

MINUTES OF THE UNIVERSITY SENATE
APRIL 13, 2015

1. Moderator von Hammerstein called to order the regular meeting of the University Senate of April 13, 2015 at 4:00pm

2. Approval of Minutes

Senator Caira moved acceptance of the 3/2/2015 minutes; Senator Recchio seconded.

3. Report of the President

President Herbst opened her report by noting the beautiful weather and acknowledging the difficult winter we experienced. She shared that, although the final numbers have not been calculated, it is estimated that snow removal on our campuses cost between \$750 thousand to \$1 million dollars more than normal. Facilities Operations remains on budget, overall.

President Herbst spoke about the University budget. She noted that administration has been very candid about the budget. Connecticut is facing one of the worst budget deficits ever. Some of this burden will be passed on to UConn because we are a big budget item. This could result in as much as a \$50 million cut to our operating budget. President Herbst noted that this is a comprehensive figure with UCHC included. She gave a brief overview of the budget process within the state. As she explained, the Governor presents a budget to the General Assembly. The General Assembly then takes time to debate and negotiate before passing a final budget. The earliest we can expect to see a final budget is early June. We know there will be cuts; however, President Herbst stated that we cannot talk about specific cuts until we see the actual, approved budget. President Herbst repeated that everything is on the table including furloughs, layoffs, hiring restrictions, program and department cuts, activities cuts, and reduction of all but the most critical events on campus. She also noted that the Board of Trustees will need to take a serious look at tuition increases in the fall. President Herbst then took a moment to speak about the athletics program and address the common misperception that athletics is a major profit center. She clarified that the University does not make money on athletics and that it does cost money just like any other department. Athletics receives a lot of attention because we are an athletic-driven nation. Our coaches and student athletes provide us entertainment, camaraderie and school spirit. President Herbst noted that major gifts to the UConn Foundation don't necessarily help with the University's operating budget. She stressed that we must protect what is important to us: our academics. Based on the final budget, we may need to revisit the capital and infrastructure master plan to determine what should be kept on schedule and what we can delayed. The STEM dorm will be open in the fall of 2016, as planned, and will house 750 students. President Herbst asks that we trust the administration to work our way through this in a way that will hurt the least.

President Herbst turned to some positive news and noted we have much to be grateful for. She shared that it is important to keep telling the world what we do incredibly well. With that in mind, there are no plans to curtail external communication. We need to publicize our research and our student success. She noted that we have been far too modest in the past.

Commencement is coming soon and several inspiring and noteworthy speakers have been confirmed. Tony and Emmy Award-winning actress and singer Leslie Uggams will speak at the

School of Fine Arts ceremony. Robert Shiller, a Nobel Prize winner in economics, will speak at the School of Business ceremony.

President Herbst shared news from our regional campuses. The University is very close to an agreement for a residence option for our Stamford campus. The Waterbury campus will soon welcome a Starbucks. The Health Center's Bioscience CT is on time and on budget. The outpatient facility is beautiful and the hospital tower is scheduled to open in 2016. These projects were designed not only to serve patients but also to be aesthetically appealing. Research labs are being renovated at UCHC, and the search for the Medical School Dean is underway.

The admitted students open house held on April 11 was very successful with over 2800 prospective students attending. Applications for the fall 2015 freshman class have, once again, established new records in both numbers of applicants and SAT scores.

Fundraising continues to go well. President Herbst noted that the president of a university like UConn should be on the road about 80% of the time. Josh Newton, President and CEO of the Foundation, would like to bring faculty to events to talk about their work at UConn. President Herbst also noted the recent merger of the Alumni Association under the Foundation will result in more powerful communications to our alumni and boost alumni membership, as well as eliminate dues for membership.

President Herbst closed her remarks by acknowledging that UConn needs to develop a statement about preserving free speech and maintaining civility. She will look for the University Senate's and Senate committees' input on creating a statement that fits where we are and where we want to go. She noted that the faculty are the best people to work on this. She charged the Senate with creating a small committee to develop a very powerful statement.

