal start date will be 2/1/2010 until 1/31/2012 for \$99,275 with direct costs of \$65,147.

Charles Yarish - PI on a subcontract to Gas Technology Institute (Des Plaines, Illinois) entitled “Macroalgae for CO₂ Capture and Renewable Energy: A Pilot-Commercial Demonstration Project” submitted in response to the Department of Energy’s FOA# 0000015. 1-15-2010 until 6-15-2010 for \$91,085 with direct costs of \$59,533.

Yu Zheng – Faculty Research Grant, UConn Department of Political Science

University Committees and Leadership

Nehama Aschkenasy – Member, Academic Advisory Committee of the Center for Judaic and Middle Eastern Studies and Contemporary Jewish Life

Joel Blatt– Member, Academic Advisory Committee of the Center for Judaic and Middle Eastern Studies and Contemporary Jewish Life

Joel Blatt – Bachelor of General Studies Oversight Committee

Pam Brown – Aetna Graduate Essay Committee

Walter Dolde – CES Investor Relations Program Steering Committee

Michael Ego – International Executive Committee

Michael Ego – Global Citizenship Curriculum Committee

Michael Ego – Avery Point Director Search Committee

Michael Ego – Director, Asian American Studies Institute

Michael Ego – Director, Center for Globalization and Commerce

Serkan Gorkemli – Committee on Undergraduate Writing and Instruction

Oskar Harmon – Member, Universal Design Initiative (UDI) Online Project

Suman Majumdar – University Senate Faculty Standards Committee (FSC); Member of Teaching Evaluation Subcommittee

Ingrid Semaan – University Interdisciplinary Courses Committee

Ingrid Semaan – Provost's Commission on the Status of Women

Gary Storhoff – Member, Graduate Student Creative Writing Prize Committee

**University of Connecticut
Torrington Campus
Report to the Senate
2009-2010**

1. Mission Statement
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1. MISSION STATEMENT

The Torrington Campus: A Landscape for Arts and Humanities

The landscape of Litchfield County—open fields, forests, streams, and great rivers—has fed the creative imagination of writers and artists who, for more than a hundred years, have come to live here because of its beauty. This same setting is a source of our strength in the arts and humanities.

The physical landscape has also, here as everywhere, given rise to economic, social, and cultural traditions, which are now changing. These too have become a focus of our planning.

While its beauty still serves as an inspiration for contemplation and creativity, the preservation of the landscape itself is becoming a center of concern. Threatened by development, rising real estate values and the near demise of dairy farming, the rural character of Litchfield County is changing in every aspect of life.

At the same time, the city of Torrington is undergoing an equally challenging transformation with the loss of the industry that played so vital a part in its development. The future of older industrial cities is of equal concern to that of disappearing dairy farms and loss of open space in Litchfield County. The revitalization of the urban environment is as much of a challenge to us and to our students as they are to the government and other agencies that are making the effort to cope with and improve life in the city.

If we hope to continue to be nourished by our surroundings, the Torrington Campus must reach out to participate, along with town governments, the state, and the conservation organizations in their efforts to help discover what is needed and enlist public support to keep the land and the communities that inhabit it productive, economically sound, and still beautiful.

By drawing on the cultural organizations fostered by the presence of so many artists and writers—the historical societies, theatrical groups, and art spaces in the community—we will further enrich our course offerings, as will increasing the participation of the writers, artists, and performers. The American Studies Program and the involvement of the Litchfield County Writers Project (LCWP) in the academic life of the campus have enlivened interest throughout the region.

The programs of the Torrington Campus in the social sciences, business, psychology, urban and community studies, as well as the arts and humanities, will focus on the community in order to draw on its resources as well as contribute to its well being. We will learn locally while we continue to think globally. The aim of this locally based inquiry of global issues is to better understand the setting in which economic activity—enabled, shaped, and mediated by social relations—takes place.

The combination of beauty and urgency in Litchfield County's rural and urban landscapes creates a vital environment for scholarship in the arts and humanities and social sciences that crosses borders and breaks new ground. Our faculty's work includes emphasis on social and environmental justice, women's rights, children's advocacy, and the rights of prisoners at home

and abroad. The Torrington Campus is a unique place where engaged scholarship works for change both inside and outside the classroom.

With the cooperation of the other regional campuses in Hartford and Waterbury as well as the Litchfield County Cooperative Extension Center, and with the support of the main campus at Storrs, the Torrington Campus will offer innovative interdisciplinary and interdepartmental courses both within and across programs. The emphasis throughout will be on critical and creative thinking to educate our students for work and for life in a changing world.

2. UNDERGRADUATE EDUCATION

Goals, Strategies, Actions

Given current budgetary constraints, we continue our careful scrutiny of course offerings—using data on course enrollment histories to decide which courses (and which adjuncts) to continue and which to either eliminate or schedule more sporadically. The goal is, of course, to ensure that our students get the courses which they must have, while at the same time scheduling occasional courses for variety and enhancement of our regular course offerings.

Enrollment Management

In order to increase the number of transfer students from Northwestern Connecticut Community College (Winsted), UConn Torrington faculty and staff (particularly those affiliated with academic programs) have conferred with staff members at that institution and coalesced a team to visit NCCC on a regular basis in order to get to know their faculty, staff, and students better and provide necessary academic advising to ensure an easier transfer for NCCC students into our four-year degree programs. We are working to develop this same sort of program with Tunxis Community College (Farmington).

In addition, Torrington admissions staff have initiated and/or expanded the following strategies:

- Increased communication with high schools in our catchment area
- Hosted school counselor information breakfast to inform them of benefits of UConn Torrington and showcase academic offerings as well as technological and facilities upgrades
- Increase in number of high school visits, college fairs, parent nights and other presentations by Torrington admission counselor
- Continue reading applications and making decisions on admission of students in our catchment area both first and second choice Torrington
- Increase in number of one-on-one appointments with prospective students and their parents
- Continue to solidify relationship with NCCC to encourage more transfer students to apply to and remain at UConn Torrington
- Community outreach – increased involvement with Northwest Connecticut Chamber of Commerce generating greater awareness of merits of Torrington campus
- Overall increase in offers of admission to UConn Torrington delete percentage
- SAT scores of applicants remain strong

- Increase in interest in and applicants to Torrington SSS program
- English degree option has generated more interest in Torrington campus
- Increase in advertising/publicity regarding UConn Torrington campus

General Studies Enrollment Management

Promoted the General Studies (BGS) program and enhanced enrollment by:

- Participating in the Northwestern CT Chamber Business and Home Expo; the Northwestern Chamber Job Fair; the Northwestern Chamber “Business after Hours” event.
- Ongoing communication with area colleges including college fairs: Northwestern CT and Tunxis Community College Transfer Fairs, and the University of Bridgeport Education Fair.
- Continuing dialogue with Northwestern Community College – Student Development Office, ECE and Deaf Studies Staff (National Certification in these areas requires a bachelor’s degree in the next few years).
- Creating new community outreach and recruitment initiatives. Held Information Sessions at Charlotte Hungerford Hospital and Becton-Dickenson. Other visits included Torrington Library, City Hall, Litchfield Community Center, the Torrington Police and Fire Departments and the Town of Canaan, etc.
- Sponsoring events at Torrington Campus: LCWP event with NCCC students to attend author, Dani Shapiro (book-signing event); 100 Retrospective on Marriage Equity in CT; de-stress table for students during final exams.
- Continuing communication with matriculated students via emails, phone calls and personal appointments.
- Continuing communication with non-degree students via phone calls, emails and newsletter (posting ads in Northwestern, Tunxis and Naugatuck Valley college newsletters).
- Sending recruitment letters, emails and interviews with prospective students.
- Investigating return of MSW courses to Torrington campus.
- Creating Torrington Alumni Focus Group Sessions.
- Investigating entrepreneurial venture with CCS and Torrington campus (Leadership in the Arts Management).
- Participating in “Graduate Connecticut” in Hartford.
- Combining Orientation Day (one-day event) for Traditional and Non-Traditional Students.

Degree Programs

There are currently seven undergraduate degree programs available at the Torrington campus—American Studies, English, Human Development & Family Studies, Psychology, Urban & Community Studies, BSBT, and Bachelor of General Studies (in partnership with the Greater Hartford and Waterbury campuses)—including the newly approved major in English.

Several of our majors have embraced service learning, clubs and internships as ways to enhance the classroom experience.

Human Development & Family Studies

- An in-service on Service Learning was held on October 21, 2009 for faculty. It was led by Desmond McCaffrey and attended by 9 faculty members. Dr. Judith Bomar had incorporated this innovative method of teaching in her HDFS 2100 class (Infancy through Adolescence) in Fall 2009.
- Dr. Bomar placed interns at the Girl Scouts' Council and the Litchfield Montessori school

Urban & Community Studies

The UCS program has continued to embrace service learning and internships as a way to enhance the classroom experience. There is one major doing a 6 credit internship this semester. 14 students in URBN 1300W, "Exploring Your Community," were placed in 20 hour "mini-internships" with a variety of local organizations, ranging from government offices to nonprofits and business related groups. This year's placements included: the Torrington Land Use Office, Torrington Police Department, Torrington High School, two nursing homes, the Youth Opportunities Program, the Winsted Community Lawyer, Warner Theatre, and Northwestern Connecticut Chamber of Commerce. In addition students in the class are participating in a number of field trips. There will be the second annual field trip to New York City's East Harlem, which will once again involve a walking tour led by the director of the East Harlem Preservation Project, and as a new activity, a visit to the museum of El Barrio. Students will be bringing seeds to be planted in one of East Harlem's community gardens, and taking photographs and writing essays that will be incorporated into the website of the Preservation Project. Local field trips include a community supported farm, a prison, and the Community Court in Hartford.

The UCS program has also enhanced student learning by bringing in speakers. These included a nationally known criminologist, and local leaders including the mayor of Torrington, and leaders of community organizations such as La Via Latina and Project Homeless Connect. Some of these events have been open to the whole campus and community.

The program also engaged in activities to connect the campus to community needs. It organized a coat drive in the fall to benefit a local organization, and in the spring, took part in the Creative Sustenance events to raise awareness about hunger, including organizing the SNAP (food stamp) Challenge, and bringing in the director of a statewide organization, End Hunger Connecticut, to have a dialogue with those who took part in the Challenge.

Psychology

Kristopher Canali, lecturer in Psychology, has provided the following leadership to the major at the Torrington campus—including supervision of internships, the creation and oversight of a Psychology club, and other activities aimed at increasing the presence of Psychology and the number of declared majors:

Research / Independent Study Course Supervision
Summer 2009

- Supervised one student who did a 3 credit internship (PSYC 3880) at the 7th floor Inpatient Behavioral Health Unit of the Charlotte-Hungerford Hospital.