During the question and response period following President Herbst's remarks, Senator Clark expressed concern about supporting and advising tenure track faculty, specifically if tenure would ever be denied solely for budgetary exigencies. President Herbst was adamant in stating that no one would be denied tenure because of budget deficits.

Senator Rios thanked President Herbst for asking faculty to craft a mission statement on civility and urged that the regional campuses be included on the committee. President Herbst agreed and stated that she hopes those regional campus representatives are always included.

Senator Hamilton noted that the possible \$50 million budget cut would come on top of an already existing \$50 million structural deficit. He shared that for a department like Physics, the previous deficit resulted in \$150 thousand given back. Having to manage this cut meant that the diversity of course offerings decreased in order to maintain the same number of classroom seats. President Herbst responded by saying that the desire is to keep classes from getting too big and to allow access to classes when students need them. We need to protect this. She acknowledged that the image of UConn among some Connecticut taxpayers is that we are flush with cash and that there is more room for significant cuts. She noted that we must explain that is not the case. We must become better at communicating. This misconception often surfaces during time of budget challenges.

Senator Caira recalled that years ago the University entertained the idea of a shadow program to allow a glimpse into what we really do. Senator Caira then suggested that we are already too large and asked if we should ratchet back enrollment. President Herbst observed that we have been asked to take more students, and we are looking for creative solutions; we have to take more students because we need more tuition, the only alternative when appropriations are cut. She confirmed that all NextGen projections will be off if we cannot hire the faculty needed. We are accepting more students this year and Provost Choi is making sure that we can cover those classes. At this point, we do not know what the budget looks like; therefore, we don't know about hiring or class size.

One of our student senators noted that President Herbst spoke about housing at the Stamford campus earlier but did not mention the other campuses. President Herbst shared that the mayor of Waterbury has some ideas for private development. At the Avery Point campus, students can contract with Mitchell College for housing, but there are few other options there. There is no discussion of housing on the Torrington campus. There are tremendous plans for Hartford that include affordable housing options that fit the architecture of the neighborhood. The new campus building is scheduled to open for fall 2017.

Senator Schultz asked for a brief comment on the UAW negotiations. President Herbst explained that those at the bargaining table are legally bound not to comment on the ongoing negotiations.

President Herbst introduced the two students chosen to shadow her as part of the new Lead the Pack program. Danielle Deschene '17 (CLAS) and Abdullah Hasan '16 (CLAS) were chosen from among dozens of student applicants to spend a day with President Herbst.

4. Report of the Senate Executive Committee

Carol Polifroni presented the report of the Senate Executive Committee

(Attachment #37)

Following the report she welcomed questions on her report including the proposed travel policies. She noted that Vice Provost Dan Weiner and Director of Education Abroad Kevin Brennan were in attendance to respond to questions and concerns.

(Attachment #38)

Senator Caira inquired as to why the proposed travel policies did not apply to the Health Center. CFO Scott Jordan responded that the plan is to include UCHC; however, we are not at that point yet. Senator Caira followed up with a question on the timeline for students on grants approved by the provost. She noted the importance of a quick response for travel approvals. VP Weiner replied the policy is not meant to slow things down. A 48-hour turnaround is the goal, and they will be able to respond to a faculty member or student while they are in another country.

Senator Markus asked if a travel warning issued for a specific region of one country would mean the entire country was included. VP Weiner responded travel warnings may be localized and nuanced. In every case, specific geographies are looked at rather than being generalized. Director Brennan noted that those at the university working on projects within a specific location are very informed about that specific place. We have the ability to be more nuanced rather than reacting to the state department warning.

Senator Jockusch asked if graduate students pay for their own international health insurance. VP Weiner confirmed that UConn pays for the international health insurance and will continue to do so. Senator English asked for verification that this meant all areas of travel. VP Weiner confirmed that a graduate student is covered when they register with the Provost's Office. He noted that there are 42 countries on the state list but the insurance company does not have the same list. He also noted that the insurance plan has been extended from 180 days to one year.

5. Consent Agenda

(Attachment #39)

- a. Report of the Scholastic Standards Committee
- b. Report of the Curricula & Courses Committee

The Senate voted to approved the Consent Agenda

6. Report of the Nominating Committee

Senator Hubbard presented the report of the Nominating Committee.

(Attachment #40)

PRESENTATION of 2015/2016 standing committee membership slate

Senator Hubbard advised she or Cheryl Galli may be contacted with requests for committee changes. She also advised that the Curricula & Courses Committee is in need of members and invited senators and their colleagues to consider switching to this committee or joining as a second committee.

The slate presented at this meeting will be voted upon at the next.

7. Report of the Scholastic Standards Committee

The Senate recognized Professor Larry Gramling to present the report of the Scholastic Standards Committee.

(Attachments #41, 42 & 43)

PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.E.1, Class Attendance

PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.G.1 and 2, Eligibility for Participation in Collegiate Activities

PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.E.12, Examinations and Assessments

A senator asked if the motion to amend the Examinations and Assessments applies only to undergraduate courses. Professor Gramling replied in the affirmative.

These amendments presented at this meeting will be voted upon at the next.

8. Report of the Faculty Standards Committee

Senator Boyer presented the report of the Faculty Standards Committee.

(Attachment #44)

In particular, regarding the Student Evaluation of Teaching (SET), Senator Boyer noted the main problems have been the independence of item 14, its use as a single metric of teaching effectiveness, and the use of medians or means.

Senator Armstrong noted that the motion was virtually identical to information sent to department heads to guide their use of SETs in faculty evaluations. He questioned if this motion is necessary. Senator Boyer explained that the FSC felt that such a statement needs to be reiterated more publicly and, through discussions with Vice Provost Reis, it was found in most cases that only the SETs are submitted for the PTR process. The statement in this motion clarifies that a PTR portfolio should include more than the SET. Senator Armstrong asked if this is about educating department heads. Senator Boyer noted that he did not disagree. Senator Desai asked if there is some effort to guide department heads and faculty. Senator Boyer replied that peer observations, letters in the portfolio and other indicators from their area are also options. Assistant vice Provost Diplock added that Senator Boyer has offered some good measures. Additionally formative mid-semester evaluations will allow time to make changes where necessary. Another senator asked if there had been a discussion at FSC about the quality of the questions. He noted that low scores on a single item across courses and departments might indicate a flawed item. Senator Boyer that this has been discussed. He observed that the current questions had been developed through a very thorough process only a few years ago and suggested that there are generally two ways to approach this. We could let the SETs play out for another year or two to watch for patterns, or the FSC could review and revise the form. He noted that the current SET is the result of three or four years of deliberations before the Senate voted in favor of the current SET. Senator Clark asked about the participation level in the SETs and whether the FSC considered that the current online SET has resulted in lower participation. Senator Boyer confirmed that the FSC has debated and collected information from Office of Institutional Research and Effectiveness. The current response rate is 49%, which is down only slightly from 55% achieved using the former paper-and-pencil in-class SET. He noted that we are getting closer across the university.

The motion carried by majority vote.

9. Joint Report of the Enrollment and Student Welfare Committees

Senator Croteau presented a joint motion from the Enrollment and Student Welfare Committees.

(Attachment #45)

Senator Renfro questioned the request for quarterly reports as opposed to more or less frequency. Senator Croteau responded that the committees did discuss and considered that less frequent reports would be less of a burden on administration. However, it was recognized that decision making deadlines happen throughout the year. For example, the enrollment deadline was March 1 but the Senate meeting was March 2. Less than quarterly reports would mean that we have missed the opportunity to discuss the increased enrollment. The committees also discussed a request for more than quarterly reports overburden departments. Senator Spiggle asked if it is the committee's intention to receive formal presentations to the Senate or what would be the preferred mechanism. Senator Croteau explained that not all reports would be formal presentations to the full Senate. She suggests that the information be made available to the Senate through the Senate committees. She noted that some material may repeat from report to report but other information will change. The committee anticipates

receiving the information and reporting to the Senate on pertinent issues. Senator Bramble asked if the intention is to start the reporting right away. Senator Croteau replied in the affirmative. Senator Renfro expressed concern about where the work in assembling these reports will take place. He noted concern that this will be passed to the departments which will create significant extra work. Senator Croteau replied that this may be more a matter of assembling the data rather than developing information. One of the goals of this motion is to determine if we are adequately staffed to handle the workload.