Spring 2010

- Supervising one student who is doing a 3 credit internship (PSYC 3880) at Wheeler Clinic, Bristol, CT.
- Supervising one student who is doing a 6 credit internship (PSYC 3880) at The Arc of the Farmington Valley, Canton, CT.
- Supervising one student who is doing 2 credits of undergraduate research (PSYC 3889) by working on a literature search involving organizational citizenship behaviors.

Other Class Project Research Projects & Presentations

- In the Fall 2009 semester, three groups of students (9 students total) in PSYC 2100WQ (Principles of Research in Psychology) presented the results of their research studies in poster format on December 7, 2009.
- In the Spring 2010 semester, three teams of students (11 students total) in PSYC 3601 (Human Factors Design) are working on developing a web site for the Torrington campus Psychology program. Students will present the results of their work on Wednesday, April 28, 2010 to interested individuals.
- In the Spring 2010 semester, students will have two small field projects involving studying trends in advertisements and also analyzing group processes in a community / organizational group that they observe.

Psychology Program Visibility Efforts

- The Psychology Club meets three times per Fall and Spring semester and is open to all students. Kris Canali is the club's advisor.
- Kris Canali and Nan Taylor did a write up for the Psychology program that will be included in the March Torrington campus newsletter, which will be sent to all incoming prospective students for next year.
- Kris Canali represents the Psychology program by being available to answer questions and informally discuss the program at campus recruiting events such as the Director's Reception for Admitted Students and the Guidance Counselor Breakfast.
- Nan Taylor is scheduling a speaker from Kaplan (Taralyn Jacovich) to discuss the GRE, LSAT, and MCAT tests with interested students on April 6, 2010. Kris Canali is helping to coordinate planning details.

Administrative / Program Development

- Relations with Northwestern Connecticut Community College (NCCC) were continued in the Fall 2009 semester to help recruit transfer students. Kris Canali went to NCCC to participate in a recruitment event titled "UConn Day," in which UConn faculty and staff were available to talk to prospective transfer students.

- Outreach efforts are in the process of continuing during the Spring 2010 semester as we attempt to maintain contact with individuals at NCCC as well as plan strategies for making contacts at other nearby community colleges (i.e., Tunxis Community College).

Committee Work

- Kris Canali and Judy Bomar are co-chairing the Torrington campus Safety & Security Committee. Input is sought from faculty, staff, and students before each meeting, and all campus safety and security issues are discussed by the committee approximately every 90 days.

English

With the establishment of the tri-campus English major, Torrington now has 19 English majors (with three students graduating in the 2009-2010 academic year).

Freshman English Program

1. In the fall 2009, we had one section each of 1004 and 1011, and two sections of 1010 (one more than the previous year). We hired three new instructors to teach these classes. In the spring 2010, we offered two sections of 1010 but had to cancel one due to under-enrollment. Accordingly, we will run only one section each of 1004, 1010, and 1011 in the Fall 10.
2. In conjunction with the LCWP and with the help of a committee headed by Kathy Knapp, we've selected our second annual Summer Reading book, Arthur Miller's only novel, *Focus*. In the fall '10, the director of the film adaptation of the novel will be on campus to discuss the making of the movie, and we are coordinating several events in and out of the classroom to delve into the issues the novel raises, such as bigotry, exclusion, and identity formation.
3. This past year, the FE program used the 9th Ed. of *The Essay Connection*, edited by UConn professor Lynn Z. Bloom. It proved very successful in the classroom, so we will be using it again in the Fall 10.

Student and Faculty Enrichment—writing

1. Prepared and implemented Faculty Writing Fellows programs for four instructors across the curriculum. The program involved bi-weekly workshops, online discussion groups, and a presentation by Tom Deans, Writing Center Director at Storrs.
2. The student-run writing group, WORD, has continued to flourish this year, with weekly workshops that have drawn in several new students, two campus-wide open-mics, and a special performance that combined poetry and music.
3. For spring '10, we've launched a new series of lunchtime Workshops for students. Run by FE instructor Daniela Falco, these workshops (featuring the all-important pizza) cover a range of topics, from "Grammar Mysteries Solved" to "Writing Compelling Introductions and Conclusions."

Writing Center

1. The past two semesters, we've employed four returning tutors and trained three new tutors. Three of these tutors will be returning Fall '10. Kathy Knapp will again run a 1-credit writing practicum to train two new tutors in Fall 10..
2. Tutors have gone to individual classes to discuss Writing Center services and to

introduce students to strategies for brainstorming topics and formulating arguments.

3. The Free Association board continues to draw students into the Writing Center. Through campus mail, we notify student population of each week's theme (Favorite movie, Super Bowl pick etc) and invite students to come by and contribute. The board has initiated lively conversation and has served as an ice-breaker in tutoring sessions. In addition, our new 3-panel magnetic poetry board (donated by a faculty member) will be a great resource during April, National Poetry Month.

Proposed Interdisciplinary Humanities Courses

Freshman Seminar (1 credit) The proposed course, to be initially offered in the spring of 2011, is designed to introduce incoming freshmen to the 'University of Connecticut Torrington Campus Experience.' As envisioned, the course will use Litchfield County as a setting for an interdisciplinary exploration of the area's history and character-- through the arts and literature, as well as its agricultural and industrial history. Areas to be covered include human rights and the struggle for equality, the pastoral landscape, Torrington's industrial history, the county as an artists' retreat, and Litchfield's literary legacy.

Humanities Seminar (3 credits) The seminar will meet once a week to discuss readings assigned by the faculty seminar leaders that deal with ideas and issues of concern to all citizens, young and old. Currently planned under the title *Introduction to Ideas*, the readings will be chosen from major works of all times and places. Examples might be a dialogue of Plato, readings from Aristotle's *Ethics and Politics*, selections from Hobbes and Locke, John Stuart Mill, Isaiah Berlin, Nelson Mandela, E. F. Schumacher, Rachel Carson, and Aldo Leopold concerning our relations to one another and to the Earth. Some works of fiction and poetry may be included.

Student Enrichment—Study Abroad and Local Internships As part of her oversight of the campus academic plan, Tina Reardon again hosted a meeting of Study Abroad staff from Storrs here in the fall of 2009—a meeting that was well-received by Torrington faculty, staff, and students, and which will continue to be held annually. The goal of the Torrington campus is to increase the levels of student participation in Study Abroad to the same as those at Storrs. For an overview of local internships, see degree programs, above.

Annual field trip to New York City: Pamela Bramble (Art Professor) and Frances Moulder (Urban Studies). The trip for the Urban Studies student involves visiting NY neighborhoods; the art students spend the day at the Metropolitan Museum of Art.

Other

Student Counseling Program

- 8 students were seen in individual counseling sessions for 4 - 6 sessions each during this time
- Inservice on availability of counseling was given to all FYE classes
- Students were seen on a drop-in basis or after class to address immediate needs
- The counselor was available by phone when not on campus
- Consultation meetings were held each semester with Barry Schreier, director of the counseling center in Storrs, and counselors from other campuses

Arts Management Certificate Program

In partnership with the Center for Continuing Studies (Storrs), the Executive Director of the Warner Theater (Torrington), and with the assistance of a hired consultant, we are planning a certificate program in Arts Management—to be offered starting this fall, and based on the successful Emerging Leaders program offered at the West Hartford campus for the past few years. This new program, which is designed to draw arts management professionals from Litchfield County and Berkshire County, Massachusetts (based on our initial surveys) will complement our arts and humanities academic focus, and expand our community outreach efforts in an academically sound manner. It is our expectation that the program, once established, will be offered on an annual basis.

Associated Student Government (ASG)

Associated Student Government (ASG) plans and sponsors many of the social activities on campus. They host several Directors Forums each semester, sporting events both inside and outside and prizes for tournaments including ping pong and the various video games. Thanksgiving Dinner hosted, cooked and served by ASG is an annual campus tradition that faculty, staff and students all look forward to each fall semester. A hypnotist performs every year and ASG sponsors a message therapist for several hours during final exams. They also sponsor a trip to Six Flags New England at least once and sometimes twice a year.

ASG also sponsors and assists with various community service events including a Red Cross Blood Drive. This year during the Litchfield County Writers Project's Creative Sustenance, ASG assisted with a Benefit Food Drive. They were active in soliciting donations from a variety of locations around Litchfield County as well as from students, faculty and staff on campus. ASG officers have recently become more active university wide and have participated in several trainings and retreats sponsored by the Storrs SGA and the Hartford Campus ASG.

3. RESEARCH

Faculty Development Committee

The Faculty Development Committee met on a monthly basis during the Fall 2009 – Spring 2010 Academic year for the purpose of focusing on issues relevant to the faculty.

- Over the course of the year, we maintained the bulletin board begun last year to advertise upcoming classes by soliciting and displaying course flyers from all of our instructors.
- We have distributed the remaining flash drives to those adjuncts who had not received them last year and will provide more as needed.
- The Speakers' Bureau brochure developed last year to promote interaction between the campus and the surrounding communities has been updated and includes even more faculty members than last year.

- This year, the faculty display case featured an exhibit of that chronicled the development from draft to final edition of History professor Robert, *The Missouri Crisis and its Aftermath: Slavery and the Meaning of America* (University of North Carolina Press, 2007). An upcoming display will feature materials related to instructor Tom Hogan's experience in the Peace Corps in the Ukraine.
- This year, the FDC served as the first point of contact for faculty requests requiring funding. The purpose of this model is twofold: first, to ensure that all requests for funding are initiated at the same place (and thereby helping us to obtain a comprehensive tally of all such requests); second, to help faculty negotiate the logistics related to their requests (especially the case when hosting guests, requesting honoraria, or employing hospitality services). These requests are received and reviewed by the committee and then shared with the Director's Council (the chair of the Faculty Development Committee serves on Director's Council) for discussion and approval.
- We've planned for an end-of-the-year mini-retreat for faculty and staff to discuss our expectations of students (in terms of attendance, classroom behavior, completion of assignments, among other things) and what our students can expect from us (in terms of assignment direction, advising, etc).

4. PUBLIC ENGAGEMENT

Litchfield County Writers Project

This was the sixth year of LCWP courses, readings, performances, and lectures. We continue to receive strong community support and excellent publicity this year, due to our active and positive relationships and business partnerships.

We continue to develop our focus and image, and this year, in conjunction with UConn Libraries, more than 50 previous LCWP interviews and readings, were made available via online streaming. This has already generated academic interest from universities in the USA and the UK.

We have also completely redesigned and re-launched our website (lcwp.org), which has needed a major overhaul for some years. Our vision is that the website will become the destination for LCWP, containing access to a catalogue of books in our collection and to all our archived interviews and events.