The motion carried by majority vote.

10. Annual Report on Retention and Financial Aid

Vice President Wayne Locust presented the annual report on retention and financial aid.

(Attachment #46)

Senator Desai questioned what appears to be a drop from 85% to 70% moving from year three to four. Assistant Vice President Lawicki clarified that the figures transition from retention rate to graduate rate during these years.

11. New Business

Senator von Hammerstein called for any new business.

There was no new business.

12. Annual Report of the Center for Excellence in Teaching and Learning

Assistant Vice Provost Peter Diplock presented the annual report of the Center for Excellence in Teaching and Learning.

(Attachment #47)

Senator Brown asked if non-UConn student numbers are tracked within the winter and summer programs and, if so, if the number has increased. Assistant VP Diplock responded that UConn has not made it easy for non-degree students to enroll but efforts are being made to improve the process; most winter and summer session students are native UConn students.

13. Annual Report of Vice President for Communication

Vice President Tysen Kendig presented the annual report.

(Attachment #48)

There were no questions or comments.

14. Motion to adjourn

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

The meeting was adjourned at 5:49pm

Respectfully submitted,

Thomas Lawrence Long

Associate Professor in Residence
School of Nursing
Secretary of the University Senate

The following members were absent from the April 13, 2015 meeting:

Accorsi, Michael
Agwunobi, Andrew
Ammar, Reda
Barker, Keith
Becker, Loftus
Benson, David
Bouchard, Norma
Bradford, Michael
Britner, Preston
Buenano, Eddison
Charette, Jason
Chazdon, Robin
Chinchilla, Rosa
Choi, Mun
Clokey, David
Cobb, Casey

Conrad, Eliza
Cornelius, Talea
Coundouriotis, Eleni
DiGrazia, Lauren
Dominguez, Teresa
Ego, Michael
Gilbert, Michael
Livingston, Jill
Love, Cathleen
Luxkaranayagam,
Brandon
MacKay, Allison
McManus, George
Higgins, Katrina
Ng, Colin
Raheim, Salome

Sanchez, Lisa
Sanner, Kathleen
Sargent, Mark
Scruggs, Lyle
Seemann, Jeffrey
Skoog, Annelie
Teitelbaum, Jeremy
Teschke, Carolyn
Tilton, Robert
Tribuzio, Peter
Van Heest, Jaci
Volin, John
Yelin, Susanne
Zack, John

Senate Executive Committee Report
To the University Senate
April 13, 2015

Good Afternoon,

The Senate Executive has met three times with multiple constituencies since our March Senate meeting.

In separate meetings, we first met with Provost in private session, the Senate committee chairs, Jim Wohl the University ombudsman, Larry Gramling Senate COIA representative, and then with Administrators.

The discussion with the committee chairs centered on planned increases in enrollment, student evaluations of teaching, and changes to the by-laws in regard to admissions. Each of these culminates in motions before you later during this meeting. Additionally, two members of the SEC meet with the C&C Committee to discuss the need for an assessment of the general education curriculum and a request to consider the need for a new competency of civil discourse. This discussion led the SEC to formally charging the C&C Committee to conduct an assessment of the general education requirements with a process due in early September and a report by the first meeting of the spring semester 2016.

Larry Gramling, one of our COIA representatives (and as an FYI there is currently one vacancy), shared that a proposed reorganization of COIA was discussed at the annual meeting in February. This reorganization could include establishment of an officer structure, formation as a 501c3, longer terms for COIA representatives, revised membership guidelines and greater focus on academic integrity and student-athlete welfare. COIA also discussed the new NCAA governance structure and the North Carolina academic case. Jim Wohl shared highlights of his 2014 report which includes the four principles of his office...independence, neutrality and impartiality, confidentiality and informality, 214 encounters across all constituencies, and his belief that there is a slight increase for 2015. The SEC has invited him to share his 2015 report and the strategies for his office at the first Senate meeting in the fall.

In our discussions with the administrators, Vice President of Student Affairs Michael Gilbert shared with us that the investigations into the Spirit Rock incident have been completed. President Herbst shared the results of the investigation in an email sent to the UConn community on Friday afternoon. Documentation of the investigation can be found on the Student Affairs website. It is important to emphasize, as President Herbst did in her report, "The fact that these three investigations did not find any criminal or additional university policy violations beyond those already found by Student Affairs in October does not mean that what happened that night was acceptable to our community. And it certainly does not mean that there are no ongoing challenges that we as a community must address." We must continue to strive for civility, diversity and equality through our speech and by our actions.

The SEC discussed with CFO Scott Jordan the latest rescissions which include an additional two million dollars to UConn and 1 million to UCHC. As a result of the momentum shift within the University, the reduction in spending and hiring, Scott shared that no further action is needed at this time. The Appropriations Committee is expected to release their report by the end of this month. We continue to make our case by letting our voice be heard. University administration has encouraged faculty and students to participate in an Academic Showcase taking place tomorrow (April 14) at the State Capitol in Hartford. The event is aimed at reminding legislators of the enormous benefits UConn generates for the state as they continue to consider the budget appropriation for the University. Buses will leave at 11:15am in front of UConn co-op across from Gampel and return by 4:00pm. Those able to attend are asked to respond by emailing externalaffairs@usg.uconn.edu. A link to the flyer with additional information on this event can be found on the Senate website.

VP of Enrollment Wayne Locust shared with us that offers of admissions have been made aiming for a class of 3800 in Storrs for fall 2015. His office has created a waitlist of over 2,000 potential students to

utilize as needed to meet that goal. We discussed the impact the additional 250 students could have and concerns were shared about the possible effects on academic quality, on-campus housing, science laboratories, safety and other areas. Later this afternoon we will consider a joint motion from the Senate Enrollment and Student Welfare Committees to establish a timeline for quarterly reports from administration on the implications of the planned increase in enrollment.

The intellectual property policy has been revised and is currently being vetted by the task force and will then come to the senate for presentation and further discussion.

Included with the documentation distributed for today's meeting was two draft travel policies provided by the Office of Global Affairs. These policies have been reviewed and supported by the SEC and the Student Welfare Committee. The policies do not require senate approval; however input is welcome. Vice Provost of Global Affairs Dan Weiner and Director of Education Abroad Kevin Brennan are available to answer questions regarding these proposed policies following my remarks.

In our past NEASC self-studies, it was noted that "shared governance has long been the hallmark of the University of Connecticut's governance structure." Shared governance is more than a belief; it is the essence of a high quality research institution with the voice of faculty and students participating in the shaping of the institution. The SEC recognizes that shared governance requires time, however with the fiscal challenges we are now facing, shared governance is more important than ever. We believe the robust University Senate structure through its committees has the ability to help guide the decisions. We request the opportunity for input prior to decisions being announced.

On behalf of the SEC, please join me in congratulating the UConn Women's Basketball on their tenth national title. These student athletes continue to represent the high standards of UConn both in athletics and academics. We also wish to acknowledge and congratulate University Master Planner and Chief Architect Laura Cruickshank on her election to the College of Fellows of the American Institute of Architects. The Fellowship program was developed to elevate those architects who have made a significant contribution to architecture and society and who have achieved a standard of excellence in the profession.