LCWP successfully submitted an application to Aetna funding committee for 2010 and is awaiting the response to its 2011 submission. It also successfully submitted an application to UConn Human Rights Initiative for the fall 2009 series: *Justice, Injustice and Human Rights* and was awarded \$2,000. LCWP is awaiting the response to its 2011 submission.

The fall 2009 series, *Justice, Injustice and Human Rights* and the English 3623 class, *Word and Spirit*, spring 2010, were offered to students and the public. Other LCWP sponsored events this year were:

- Charles Van Doren discussed the life of Abraham Lincoln in the LCWP summer lecture, *The Man and the Myth* (July 10, 2009)
- ***The Delaney Lectures: Author and broadcaster, Frank Delaney gave a series of four lectures on Irish authors and literature (fall 2009). These were hugely popular events, attracting more than 150 people for each event.***
- Second annual *Creative Conversations* event. Litchfield County author, Diane Meier, in discussion with Davyne about her new novel, *The Season of Second Chances*, and her creative process (May 5, 2010)

The ARTS Project

Conceived as a sister project to the Litchfield County Writers Project, the purpose of The ARTS Project is to present exhibits, sponsor artist's talks and develop programs that showcase individual artists as well as serve as a vehicle to explore the creative process. The events will be designed to deepen the dimensions of UCONN student's learning experience in complement to the academic curriculum as well as extending the University's involvement with the larger community and its varied interests in the arts.

In addition to exhibiting the work of professional artists at the newly formed Brick Wall Space in the M Adela Eads Classroom building, twice a year the Project will display the work of students enrolled in the several studio courses offered at UCONN Torrington. Participating students will have the opportunity to learn about exhibit curating and installation as well as develop the skills necessary to speak about their work and their process.

Exhibits at Brick Wall Space for 2009—2010 include the evocative abstract paintings of Bramble and Bramble in the show *Remnants, Glyphs and Palimpsests*, an exhibit first shown at the Stevens and Plaza Galleries in Storrs, which then travels to Fairfield University's Regina A. Quick Center of the Arts; *UNDERLINES* by digital artist and sudden fiction writer Karen La Fleur, an exhibit about foundational stages, current works in progress as well as completed work; the exhibit *Transitions*, featuring the subtle, color intense clay paintings by Elizabeth MacDonald.

Campus Outreach

- There is an Open Studio each semester. It takes place in the art studio and the university community and those outside of the UConn community as well are invited to visit the art studio to see work (drawing in the fall, painting in the spring) in progress as well as to visit during a class and observe the students working. The art students are also willing to talk about what they are doing in class.

Locally Grown History, a project designed to make connections among historic sites and schools, place individual sites in a wider historical context, and explore closer integration of local historical resources with educational institutions from K-12 through higher education, was launched in the summer of 2008. LGH is a collaboration of many of the historic sites, museums, and agricultural destinations located in northwest Connecticut, along with UConn Torrington, the Northwest Connecticut Convention and Visitors Bureau, the Northwest Connecticut Arts Council, and the Housatonic Valley Regional Heritage Area. The project took place between May and October 2008 and produced a map of participating sites, issued a History Hunt challenge, and held a history forum (October 18, 2008) in conjunction with the University's

Early College Experience program—which featured State Historian Walt Woodward as keynote speaker. The project is entering its second year and is sponsored in part by the CT Commission on Culture and Tourism.

The campus hosted the area’s first district competition of History Day in Connecticut (April 4, 2008), which brought over 150 students in grades 6-12 to the campus, along with their teachers, parents and 40 volunteer judges. At the awards ceremony, the campus publicly recognized a recent gift \$6000 from the Torrington Chapter of UNICO, which will be used to purchase books and other resources on the great American wars. UNICO officers and members were present, and many local veterans were in attendance as well. The UNICO collection will be available to youth throughout Litchfield County, and the state, through the University’s library system.

Additionally, the following agencies and organizations used the facilities of the Eads Classroom Building throughout the year:

- The CT Department of Environmental Protection
- The CT Land Use Academy
- Explorations Charter School
- Community Foundation of Northwest Connecticut
- Family Strides
- Allied Community Resources
- Highlander Transition Academy
- Girl Scouts
- NW CT Arts Council
- NW CT Chamber of Commerce
- NCCC Motorcycle Safety Course
- Susan B. Anthony Project
- Substance Abuse Action Council (SAAC) – Northwest Task Force
- Litchfield County Farm Bureau
- Torrington Community Gardens
- McCall Foundation

Litchfield County Cooperative Extension Center

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, Sustainable Greenhouse Program, 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 Sustainable Greenhouse Program is to keep growers and retailers produce high quality, pest-free crops in an environmentally responsible manner. During full season hands-on training sessions growers learn how to identify: pests, nutritional and cultural problems, and to find sustainable solutions. Currently 14 growers throughout the state are participating in the program. These growers have approximately 20 acres of production greenhouse. In addition to the operations participating in the weekly visits all greenhouse growers may take advantage of numerous workshops, regional conferences and publications, both in print and on line. Email alerts are sent to >500 growers weekly and are archived on line at www.negreenhouseupdate.info.

The Dairy & Livestock Production program is focused on sustainability and 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-three farms producing crops on 6,612 acres are currently cooperating on the project. These farms spread approximately 10 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 92 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 through by providing 60 hours of service to local gardeners and the general public 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. The fifteen organizations and agencies listed below used the Center on 97 separate occasions in 2009.

NW Mental Health Authority
 Torrington Area Health
 Litchfield County Dairy Committee
 CT Department of Environmental Protection
 Litchfield Hills Council of Elected Officials
 Northwest CT Council of Governments
 CT Farm Bureau
 CT Association of Retired State Employees
 NW CT Chamber of Commerce
 CT Department of Agriculture
 CT Transportation Institute
 NW CT Dog Club
 Red Cross
 NEMO – Nonpoint Education for Municipal Officials
 NW CT Conservation District

The faculty and staff in the Litchfield Center used the facility to provide an additional 59 educational workshops.

Eight 4-H Clubs use the Litchfield Extension Center as the meeting place of choice for their regular meetings. These groups used the center an on additional 94 separate occasions.

The Center has also provided the venue for Torrington Campus and University events on 5 other occasions bringing the total count to 239 days out of the year, that someone used the Center to provide an educational program for citizens of CT and surrounding states.

5. PHYSICAL PLANT INFRASTRUCTURE AS IMPACTING ACADEMIC GOALS

The following facilities improvements were made this year:

Exterior

- Re-pointed and repaired masonry walls and flashing on the main building
- Repaired the front patio brick seat wall
- Repaired flag pole at the Extension Building and installed an exterior light.
- Repaired the expansion joints on the cement walk at the Extension building.
- Installed awnings at the café entrance and the rear entrance to the Extension building.
- Purchased a storage shed for the Extension building and general campus use.

Campus Building

- Sealed the four toilet room floors.
- Purchased a new refrigerator, freezer and convection oven for the café.
- Upgraded locks and doors within the building.
- Installed air conditioning units in the student game room and two classrooms.
- Upgraded the electrical service in the lecture hall to accommodate sound and video requirements.

Extension Building

- We upgraded the lighting in the meeting room by re-working the existing fixtures and adding new fixtures.
- Cleaned oil tanks and had sludge removed.

Current projects not completed

- Replace spine ceiling in the café.
- Install central air unit for the café.
- Install a kitchen exhaust fan.
- Replace toilet room exhaust fans.
- Replace roof mounted hallway exhaust fans.
- Replace 10 classroom unit ventilators, and upgrade units to include a computerized control system.
- Replace lecture hall seats and epoxy coat the floor.

Anticipated projects this FY

Remove lobby ceiling and lights, replace with new.

Remove ceiling and lights, replace with new in two classrooms.

Roof: Spot repair of the classroom building roof.

**University of Connecticut
Waterbury Campus
Report to the Senate
2009-2010**

Mission Statement

The University of Connecticut's Waterbury campus promotes the personal growth of students of all ages and economic circumstances through intellectual achievement, enhanced leadership skills, and workforce development. The campus provides access to lifelong learning and community engagement through its academic programs and provides entry to the more than one hundred undergraduate programs available at the University of Connecticut. The Waterbury regional campus is committed to developing important interaction between its student body, faculty and the community.

I MAJOR ACTIVITIES:

- **New Initiatives/Developments:**
 - The long awaited Courtyard project will finally break ground this April 2010. The project received final Board of Trustee's approval at its March meeting. This project will include a sculpture/water feature by Barton Rubenstein of Rubenstein Studios - Sculpture and Public Art. The new courtyard will also include open recreational space for students and a basketball court.
 - The 1st Annual UConn Waterbury Brass City Dash 5K Road Race will be held on Saturday, April 17, 2010. Proceeds from this event will go toward the Waterbury Campus Student Initiatives Fund. This new UConn Foundation fund will support students in the areas of academic and enrichment activities and enhancements of common areas at the UConn Waterbury campus. Pledges to date exceed \$3,000. Members of the UConn and Greater Waterbury communities have been invited to participate in this community building event.
- **Enrollment Management:** The UConn Waterbury campus continues to be a popular choice for students residing in the Greater Waterbury region. Total enrollment at the Waterbury campus in the fall of 2009 was 1066 students. Freshmen enrolled at the Waterbury campus for fall 2009 had an average SAT of 1027, an increase of 21 points over fall 2008. Several new recruitment initiatives have been instituted during this academic year. The Waterbury campus was the first UConn campus to develop a Facebook page as part of the recruitment process. Currently, this page is viewed approximately 75 times per week. Additionally, we will be holding a formal reception for recipients of our incoming student scholarships. We hope to increase our yield of this academically qualified group. The Waterbury campus continues to increase awareness of the University of Connecticut in the Greater Waterbury region by building connections with the local business and education communities.