And finally we are very pleased to acknowledge and congratulate the recipients of the 2015 AAUP Excellence Awards:

- Barbara Gurr, Womens Gender & Sexuality
- Paula Philbrick, Ecology & Evolutionary Biology
- Desiree Diaz, Nursing
- Barbara Mellone, Molecular & Cell Biology
- Emily Myers, Speech, Language & Hearing
- Boris Bravo-Ureta, Agriculture & Resource Engineering

These award recipients are extended our deep appreciation from their colleagues and students for such outstanding work. We also congratulate AAUP for the diversity evident in these 2015 awardees.

The next meeting of the University Senate will be the last of this academic year and will held on Monday, May 4.

Respectfully submitted,

E. Carol Polifroni, Chair
Senate Executive Committee

Policy for Education Abroad and Related Activities in Sites with a U.S Department of State Travel Warning/Travel Alert

REASON FOR POLICY

Global engagement is one of the four core values of the University of Connecticut, as presented in the University's 2014 strategic planning document *Creating Our Future: UCONN's Path to Excellence*. The University has long supported students, faculty and staff as they travel internationally for credit-bearing education abroad programs, internships, research, service learning and volunteer opportunities, student organization activities, and other non-credit-bearing University programs. To further the University's core values, ensure that students, faculty and staff have all relevant information and support they need while traveling abroad, and assess any potential risks and appropriate actions to reduce those risks, the University has established guidelines concerning how, when and where students, faculty and staff may travel abroad for university-sponsored or university-related purposes. The University of Connecticut considers issues of terrorism, war, disease and other risks to travelers when assessing the appropriateness of university-sponsored or university-related international travel to a country with a U.S. Department of State Travel Warning or Travel Alert.

APPLIES TO

This policy applies to all undergraduate and graduate students, postdoctoral research associates, faculty and staff at the Storrs and regional campuses including the Law School traveling internationally for university-sponsored or university-related purposes. University-sponsored or university-related purposes include credit-bearing study abroad programs, internships, research, registered student organizations, student groups affiliated with academic departments, and other non-credit-bearing University programs.

This policy does not apply to travel through a program that is administered by another organization that does not have a formal agreement or exchange program with UConn.

This policy does not apply to students, faculty or staff who make the personal decision to travel internationally on a program or for a purpose not affiliated with the University and use their own funds to support this travel, and instead travel as private individuals without a connection to the University. This policy does not apply to personal travel. University-sponsored international health insurance does not cover personal travel by faculty, staff or students.

This policy does not apply to the University of Connecticut Health Center.

DEFINITIONS

“Education and Activities Abroad” and **“Education Abroad and Related Activities”** means any travel outside of the United States for university-sponsored or university-related purposes.

“Program Director” means the faculty or staff advisor or, in the case of a UConn Registered Student Organization or student group affiliated with an academic department of the University, the student leader of the Organization or student group, who is responsible for the planning and implementation of an Education and Activities Abroad program or travel opportunity. In the case of individual student, faculty or staff travel for university-sponsored or university-related purposes, the Program Director means the individual traveler.

“Risk Advisory Committee (RAC)” means the committee formed to review Waiver Applications for Education and Activities Abroad Programs in Countries with U.S. Department of State Travel Warnings/Travel Alerts. The RAC members include the Director of UConn's Office of Global Affairs: Education Abroad (OGA:EA), a second and/or additional member(s) appointed by the Vice Provost for Global Affairs, and a representative from the Office of the General Counsel. As appropriate to the proposed Education and Activities Abroad program or opportunity, the RAC may also seek input from representatives of the School or College associated with the Education and Activities Abroad program, the Division of Student Affairs, and/or any experts on country conditions of the proposed destination. The Chair of the RAC will be designated by the Vice Provost of Global Affairs.