- **Development Activities:** Longtime friends of the Waterbury campus, Dorothy Bessette-DeSomma '66 and Martin DeSomma D.D.S. '66, have established an endowed fund honoring family friends with the Leonard and Mildred Insogna and Alphonse Avitabile Scholarship. The \$100,000 gift qualifies for the Presidential Challenge Award program announced earlier this year and will receive an additional dollar-for-dollar match for scholarship awards to Waterbury campus students. This new scholarship honoring Mr. and Mrs. Insogna and Mr. Avitabile join two other existing scholarships also made available by the generosity of Dr. and Mrs. DeSomma.
- **Student Support Services (SSS):** Waterbury SSS students continue to take active rolls on campus and in the community. SSS students are members of the Latino Organization (L.A.S.O.) and participated in the Festival of Hispanic Culture, a Business and Entertainment event sponsored by the UCONN Waterbury L.A.S.O. Organization. SSS students also participated in the Greater Waterbury Interfaith Ministries Thanksgiving Food Drive and the Waterbury campus Community Fair. SSS students at the Waterbury campus continue to perform well academically; 75% of the Waterbury SSS students are in good academic standing and 25 students are eligible for the "SSS 3.0 Club."
- **Student Services:** The Waterbury campus Student Services Office provides registration, bursar, financial aid and veteran services as well as admissions, advising and career services. Non-degree and BGS advisors are housed in the student services area, adding to the convenience for all students to complete any transactions they need in one location. Student Services has seen two significant changes this year. The first is the implementation of the new FERPA waiver. This new automated procedure has helped to reinforce the importance of student privacy. Implemented within the on-line student administration system, this new tool aids Student Services professionals in the effort to adhere to FERPA guidelines. All student services personnel can now check on-line to see if a FERPA waiver has been completed before speaking with anyone regarding student educational records. Another change in the student financial aid arena is Direct Lending. Direct lending has made the Stafford/Parent loan process run much smoother and students/parents no longer have to go through the anguish of choosing a lender.
- **Student Affairs:** The Waterbury campus Office of Student Affairs organized several major campus programs throughout the 2009-2010 academic year. These included the New Student and Parent Orientations and the Annual Award Ceremony. Student Affairs took over the responsibility for advertising events to the campus community utilizing campus plasma screens and the Waterbury Campus Events Calendar. Stuart Brown, Director of Student Services in the Office of Student Affairs, created a University website for campus change students going from the regional campuses to Storrs. The website provides an abundance of information for undergraduate students. Stuart Brown also worked with the Waterbury Campus Writing Center to create their own web presence on the campus website. The Office of Student Affairs piloted an online retention program for students on academic probation. Kelly Nemeth, a staff member in the Office of Student Affairs, collaborated with the Freshman Writing Coordinator in

order to implement Peer facilitated workshops targeted at familiarizing new students with the topic of Academic Integrity and Plagiarism.

- **Career Services:** The Waterbury campus Career Consultant position was increased from half-time to three-quarter time in January 2010. The Career Consultant works with undecided students, assists undergraduates with career exploration, helps students secure internships/employment and assists with the Graduate School search. The Career Consultant assists faculty in developing community outreach opportunities such as internships/volunteer positions and meets with community organizations on and off-campus. The office serves as a liaison with the Office of Study Abroad at the Storrs Campus. Three Waterbury UConn students currently study in Greece this spring 2010 semester. A Study Abroad Fair is planned for April 2010 with Waterbury students who have studied abroad, staff, and representatives from the Storrs campus. The Career Consultant designed a campus-change checklist for regional campuses for students studying abroad. The Career Consultant teaches an FYE course and presents career programs in all FYE classes. The position has evolved into the establishment of a full-service Career Services office. Special Events, Outreach Activities, and Highlights include the following:
 - Collaborated with faculty, organized and facilitated “*Career Panels Presentation for English Majors*” where former English major standouts shared their career paths with the UCONN community.
 - Organized and facilitated a Law School Career Forum, collaborating with UConn Law School faculty/staff from both Storrs and Hartford.
 - Coordinated “*How to Secure a Job in Tough Times:*” A Career “One Shot”- resume writing, job search, interviewing all in “One Shot”.
 - Assisted with 2009 Community Fair: 30 Community Organizations in attendance.
 - Hosted Recruiters on Campus: Northwest Mutual and Met Life.
 - Established bi-monthly Outreach Committee with Director of Outreach and U&CS Coordinator/Lecturer.
 - Developed UCONN Waterbury Career Web site. Developing job search Web sites/Employer Links (work in progress). Authored/posted interviewing skills booklet and “Career Checklists” corresponding to each year.
 - Publish Bi-Monthly Newsletter of career trends, internships, jobs, study abroad.
- **Information Technology:** The classroom technology used on the Waterbury Campus is a routine part of a students’ school experience. Technology plays an important role in attracting students to the subject matter. Students and faculty are more likely to become engaged when technology is embedded in the classroom. Students who have access to technology will use these tools to explore topics and will be engaged in a greater variety of roles during the learning process. In the classroom our faculty uses digital media to intensify students’ basic skills. Using video and audio technology brings class material to life in a way that stimulates students’ minds and facilitates learning. By incorporating pictures, sound, and animation, multimedia significantly improves students’ ability to recall elementary facts, as well as improve their understanding of intricate and complex

systems. In general, gaining technological proficiency helps students learn more effectively and efficiently. With the assistance of the Institute for Teaching and Learning and used equipment from the Avery Point campus, the Waterbury campus will update two additional classrooms to make them tech-ready. With the completion of this project, the campus will boast eight (8) tech-ready classrooms and five (5) hi-tech media classrooms.

- **Institute for Teaching and Learning Waterbury Faculty Liaison:** The campus, in partnership with the Institute for Teaching and Learning (ITL), continues to maintain this essential faculty support service at the Waterbury campus. This office last year developed the Student Educational Technology Assistant (SETA) program and is continuing to develop this initiative. Our SETA worked with several faculty members on training related to HuskyCT and Power Point. With the campus SETA, the Faculty Liaison developed a form for documenting time spent on all calls, emails, and training as well as a form that provides a summary of actual training sessions. Two new SETAs have been hired for this academic year and have been training on HuskyCT via iTV with Janet Jordan at the IRC at Storrs. In the meantime, both SETAs work with faculty on other technology, such as Power Point and the hi-tech classrooms. The students will be introduced to faculty and faculty will be encouraged to use the SETAs to help develop HuskyCT sites for the fall 2010 semester or for help with current HuskyCT sites. This office continues the association with the service learning group that has formed at the Waterbury campus. The Faculty Liaison attends the meetings to offer suggestions for help with course design as well as to offer assistance from the faculty liaison office. Discussions are underway to develop a link for service learning on the faculty web site that is currently in the development stage. Meetings are underway with this office and the Registrar and Faculty Services Coordinator to discuss the creation of a faculty link on the University website that would be a clearinghouse for much of the information that now reaches faculty by email. This initiative has been temporarily put on hold until the Faculty Services Coordinator returns from medical leave. The faculty liaison office continues to work with interested faculty on course design and classroom management issues.
- **Faculty Scholarly/Professional Activities and Achievements:** The Waterbury campus faculty continues to excel in scholarly and professional pursuits. Our faculty has an excellent record of teaching at the undergraduate and graduate level at the Waterbury campus, at other regional campuses, and at the Storrs campus. Our faculty members advise undergraduate students and supervise graduate students. They are active members, and in some cases officers, for campus, University, and community committees. Waterbury campus faculty members engage in a number of professional and academic activities and are members of their respective professional organizations and societies. The following are examples of some of the outstanding accomplishments of the Waterbury campus faculty this past year.

 - Full-Length Refereed Journal Articles
 - Publications in Peer-Reviewed Journals, encyclopedic volume, and top-ranking international newspapers and publications.
 - Guest Editor

- Editorial Board members
- Conference Presentations, including chairing panels at conferences and seminars, in Ithaca, New York; Boston University; Columbia University; New York University; State College, PA; Philadelphia, PA; Baltimore, MD; San Antonio, TX; Toronto, Canada; Galway, Ireland; Geneva, Switzerland; University of La Rochelle, France; among other national and international locations.
- Script Writer and Director of the New York Philharmonic Young People's Concert Series
- Opera Libretto written and staged
- Ad Hoc Reviews
- Fellowship at the UConn Humanities Institute
- UConn Research Foundation Grant
- Field Study, Service Learning, Independent Studies
- Campus Research Talk Series
- **Awards and Recognition:**
 - *Marianne Correa*, a Waterbury campus freshman, won the Ratcliffe Hicks Writing Award for “Living in Blight & Anti Semites: A Striking Comparison in the Development of Violent, City Youth and the Militaristic German Nazi.” Ms. Correa is a student in Freshman English Instructor Lisa Zowada’s class.
 - *Brian Chapman*, Waterbury Campus Director of Outreach, won the 2009 Provost's Awards for Excellence in Public Engagement.

II **PROGRAM HIGHLIGHTS:**

- **School of Business:** At the Waterbury campus, the School of Business offers an MBA Program and undergraduate major in Business and Technology (BSBT) as well as a Minor in Business. There were 58 BSBT majors in Waterbury enrolled in the fall and 53 enrolled in the spring. There were 120 (degree and non-degree) MBA students enrolled at the Waterbury Regional Campus in the fall and 121 (degree and non-degree) in the spring.
 - During the fall of 2009, the number of Business & Technology (BSBT) majors was 13% higher at the West Hartford and Waterbury Regional Campuses than in the fall of 2008. There was an 8% decline in the number of enrollments in business courses at the Hartford and Waterbury Campuses during 2009-2010 primarily due to a reduction in summer courses offered and drops in spring 2010 enrollments.
 - The number of Waterbury MBA students enrolled in courses increased by 1% to 104 in the Spring of 2010 despite an 8% decrease in the number of new students enrolling in the program. Total enrollments in Waterbury MBA courses increased slightly from 442 to 443. The number of “program plan” enrollments (MBA system-wide courses taken by Waterbury MBA students) continued to increase by 6%. The number of sections in Waterbury remained at 16 (compared to a high of 21 in 2004-2005). More and more Waterbury students are at a stage when they need to take electives while fewer and fewer electives are being offered. Many Waterbury MBA students have expressed their reluctance to take courses

in downtown Hartford or Stamford because they live west and north of Waterbury. Declines in the number of sections offered in Waterbury and poorly coordinated scheduling between the part-time MBA programs will continue to have a long term negative impact on enrollments at all MBA programs. In addition, demand for courses will be negatively impacted by a 10% course fee increase during 2010-2011 in the heart of a recession followed by an 11% proposed increase during 2011-2012. While the number of completed applications decreased by 12% from 48 to 42. The number of new students who enrolled in courses also increased (by 8%) from 34 to 37 new students. Recent declines in the number of inquiries and open house attendees have been caused by reductions in the MBA program advertising budget. For the first time in 25 years, there was no advertising of the MBA program during the summer of 2009. Continuing decreases in the numbers of applicants, admits, and new students are certain to follow. Economic activity tends to impact part-time programs cyclically and full-time programs counter-cyclically. Declines in the numbers of female MBA students as well as declines in the numbers of students from underrepresented groups tend to be leading indicators of forecasted declines in the number of part-time MBA students. The MBA program in Waterbury is experiencing all of the indicators that suggest a decline in enrollments during 2010-2011.