“University-sponsored or university-related” means credit-bearing study abroad programs, internships, research, registered student organizations, student groups affiliated with academic departments, and other non-credit-bearing University programs. This includes the following:

- Any travel for which academic credit is sought, including programs operated through UConn's Office of Global Affairs: Education Abroad (OGA:EA), travel as part of a formal academic program or course of study, internship credit, and travel for independent study credit (including retroactive requests for academic credit).
- Any travel for purposes of performance, sporting events, service learning, conferences, meetings, professional development or volunteerism organized by an academic department, a UConn Registered Student Organization or a student group affiliated with an academic department of the University.
- Any travel for which funding is sought through a University-administered account or a student government-administered account within UConn.
- Any travel that requires travel approval through the Office of the Provost.

“Waiver Application” means the *Waiver Application for Education and Activities Abroad Programs in Countries with U.S. Department of State Travel Warnings/Travel Alerts*, administered by UConn's Office of Global Affairs: Education Abroad (OGA:EA).

POLICY STATEMENT

The University observes the following policy:

If the U.S. Department of State issues a travel warning/travel alert for a particular country or region within a country, UConn will suspend approval of any current Education and Activities Abroad program or individual university-sponsored or university-related travel by UConn students, postdoctoral research associates, faculty and/or staff in that country as long as the travel warning/travel alert is in effect and will not approve any new travel unless an application for a Waiver of this policy is submitted and approved by the Provost or his designee, the Vice Provost for Global Affairs. Without approval of the Waiver, university support is withdrawn. No academic credit will be awarded for programs in those countries, reimbursement for the travel may be denied, and federal financial aid will not be granted for study in such locations.

I. Proposed Programs or Activities

When initiating a new Education or Activity Abroad opportunity, the Program Director or, in the case of individual travel, the student, faculty or staff member intending to travel, should review whether the destination country is the subject of any travel warnings or travel advisories issued by the U.S. Department of State. See <http://travel.state.gov/content/passports/english/alertswarnings.html>. All U.S. Department of State travel warnings and travel advisories applicable to the destination country must be disclosed and a Waiver sought as part of the proposal, even when the travel warning/travel advisory covers a different region or state from the program's in-country destination.

In reviewing the Waiver Application, the University will carefully review the actual U.S. Department of State travel warning/travel alert, as well as other sources, which may include recommendations of other countries such as Canada, the United Kingdom and Australia. There may be legitimate academic reasons for developing or continuing a program or exchange in a country or in certain regions of a country while limiting travel to other regions of that same country. In some situations, a travel warning/travel alert may be very narrowly defined. For example, on October 10, 2014, the U.S. Department of State updated its travel warning for Mexico. That travel warning assessed security conditions for Mexico state-by-state. At that time the state of Oaxaca had “no advisory is in effect,” while the state of Tamaulipas had a security advisory in effect. See <http://travel.state.gov/content/passports/english/alertswarnings/mexico-travel->

[warning.html](#)). In such a circumstance, upon careful review a Waiver might be granted for travel to Oaxaca State, while denied for travel to Tamaulipas State.

Waiver Process

If a new Education or Activity Abroad program or opportunity is being proposed in a country where a travel warning is current, the following process should be followed:

- A. When proposing university-sponsored or university-related international travel, in addition to the standard “Education and Activities Abroad Program proposal request” form to be submitted for all student Education or Activity Abroad opportunities, the “Student Organization Off-Campus Event Advising” form to be submitted for all registered student organization travel, or the “University Travel Approval Form” to be submitted with the Provost Office for faculty, staff and graduate student travel, a Waiver Application for Education and Activities Abroad Programs in Countries with U.S. Department of State Travel Warnings/Travel Alerts must be completed and submitted to the Office of Global Affairs: Education Abroad (OGA:EA). OGA:EA will provide the current Waiver Application form upon request.
- B. The Risk Advisory Committee (RAC) will review the Waiver Application. The RAC will then forward the Waiver Application with a recommendation to the Provost or the Vice Provost for Global Affairs.
- C. Provost or Vice Provost’s Decision:
 1. Waiver Approved: If a Waiver is approved by the Provost or his designee, the Vice Provost for Global Affairs, the travel warning/travel alert will be reviewed periodically by OGA:EA until a rescission or new travel warning/travel alert is issued by the U.S. Department of State. If a new travel warning/travel alert is issued, then the program will be reviewed as per the procedures below for current programs.
 - a. All participants in the program will receive a copy of the U.S. Department of State travel warning/travel alert along with a copy of the completed Waiver Application. All prospective travelers will be interviewed by the proposed Program Director, representative of the OGA:EA, representative of the Division of Student Affairs, or other individuals who are developing the program. This interview explains the program purpose and the environment in which it will take place (including health, safety and other program elements) and delivers information about the U.S. Department of State’s travel warning/travel advisory to enable travelers to make informed consent decisions as to their participation in the program.
 - b. After prospective travelers have been interviewed and determined to be qualified to join the program, and only after the Waiver has been