- **English:** The new four-year English major at the Waterbury campus has been greeted with great enthusiasm, and is drawing undergraduates to the campus who are choosing both the English major and a four-year Waterbury residency. In fall 2009 there were 44 majors requiring departmental advising; in spring 2010, because of a number of December graduations, we have 34. Most of these students are juniors and seniors. We offer all the courses necessary to fulfill the requirements of the departmental plan of study, and on-campus advising for our majors right up to graduation. Our offerings of Gateway (ENGL 2600) and Capstone English courses are also drawing students from other campuses, ensuring strong enrollment, particularly in the mandatory 2600 course. Some of our classes, including individual author Irish Literature courses that can be counted towards the departmental certificate of concentration in Irish Literature, enroll students from Storrs. Waterbury is also the only regional campus to offer the English Department Writing Internship Program, allowing students to hone their writing skills and make crucial professional contacts during a semester-long placement. We have placed students with the Palace Theater and the Mattatuck Museum. These developments point to the health and strength of our new four-year major in English.
 - **Freshman English:** The Freshman English program at Waterbury is thriving. All of our instructors have taught Freshman English for several years and continue to participate in professional development opportunities at Waterbury. These opportunities include a range of faculty workshops/seminars open to Freshman English instructors, as well as all faculty teaching “W” courses. This academic year, the Freshman English Program has sponsored the following workshops, organized by Ellen Carillo, Writing Coordinator: *Writing to Learn; Teaching Academic*

Integrity Through Rewriting; Developing Writing Assignments Across the Curriculum; Commenting Effectively and Efficiently on Student Writing; Teaching and Supporting Research Across the Disciplines. Another highlight from the Freshman English Program was Academic Integrity Awareness Week, a week-long series of workshops, film screenings, and open forums for faculty, staff, and students on academic integrity. The Freshman English Program continues to work closely with other programs on campus. In order to ensure that students were placed in the appropriate Freshman English course, Dr. Carillo worked with the Director of Student Services and the Director of FYE to design freshman orientation materials that would give students and advisors the information they need to make appropriate decisions about placement. These materials were used at this year's orientation and will be used in future years. An extension of this work with placement involves a study that is underway in order to determine if Waterbury's Freshman English program needs to make curricular changes. Specifically, Dr. Carillo is studying student writing samples and speaking with Freshman English instructors in order to determine if there is a need for the 1010S course at Waterbury. Working closely with the Bachelor of General Studies Program, Dr. Carillo continues to read applications for waivers of the Freshman English requirement and makes decisions based on each student's academic background and writing sample.

- ***The Writing Center:*** The Waterbury Writing Center is going through a period of exciting change and growth. This year, we hired 8 new tutors after losing some to graduation and others to the Storrs campus. In the fall semester, Dr. Carillo taught the Writing Practicum course, which trained some of these new tutors. The tutors that were hired in the spring attend weekly training sessions in the Writing Center and shadow the more advanced tutors. Three of our tutors have been accepted to present this April at the Northeast Writing Centers Association Conference (NEWCA) at Boston University where they will be speaking to undergraduates, graduate students, professional tutors, as well as writing center administrators. The tutors developed the conference proposal as their final project in the practicum. In the Writing Center, the tutors continue to work with students from a range of disciplines. They also visit classes to publicize the Writing Center. In addition to the individualized tutoring sessions for which the Writing Center is known, the Center has been working with faculty in order to offer sessions on topics of interest to specific courses (e.g., quoting practices, developing research questions) and invites entire classes to these sessions.
- **General Studies:** The BGS student population comprises over 10% of the Waterbury campus population; this enrollment has not changed over the last year even taking into consideration the tough economy. These students, mostly working adults, come from a variety of backgrounds and add these life experiences to the classroom. In fall 2008, themes were added in Arts and Humanities and Social Sciences to give students more liberal arts options. We have seen increasing interest in these areas, especially for career-changing

students interested in transitioning into the Master's program in teaching here on the Waterbury campus. There has been some interest in completing the BGS program as a prerequisite for the Master's Entry into Nursing program on campus as well. The Waterbury BGS program graduated 44 students in spring, summer and fall 2009, including one who was selected from all six campuses to be the banner carrier at the CCS graduation ceremony in May 2009 for her hard work and perseverance in completing her degree.

- **Human Development and Family Studies:** The Human Development and Family Studies Program at Waterbury continues to grow. There are over 48 majors enrolled in the program. The campus graduated 3 majors in December and will graduate 14 in May and August. Interests of students range from teaching, family counseling, community work to social work. Many students have been placed in fieldwork sites such as Jane Doe No More (assault crisis center) the Department of Children and Families in Waterbury and local community organizations and outreach centers such as the YWCA, Now Opportunities and others. Two full time staff work across three campuses and a full time lecturer teaches on the Waterbury campus and in Torrington. Waterbury campus Assistant Professor, Dr. Laura Donorfio, has worked to incorporate many of the campuses Osher Lifelong Learning Institute members in her Adulthood and Aging Course. Her students have worked with OLLI members to develop a 'live history.' Dr. Donorfio and the Director of OLLI, Dr. Brian Chapman, presented at the National Life Long Learning Conference early in the year.
- **Psychology:** The Waterbury campus Psychology program is thriving with 85 majors; this compares to 67 majors this time last year. In July 2009, the campus lost a long-time tenured faculty member to the retirement incentive program. This loss poses a tremendous challenge to the campus and to the program. The campus's priority is to replace this tenured position with at least one full-time tenure track position.
- **Urban and Community Studies:** This year the Urban and Community Studies program has been in a period of transition, with staffing changes, managing the merger with the Storrs program, and addressing curriculum issues that have been on hold until it became clear that a new director would not be hired immediately to replace Bob Fisher. A permanent program manager was hired and he has been learning the players at all three campuses in order to support recruitment activities, service learning opportunities, and meet the students at all three campuses. The new program manager has begun the process of meeting community college representatives along with relevant faculty. In the Waterbury area, UCS staff and faculty have visited with faculty and staff at Gateway Community College (GCC) and Naugatuck Valley Community College (NVCC). They have also made classroom visits to NVCC and GCC. UCS continues to work on formalizing arrangements with specific majors at the community colleges to assure a fairly seamless transition to the UCS major at the regional campuses. We are also contacting UCS Alumni and asking them to stay connected to the UCS program as "UCS Alumni Ambassadors." These alumni will be available to current and prospective UCS students, via email or phone, to help answer questions, talk about their respective fields, and explain how the UCS Program prepared them for their respective careers. The UCS program has also

been involved in several curriculum oriented activities under the direction of Noel Cazenave, the new director of the curriculum committee. UCS has completed a major curriculum overhaul, which adapts the major in response to both the merger of the Storrs and regional campus programs and changes in program offerings over the last few years. This proposal was just approved by the CLAS Curriculum and Courses Committee. They are in the process of developing a non-W version of URBN 1300, *Understanding Your Community*, so that it can be offered at Storrs with larger class sections. This course has been very popular at the regional campuses and has been an important recruiting tool for the major. Finally, they have developed a plan to implement a capstone requirement in the major and fund the offering of the capstone course on the necessary campuses. The capstone requirement is necessary for the program to meet the new undergraduate assessment requirement. Waterbury faculty member, Ruth Glasser, with Storrs faculty member, Alex Vias, have contributed substantially to our efforts to design both capstone courses and a non-W version of URBN 1300. UCS enrollments appear to be holding steady as compared to last year. The Waterbury campus has 16 majors and 3 minors. UCS expects these numbers to rise somewhat after pre-enrollment recruiting efforts. This spring, it is expected that 6 majors at Waterbury will graduate.

- **Graduate Programs/Course Offerings:** In addition to the Masters in Business Administration, the Waterbury campus also offers the Masters Entry into Nursing, an accelerated pre-licensure Nursing program, the Teacher Certification Program for College Graduates (TCPCG), and course work toward the Master of Social Work.
 - The Masters Entry into Nursing program began in the spring of 2008 at the Waterbury campus and is designed for students with a bachelor's degree in a non-nursing field. Upon the successful completion of the one-year program, the student is awarded a certificate in basic nursing and is eligible to take the NCLEX (the RN licensure exam). Those who complete the program with 45 credits at a B grade or better are guaranteed admission to the Graduate School for further study. Enrollment in this program has grown from 15 students in the spring of 2008 to 27 students enrolled in the program this spring 2010 semester.
 - Teacher Certification Program for College Graduates (TCPCG) is a full-time Master's Degree program offered at the Waterbury campus. TCPCG students enter the program after obtaining a Bachelor's Degree in an appropriate area and upon successful completion of the program attain a Master's Degree in education and the certification to teach in Connecticut public schools. Enrollment in this program has grown from 12 students in May of 2008 to 19 students enrolled for this May 2010 term.

III **TRENDS:**

- The campus has seen an increase in enrollment in our underrepresented undergraduate student population over the last several years with this enrollment increasing from 21% in fall of 2007 to 26% in the fall of 2009. African American

student enrollment has increased slightly from 6% to 7% over the last several years. Asian American student enrollment increased from 4% in the fall of 2007 to 6% in fall of 2009 and Hispanic student enrollment increased from 10% in fall of 2007 to over 12% in the fall of 2009.

- The campus continues its trend in outreach and engagement with the greater Waterbury community. Our lifelong learning program continues its tremendous growth with over 600 members coming from 65 towns and cities. The program began by offering 11 lifelong learning courses in spring of 2007. In 2009, the program successfully offered over 100 courses to its members.

IV STAFFING HIGHLIGHTS AND CHANGES:

- To address the increasing demand on Career Services, the campus Career Consultant position was increased from half-time to three-quarter time.
- The Urban and Community Studies (UCS) Program saw staffing changes at the Waterbury campus. The program assistant located predominately at the Hartford campus, Lola Elliot-Hugh, left the University in 2008 and for the 2008/2009 academic year the program hired a UCS program graduate to temporarily replace the permanent assistant. In the fall of 2009, a permanent Program Assistant was hired: Peter Tribuzio. Mr. Tribuzio will work at both the Waterbury and Hartford campuses providing support to the UCS program.

V CURRICULAR DEVELOPMENTS/NEW PROGRAMS:

- **Proposed Bachelor of Science in Business Administration:** During the Academic Planning process for the Waterbury and West Hartford Regional Campuses, a new major in Business Administration (BSBA) was requested that could be offered as a second major at the regional campuses (in addition to the Business & Technology major). A formal proposal for this BSBA major was approved by the School of Business at the end of 2009. Approval by the Board of Trustees was granted in February of 2010. The BSBA proposal was submitted to the Board of Governors for Higher Education in March. The School of Business hopes to gain DHE certification to begin offering the BSBA major at the Hartford, Stamford and Waterbury Regional campuses during the fall of 2011.
- **English:** In the fall of 2009, the Waterbury campus added an additional four year degree option: Bachelor of Arts in English. The campus had 44 declared English majors for the inaugural semester of this program. The program in Waterbury boasts four full-time faculty: three tenured and one tenure-track. Two tenured faculty in this program are full Professors.

VI PUBLIC SERVICE ACTIVITIES AND PUBLICATIONS:

Outreach Initiatives:

The Waterbury campus embraces the commitment to community outreach and engagement and places great emphasis on the role the campus plays within the greater Waterbury community. The campus, in its academic plan, affirms its obligation to provide community engagement and lifelong learning. In support of this mission, the campus has a position dedicated to External Affairs and this position coupled with the

very successful Osher Lifelong Learning Institute (OLLI) headed by the campus Director of Outreach, Brian Chapman, puts this commitment into action.

The Osher Lifelong Learning Institute at the University of Connecticut, a community-based outreach initiative, continues to thrive. The application for 2009-2010 funding in the form of a \$100,000 grant is underway. During 2009, OLLI at UConn enrolled over six hundred (600) individuals from over sixty five (65) cities and towns in Connecticut. OLLI sponsored or co-sponsored over one hundred (100) courses and programs in 2009. Programs include author talks, research lectures, special lectures, and panel discussions. OLLI was recognized for the third year in a row by the Provost's Office for excellence in outreach and public engagement, this time with a Staff Award.

OLLI continues to partner with University departments and external organizations. Waterbury campus faculty and staff continue to be actively engaged in community outreach as evidenced by the following initiatives and activities:

- Waterbury Campus Director, William Pizzuto, Ph.D., leads the campus through numerous ways in the community. In the last year, he has served on the Greater Waterbury Chamber of Commerce Public Policy Committee setting agendas with state and local legislators, supporting businesses, employees, in the 13 town region. In this role, he promotes and supports the UConn campus and its students. He also serves on the Northwest Regional Workforce Investment Board (NRWIB) finance committee, incumbent worker training, displaced workers, construction careers initiatives. He serves on the Waterbury Hospital Board addressing issues related to access to affordable health care, nursing, and other issues. As a member of the Palace Theater Board, he is engaged in the Arts Community. Dr. Pizzuto is a member of the Naugatuck Valley Community College Advisory Board. He also serves and the board of the Connecticut Higher Ed Supplemental Loan Authority, which continues to focus on accessibility to affordable, fixed loans for students seeking access to Higher Education.
- Assistant Professor of English and Writing Coordinator, Ellen C. Carillo, Ph.D., along with other University faculty and staff planned and coordinated the Second Annual Creative Sustenance Program. Ellen worked with Interfaith Ministries of Waterbury to collect canned goods and monetary donations as part of Creative Sustenance. Ellen was also selected for the 2009-2010 University's Service Learning Faculty Fellows Program; she has attended many sessions with a range of community partners.
- Career Consultant, Susan Hyde Wick, and MSW Outreach Interns have been directly involved in recruiting over 30 organizations to attend a Community Fair at the Waterbury campus. The fair also provided opportunity to meet face-to-face with representatives of Community Organizations who attended the fair and has enabled deeper connections with community organizations in general.
- Associate Professor of Psychology, Kimberli Treadwell, Ph.D., has established a research partnership with several area schools at the elementary, middle school, and high school levels. Dr. Treadwell coordinates field

experience placement with psychology students in multiple Waterbury sites, including schools, community mental health, residential, and correctional facilities. 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.

- School of Business University Director, Glen Richardson, and his staff and Management Professor Ted Ulrich work with faculty and students at various community colleges to further the transfer pathways program.
- Psychology professor, Jared Look, Ph.D., serves as a member of the grant review and decision committee for the Connecticut Community Foundation (CCF). With this involvement in the Connecticut Community Foundation, Dr. Look deals with organizations (mostly nonprofit) that have a direct stake in improving the lives of individuals and families in the greater Waterbury area through support, education, job training, and direction.
- Assistant Professor of Human Development and Family Studies, Laura Donorfio, Ph.D., 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 McAuely Retirement Community, and the United Way. Dr. Donorfio has also engaged students in hands-on community research through an internship at the Osher Lifelong Learning Institute.
- 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.
- UConn Waterbury continues its relationship with School of Social Work, through an Internship Program. Since the fall of 2009, MSW Intern Kaitlyn Blicharz has co-created the Student Veteran Action Group with a student veteran on campus. This group will hopefully increase campus awareness of veteran's issues, provide group support to veterans and active servicemen and women, and change institutional policy regarding veteran's affairs on campus. In conjunction with Student Government, Ms. Blicharz is developing a Service Day in April. The campus will provide outreach and bring awareness to veterans' issues. She is working with the library to display pictures and poster boards of the service day as an exhibit to share information and bring more awareness to veteran's issues and community outreach. She is also in

the process of creating a website that will be the format for the service learning blog on the campus website. Ms. Blicharz developed and administered a student survey to campus to gauge community engagement and involvement among students in Greater Waterbury.

- The Waterbury English Department is co-sponsoring Creative Sustenance, an evening of poetry and dramatic readings by writers from the UConn community. The event, which will be held on April 8, is a benefit for Greater Waterbury Interfaith Ministries, a nonprofit organization that provides 225 meals daily to Waterbury's neediest residents. In lieu of paying admission, attendees are asked to bring canned and non-perishable food items. UConn English Instructor Frank Thomas will read his occasional poems, poetry reflecting on the lives of friends and family members. *Little Pillows*, a one-act play by UConn English Professor Robert Tilton, will be presented as a staged reading. Adam Alexander, who has appeared as both a singer and an actor at Carnegie Hall and at Lincoln Center, will be featured in this comedy of mistaken identities, set in an Italian restaurant. Osher Lifelong Learning Center (OLLI) members will read poetry and prose pieces written in OLLI creative writing courses and undergraduate students will be reading their prize-winning work. Tom Dulack, UConn English Professor and award-winning playwright and director, will return for his third year to stage and produce Creative Sustenance while Ellen Carillo, Assistant Professor of English and Writing Coordinator, is organizing and hosting the event.

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
May 3, 2010

Proposal to modify the Academic Calendar

Background: On October 5, 2009 the Academic Calendar Task Force presented a report to the Senate in which it recommended a number of changes to the Academic Calendar. The Task Force had been organized after President Hogan requested the Senate to consider changes to the calendar that would do two things: enable classes to begin after Labor Day and accommodate a single university-wide May commencement ceremony. In the course of its work the Task Force concluded the former change would be unworkable and that the latter had no real bearing on the calendar. The Task Force decided that any recommendations should be driven by “what would be best for the educational mission of the University” (Task Force Report 6). When the Report was presented to the Senate, it was then passed on to the Scholastic Standards Committee, which was charged to make recommendations to change the calendar (or not). For most of the Fall 2009 semester and the Spring 2010 semester, Scholastic Standards discussed the calendar in detail, beginning with a lengthy meeting with representatives from the Task Force. Based on the Committee’s charge to address matters of scholastic standards across the university, the Committee’s review and recommendations were driven by a concern with what calendar features would best support learning throughout all the schools and colleges. As the Task Force report notes, “It became obvious [. . .] that there was no calendar format that would accommodate every group’s preferences” (Task Force Report 6). So of necessity the recommendations Scholastic Standards decided to make are a compromise that in our best judgment offers the best balance to support student learning. While most of SSC’s recommendations are in line with the Task Force’s recommendations, some are not.

Current Calendar Language:

By-Laws, Rules, and Regulations of the University Senate

II. Rules and Regulations

H. University Calendar

The Academic calendar will be determined according to the schedule given (and is on file in the University Senate Office and the Board of Trustees) and will adhere to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King Day. There will be two calendar days between

the last day of classes and the first day of final examinations which shall be known as Reading Days.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

2. The general class schedule will be as shown in the file copy.
3. **Fall Semesters** will adhere to the following principles:
 - a. Classes shall begin on the Monday preceding Labor Day.
 - b. Residence Halls shall open no later than the weekend before classes start.
 - c. Classes shall not meet on Labor Day.
 - d. Classes shall not meet on the week of Thanksgiving.
4. **Spring Semesters** will adhere to the following principles:
 - a. Spring semester classes shall begin on the Tuesday after Martin Luther King Day.
 - b. Residence halls shall open no later than the weekend before classes start.
 - c. A one-week spring break shall take place after 7 weeks of classes, counting the week with Martin Luther King Day as the first week.
 - d. Commencement will be held on the weekend at the end of final examinations.

Proposed Revisions to the Calendar (changes indicated by *italics*):

University Calendar

The Academic calendar will be determined according to the schedule given (and is on file in the University Senate Office and the Board of Trustees) and will adhere to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

2. The general class schedule will be as shown in the file copy.
3. **Fall Semesters** will adhere to the following principles:

- a. Classes shall begin on the Monday preceding Labor Day.
- b. Residence Halls shall open no later than the weekend before classes start.
- c. Classes shall not meet on Labor Day.
- d. *Classes shall not meet on the second Monday of October (commonly known as Columbus Day).*
- e. *Classes shall not meet on the Wednesday through Saturday of the week of Thanksgiving.*
- f. *No final examinations shall be held on the first Thursday of final examination week, which shall be known as a Reading Day.*

4. **Spring Semesters** will adhere to the following principles:

- a. Spring semester classes shall begin on the Tuesday after Martin Luther King Day.
- b. Residence halls shall open no later than the weekend before classes start.
- c. A one-week spring break shall take place after 8 weeks of classes, counting the week with Martin Luther King Day as the first week.
- d. Commencement will be held on the weekend at the end of final examinations.

Summary of changes:

There is asymmetry between the fall and spring semesters in number of class and of reading days. There will be 70 class days and 3 reading days in the fall term, the third reading day scheduled on the Thursday of exam week. There are 69 class days in the spring and two reading days.

There will be 13 Monday classes (the same number as the current calendar), 14 Wednesday, Thursday, and Friday classes, and 15 Tuesday classes.

There will be a one-day holiday in October (Columbus Day), which will provide a three-day weekend. This missing Monday will be made up on the Monday of Thanksgiving week.

Thanksgiving break will begin on the Wednesday of Thanksgiving week.

The spring break will come after the 8th week rather than the 7th week of classes.

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
May 3, 2010

Background:

Because the language on semester examinations in the By-laws is dated—it assumes, for instance, that a timed, written final examination is the overwhelming standard practice and it makes an odd exception that allows seniors to be given oral examinations—and because the By-laws do not acknowledge the emergence of other forms of assessment linked to the particular nature of and learning goals for a range of courses--the increase in project based courses and the wide spread use of portfolio assessment, for instance--the By-laws are out of sync with what has emerged as best practices for assessment, practices that faculty are in the best position to judge.

Motion:

The Scholastic Standards Committee proposes that the By-laws language quoted in strike through below be deleted and replaced with the language that follows:

By-Laws, Rules and Regulations of the University Senate. Section II. E. 12. Semester Examinations **and Final Assessments**

a. During the semester, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule can be granted by the deans of the school or college in which the course is offered. Courses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from examinations given during the semester decisions regarding possible make-up examinations shall be the prerogative of the instructor.

~~Written final examinations are held at the end of each semester in all undergraduate level courses except that the requirement may be waived at the discretion of the instructor in those courses defined as independent study courses by each department. Other exceptions to the rule may be made in the case of seminars, practicums and purely laboratory courses. In these courses and others where a convincing case can be made for final evaluation of students' work by means other than a written examination, departments can make exceptions to the rule with the approval of the dean of the school or college before the beginning of the semester in which the course is to be offered. Instructors are at liberty to give seniors oral rather than written final examinations. Examinations in courses numbered 5000 and above may be given or omitted at the discretion of the instructor.~~

~~All final undergraduate examinations shall be administered at the times scheduled by the University during exam week, and at no other times.~~

Add: It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, such assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to projects in project based courses, portfolios in writing intensive courses, take-home finals, and oral defenses of seminar papers, for example. In all undergraduate courses that require final examinations, the examinations must be given at the times and in the places scheduled by the university during the week set aside for final examinations, and at no other times, so as not to compromise instructional time at the end of the semester. **For take home examinations that must be completed in a narrow window of time and that are due on days that coincide with other regularly scheduled proctored examinations, the Registrar's bunched examination policy will apply. The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.**

A student who is prevented by sickness or other unavoidable causes from submitting a final assessment or attending a scheduled exam must apply to the Office of Student Services and Advocacy for an excuse that will authorize the student's instructor to accept the work submitted for assessment or to give a makeup exam, whichever applies.

A student whose failure to submit at the designated time the work required for final assessment or whose absence from the final examination is not excused in this way shall receive a failure for the assessment or examination. A student whose absence is excused by the Office of Student Services and Advocacy shall have the opportunity to submit the final assessment or take the final examination without penalty.

The revisions from the document submitted for the March 1, 2010 Senate meeting are indicated in boldface.

**University Senate Curricula and Courses Committee
Report to the Senate
May 3, 2010**

I. The Curricula and Courses Committee recommends approval to ADD the following 1000 or 2000 level course:

- A. PSYC 2110. Psychology of Human Sexuality
Either semester. Three credits. Recommended preparation: PSYC 1100.
Sexuality from across psychological science, highlighting relevant theoretical perspectives, methodology, and empirical research

Respectfully Submitted by the 09-10 Senate Curricula and Courses Committee.
Eric Schultz, Chair, Michael Accorsi, Keith Barker, Norma Bouchard, Marianne Buck, Janice Clark, Michael Darre, Andrew DePalma, Dean Hanink, Kathleen Labadorf, Susan Lyons, Maria Ana O'Donoghue, Tulsi Patel, Felicia Pratto, Yoo Mi Thompson

5-3-10

**Nominating Committee Report
to the University Senate**

May 3, 2010

1. We move to appoint the following faculty members to the General Education Oversight Committee with terms beginning July 1, 2010 and ending June 30, 2012:

Richard Jones
Olivier Morand
Suresh Nair

Respectfully submitted,

Jeffrey von Munkwitz-Smith, Chair
Marie Cantino
Karla Fox
Debra Kendall
Andrew Moiseff
Susan Spiggle

University Senate Nominating Committee
Nominating Slate for 2010-2011 Standing Committee Membership
May 3, 2010

University Budget	Curricula & Courses	Diversity
*Rajeev Bansal, Chair	*Hedley Freake, Chair, Fall 2010	*Cora Lynn Deibler, Chair, Fall 2010
Bird, Robert	*Eric Schultz, Chair, Spring 2011	*Anne Hiskes, Chair, Spring 2011
*Bontly, Thomas	*Bouchard, Norma	*Bushmich, Sandra
Boster, James	*Breen, Margaret	*Desai, Manisha
Brightly, Angela	Buck, Marianne	Martinez, Maria
Clokey, David	Darre, Michael	Masinda, Shari
*Holsinger, Kent	DePalma, Andrew	*McCoy, Patricia
Kaminsky, Peter	Hanink, Dean	Neal, Sally
*Kendall, Debra	Hastillo, Abigail	*Ortega, Isaac
*Knecht, David	Labadorf, Kathleen	Price, Willena
Lewis, Carol	Lyons, Susan	Schipani, Pamela
*Mannheim, Phillip	*Madaus, Joseph	Salorio, Gene
Marsden, James	O'Donoghue, Maria Ana	Stephens, Robert
*Martin, Jeanne	*Pratto, Felicia	*von Hammerstein, Katharina
*Moiseff, Andrew	*Skoog, Annelie	
O'Brien, Corey		
Rios, Diana		
Stolzenberg, Daniel		
*Zirakzadeh, Cyrus Ernesto		

Enrollment	Faculty Standards	Growth & Development
*Carol Polifroni, Chair	*Kathleen Segerson, Chair	*Jeffrey Ogbar, Chair
*Bradford, Michael	*Aindow, Mark	*Accorsi, Michael
Coelho, Carl	*Anderson, Amy	*Beck, Cheryl
*Croteau, Maureen	*Armstrong, Lawrence	Borden, Tracie
*Forbes, Robert	*Dunne, Gerald	*Faustman, Cameron
Gorbants, Eva	*Eby, Clare	Lin, Min
Howser, Michael	*Frank, Harry	*O'Neill, Rachel
*Kazerounian, Kazem	Holgerson, Kathleen	*Ricard, Robert
Long, Thomas	Hussein, Mohamed	*Roe, Alexandria
*Pane, Lisa	Jordan, Eric	*Stwalley, William
*Strausbaugh, Linda	*Kerstetter, Jane	*Thorpe, Judith
*Thorson, Robert	*Lillo-Martin, Diane	
Ulloa, Susana	*Lowe, Charles	
Yakimowski, Mary	*Majumdar, Suman	
	*Neumann, Michael	
	Punj, Girish	
	*Tuchman, Gaye	
	Williams, Cheryl	
	*Williams, Michelle	

Scholastic Standards
*Thomas Recchio, Chair
*Brown, Scott
DeFranco, Francine
*Douglas, Gay
Gianutsos, Gerald
Gogarten, Peter
*Gramling, Lawrence
*Hamilton, Doug
*Higgins, Katrina
*Hiskes, Richard
*Hubbard, Andrea
*Roe, Shirley
von Munkwitz-Smith, Jeff
Wagner, David
Weiner, Robert

Student Welfare
*Kim Chambers, Chair
Bresciano, Karen
Cowan, Susanna
DeRicco, Beth
*Goodheart, Lawrence
Kennedy, Kelly
*Korbel, Donna
*Letendre, Joan
*Livingston, Jill
*McGavran, Dennis
Morris, Corina
Neely, Linda
*Ratcliff, Kathryn
*Sanner, Kathleen
*Sorrentino, Katherina

ANNUAL REPORT OF THE UNIVERSITY OF CONNECTICUT
PARKING ADVISORY COMMITTEE
to the
UNIVERSITY SENATE
May 3, 2010

The University of Connecticut Parking Advisory Committee (PAC) met five times in Academic Year 2009-10. There were four regularly scheduled meeting and an additional special meeting to deal with pressing parking issues.

The central focus of the PAC during 2009-10 was on aspects of student parking. Since the inception of the present university parking plan in 1999, student parking has not been addressed except for a few special situations, like "event parking." In the spring of 2009, representatives of the Undergraduate Student Government (USG) began to raise concerns about the equity of parking arrangements on the Storrs campus for commuter students. The fundamental issue was a perceived need to re-examine the 1999 (and older) policy that resident students should be given priority by being allowed to park near their residences, while commuter students are assigned parking lots that are on the periphery of campus and then shuttled in. A survey was conducted under the auspices of the PAC commuter student USG representative, and the results indicated a wide-spread interest by commuter students in being able to park closer to the core of campus where most classrooms are located. These survey results were presented to the PAC in the fall 2009 semester and contained specific recommendations about potential switching of various student parking lots from resident to commuter designations. The PAC then requested Ms. Martha Funderburk, the Manager of Parking, to develop a concept plan for which lots might be switched. Ms. Funderburk presented her concept plan at the February 10, 2010, PAC meeting. A lively discussion followed Ms. Funderburk's presentation. Another topic discussed at the February 10, 2010 meeting, was a proposal that originated in the School of Fine Arts to re-designate part of the former Nayden Clinic parking lot located just off Dog Lane, from faculty/staff to Graduate Assistant stickers only.

In view of the importance of the topic of student parking lot re-designations to large segments of the university community, a special PAC meeting was called for March 31 to continue discussion of potential changes and to provide an opportunity for the community to give further input. Between the February 10 and March 31 meeting, PAC Chair Karla Fox requested additional information from the Director of the Department of Residential Life, Mr. William Kremer, regarding student residential patterns. PAC Chair Fox and Parking Manager Funderburk had a meeting with Mr. Kremer about the demographic information he provided. Based on the data and conversation with DRL Director Kremer, prior to the March 31 meeting, PAC Chair Fox electronically communicated with all PAC members and several USG representatives (including USG President Tom Haggerty) about certain proposals

that might be considered at the March 31 meeting. These proposals represented a change in some of Manager Funderburk's initial thoughts, based on information provided by Mr. Kremer about class standing (freshman through senior) of students living in certain dorms and such DRL policies/ practices as when housing selections for a coming academic year are made. (It should be noted that freshman and almost all sophomores cannot have cars on campus, so that it is to be anticipated that "freshmen dorms" will not have resident parkers).

At the March 31 meeting, a number of faculty, staff and students spoke regarding the potential changes in student lot designations. Comments were made about the potential partial re-designation of the former Nayden Clinic lot for Graduate Assistant parking, Ms. Funderburk's original proposals, and a potential plan to re-designate T (Towers) lot and B (Buckley) lot from resident student to commuter student. Since it is the PAC's practice to never have a final vote on a parking policy change in the same meeting in which the policy is first discussed (except in emergencies), a vote on the re-designation of lots from resident student to commuter student was deferred to the PAC's April 13 meeting. However, at the March 31 meeting, a vote was taken on the issue of the partial re-designation of the former Nayden Clinic lot. The PAC voted in favor of re-designating that lot to have 20 Graduate Assistant spaces provided that signs were erected to indicate the parts where GA s could park, and that this designation was subject to later review within the context of further addressing of the entire issue of student parking on the Storrs campus.

At the April 13, 2010, meeting of the PAC, it was noted that there were a number of factors that could affect student lot designation in 2010-11 and beyond, including whether X-lot will remain a parking lot and the timing of the beginning of construction of the new School of Fine Arts building on the present main South Campus faculty/ staff lot. After discussion, the PAC voted to re-designate the south part of T (Towers) lot and all of B (Buckley) lot from resident student to commuter student, effective the fall of 2010. The PAC noted that there is more than adequate room in W lot, located on Rte. 195 just north of T and B lots to accommodate any displaced parkers. However, the PAC further noted that since most of the residents in these two areas are freshmen and sophomores, there should be minimal impact on residents of Towers and Buckley Dorms. The PAC further agreed to consider designation of all student lots when the new Director of Transportation, Parking and Logistics begins in the fall of 2010. The PAC also recommended that resident students in Mansfield and Northwood apartments only be allowed to park adjacent to those apartments, unless they had a supplementary Graduate Assistant sticker. All PAC recommendations from the March 31 and April 13 meeting were forwarded to Vice President and COO Feldman for his consideration. VP Feldman has indicated that he will accept the partial re-designation of the former Nayden Clinic lot and the re-designation of south-T and B lots from resident to commuter student. He still has under advisement the suggestions about parking privileges for Northwood and Mansfield Apartments residents.

The last piece of business at the April 13 meeting was a presentation by University Planner Alexandria Roe on the draft Access Study. This study, conducted by Barbara Chance of Chance Management (one of the original members of the UConn Master Plan Consultants), is an in-depth look at all aspects of access to buildings on the Storrs campus. Accompanying that presentation were depictions of some preliminary thoughts about re-configuring vehicular access to some of the buildings with presently problematic approach points.

Next academic year promises to be a lively and interesting one for the Parking Advisory Committee, as it undertakes a reconsideration of a parking plan that has been in effect for over a decade.

Respectfully Submitted

Karla Fox
Chair, University of Connecticut Parking Advisory Committee

**University of Connecticut
Provost's Library Advisory Committee
Academic Year 2009-2010
Activities Report**

Staffing and Budget Status – The Vice Provost for University Libraries updated the Committee on the Libraries staffing and budget status at its first meeting of the year. As a result of the 3.5% budget reduction and the state-wide hiring freeze in FY 2009 and the retirement incentive program offered at June 1, 2009, the Libraries started academic year 2009/2010 with 95 staff members, down from 115 staff members a year earlier. Fortunately, the Libraries received permission to recruit 5 new staff in the Fall of 2009 and 4 new staff in the Spring of 2010. The Provost's Office also was able to increase the Libraries' collections budget by 5% which enabled the University to maintain its buying power as serials inflation came down on average from 7% in FY 2008 to 5% in FY 2009.

WorldCat Local – The UConn Libraries, along with the other 18 members of the Boston Library Consortium, purchased a new resource sharing product that will facilitate interlibrary loans for materials owned by BLC members. Committee members reviewed this new applications software offering at a Fall meeting and WorldCat Local began to be presented as the prominent discovery tool on the Libraries website in January, 2010. Homer, the traditional online catalog, is still available as well. The Libraries' Digital Program Team is currently evaluating other discovery software as well.

Housing Physical Collections – In order to accommodate its physical collections, the Libraries have been de-accessioning federal documents the last several years in accordance with Government Printing Office regulations. This is possible because many of these documents have been digitized and a complete inventory of federal documents is available at the State Library in Hartford. A proposed project to selectively de-accession older Dewey volumes was cancelled based on faculty and graduate student input. This decision was endorsed by the Provost's Library Advisory Committee as well. Committee members also approved a library proposal to relocate Dewey materials related to Literature from the 4th floor of Babbidge Library to Level B, where the remainder of the Dewey materials are shelved, and a proposal to continue de-accessioning bound journals on Level 3 that are available through JSTOR. UConn has access to the print copies of JSTOR journals through a BLC arrangement with the Five Colleges in Massachusetts in case a print copy of one of these journals is ever desired.

Research Carrels – To help accommodate graduate students working on their theses and dissertations and the increasing number of honors students and university scholars working on theses, the Committee reviewed the Libraries research carrel policy and made a number of recommendations. As a result, a new policy was adopted that sets

aside about 105 carrels for master's and doctoral students working on their theses and dissertations, 25 carrels for honors students and university scholars working on their theses, 10 carrels for emeritus faculty, and 50 carrels for faculty and visiting scholars.

Collecting Strategy – Library administrators brought a draft collecting strategy for 2010 through 2013 to the Committee for review. The strategy was based on increasing the quantity of electronic content offered and increasing the percentage of library collections expenditures for electronic materials from 84% to 92% over the next three years. Digital formats expand access options and make it easier to serve UConn's regional campuses, are easier to process, and provide a lower cost of ownership over time. While print materials in the humanities in particular may remain popular with some humanists for the foreseeable future, Committee members reported they are increasingly comfortable with digital formats, particularly eJournals, but had some questions about eBooks and streaming media. Library staff consequently made presentations at the next Committee meeting on the advantages and limitations of eBooks and the current status of the Libraries' streaming video options, particularly in relation to HuskyCT and course reserves. The Committee endorsed the collecting strategy at its last meeting of the year.

Respectfully submitted,

Sylvia Schafer
Chair

Brinley Franklin
Vice Provost for University Libraries

2009/2010 Committee Members:

Yaakov Bar-Shalom, Elec & Comp Engin
Pam Bedore, English
Rich Bohannon, Physical Therapy
Maureen Croteau, Journalism
Francine DeFranco, Library Research Svcs
Jeffrey Dudas, Political Science
Andrew Grubb, Graduate Student Senate
Scott Kennedy, Library Acc Svcs & UG Ed
Richard Langlois, Economics

Jennifer Lease Butts, UG Research
Carolyn Lin, Communication Sciences
Alan Marcus, Curriculum and Instruction
Thane Papke, Molecular & Cell Biology
Deborah Shelton, Nursing
Rebecca Thomas, Social Work
Olga Vinogradova, Pharmacy
Mark Zurolo, Art History

Commencement Committee Annual Report to the Senate May 3, 2010

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 Lauren Douglas who does a yeoman's job of helping keep things organized, contacting all the school/college representatives, keeps meeting minutes, sends out important mailings, keeps the web page update and just makes life so much easier for the Marshal and committee chair and think she deserves a great deal of thanks for all she does. I must also thank Stephen Rhodes, executive assistant to the president, for all his efforts on behalf of commencement, again, without whom many important details for the event would not be taken care of. Anyone interested can find more information through our Web site at <http://commencement.uconn.edu>.

The members of this committee, and those of the school and college committees, 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 Co-op, who has taken on the task of, not only, supplying caps and gowns to over 3,000 students, but also of issuing 20,000 guests' tickets. She works closely with Carolyn Lindlau and Gail Millerd to ensure that all guest tickets are distributed properly. The Co-op, 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 and the school and college committees, to plan seating and guest ticket allocations.

For the May 2009 commencement, we made a few more changes in how the ceremonies were carried out, with twelve separate ceremonies for all schools and colleges as follows:

May 2009 Graduation Schedules –

Saturday, May 9, 2009

Saturday	9 am	1 pm	4pm	5 pm	6 pm
Gampel		Grad School			CANR
Jorgensen				Fine Arts	
Rome Ballroom	Pharm D		Pharm		

Sunday, May 10, 2009

<i>Sunday</i>	9 am	12:30 pm	2:30pm	4 pm	4:30pm
Gampel	Business	CLAS I			CLAS II
Jorgensen	Education	Engineering		Nursing	
Rome			CCS		

A major change this past year was the division of the CLAS ceremony into two separate ceremonies and moving the CANR ceremony to Saturday evening. With the advent of the separate commencement ceremonies for each of the schools and colleges, they have had to shoulder more of the responsibility for planning and executing their ceremonies by forming their own commencement committees and recruiting marshals. I tip my hat to them for a job well done!

On August 28, 2009, Convocation was held in Gampel Pavilion with President Mike Hogan presiding. The speakers for the event were John Saddlemire, Lee Melvin, Peter Nicholls, Thomas Haggerty, and Mike Hogan. Susan Weller was our special guest speaker. The event was very successful with Gampel being nearly full.

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 responsibility 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 in Gampel Pavilion 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 have been fortunate in having the services of Mark Roy who provides the audience with the history and background behind our Commencement ceremonies. In addition we have a pictorial history of the University that is displayed 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 Suman Singha, Jim Henkel, Tom Peters, and faculty volunteers. This event has

grown and for the third year we had photographers available in the Graduate office reception area during the morning of the ceremony, to take pictures of the Doctoral candidates being hooded by their advisors.

With separate undergraduate ceremonies taking place in three different venues, I must thank Gary Yakstis and his staff at the Jorgensen Center for the Performing Arts and Helen Mesi and her staff at the Rome ballroom for making the ceremonies in their venues a unique experiences for the graduands and their families. And, again, I thank Evan Feinglass for coordinating all the activities for practices, moving equipment and other activities and who works with the Gampel Events Staff to try to manage the flow and seating of the families and friends of our graduands and preventing them from surging down the bleachers to take photographs.

This past year students who work at the Lodewick Visitors Center served as concierge's, helping to direct people to the right venue, so special thanks goes to Margaret Malmborg, director of the center for providing the students.

The Commencement committee is a delight to work with. They are one of the most good-natured groups of collaborators that I have ever encountered, and who delight in reminding me of all the goofs and mistakes that happen behind the scenes. Thank you for keeping me on my toe!

I also want to thank Florette Juriga, who assists Lauren during the last couple of months prior to commencement by answering phone calls, voice mails, general email inquiries and students looking for the "commencement office" in addition to other administrative duties required to make commencement a successful event. Without her behind-the-scene efforts, I doubt that we would be as organized and successful as we are.

Special thanks goes to Keven Gray who translated our floor set up diagrams for Gampel and made them a reality, by working with his crew to set up the flowers, podiums, chairs, tables, and diploma covers. He also made sure the School and College banners were properly cared for and ready for practices and commencement itself,

It is impossible to easily estimate the total time and effort that is required to make the ceremonies successful. However, it has all paid off as 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 2010 have been underway for many months and this will be the third year that Schools and Colleges will be conducting their own undergraduate ceremonies. There will be thirteen events over two days as follows:

Saturday, May 8, 2010:

<i>Saturday</i>	9 am	9:30am	1 pm	4pm	5 pm	6 pm
Gampel			Graduate School			CANR
Jorgensen	SSW Recog. Cerem.		CCS		Fine Arts	
Rome Ballroom	PharmD			Pharmacy		

Sunday, May 9, 2010:

<i>Sunday</i>	9 am	12:30 pm	2:30pm	4 pm	4:30pm
Gampel	Business	CLAS I			CLAS II
Jorgensen	Education	Engineering		Nursing	
Rome					

Respectfully Submitted on behalf of the Commencement Committee by:

Michael J. Darre, Chair
University Marshal

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