approved, all prospective travelers in the program will review and sign the Informed Consent and Release of Liability statement. It will be the responsibility of the Program Director of the proposed program to ensure that all program participants have completed an Informed Consent and Release of Liability statement prior to departure for the program. Completed and signed Informed Consent and Release of Liability forms should be submitted to OGA:EA.

- c. Refunds and Withdrawals: Travelers will be permitted to withdraw from a program for which a Waiver has been approved if they are not comfortable traveling to the country or region. Reasonable efforts will be made to find alternate programs for travelers to enroll in. If an alternate program cannot be found, reasonable efforts will be made to refund any fees already paid, but the actual amount of refund will be determined on a case-by-case basis by the OGA:EA.
2. Waiver Application Denied: If the Provost or his designee, the Vice Provost for Global Affairs, determines that the Waiver Application should be denied due to the situation reflected in the U.S. Department of State travel warning/travel alert, the Program Director and/or the Director of the OGA:EA will notify any current program applicants.
 - a. Appeal of the decision: When a Waiver Application is denied, the Program Director and the Director of the OGA:EA and/or Chair of the RAC, will have the opportunity to meet with the Vice Provost for Global Affairs to discuss the decision. The Program Director will have the opportunity to submit any new evidence of current country conditions that was not previously before the RAC. If the Vice Provost finds it appropriate, he or she may refer such evidence back to the RAC for further consideration. The decision as to whether to consider new evidence and reopen the review of the RAC will be at the sole discretion of the Provost or his designee, the Vice Provost of Global Affairs.
 - b. Refunds and Withdrawals: If money has already been collected for a program to a U.S. Department of State travel warning/travel alert country and the Waiver Application is denied, the process for notification and refunds will be determined on a case-by-case basis by the Vice Provost based on recommendations from the OGA:EA.
 - c. If a Waiver Application is denied, any student, faculty or staff member who makes the personal decision to travel to the location notwithstanding the denial does so as a private individual without a connection to the University. The travel will not be considered affiliated with or supported by the University, University funds will not be used to

support the travel, and University international health insurance will not cover the travel.

II. Current Programs

If a U.S. Department of State travel warning/travel alert is announced in a country where an existing Education or Activity Abroad program operates, the Provost and the Vice-Provost for Global Affairs reserve the right to summarily suspend the operation of the effected program(s) and invoke the safe and expeditious return of program participants to the University campus.

If this step is deemed not immediately warranted, the following procedures must be implemented:

- A. The Program Director or associated on-campus program facilitator must complete the *Waiver Application for Education and Activities Abroad Programs in Countries with U.S. Department of State Travel Warnings/Travel Alerts* and submit it to the OGA:EA within 48 hours of the issuance of the travel warning.
- B. The Risk Advisory Committee (RAC) will review the Waiver Application as soon as possible, with a goal of within 2 business days of receipt of the Waiver Application. The RAC will then forward the Waiver Application with a recommendation to the Provost or the Vice Provost for Global Affairs.
- C. Provost or Vice Provost's decision:
 1. Waiver Approved: If a Waiver is approved by the Provost or his designee, the Vice Provost for Global Affairs, the U.S. Department of State travel warning/travel alert will be reviewed periodically by OGA:EA until a rescission or new travel warning/travel alert occurs. If a new travel warning/travel alert is issued, then the program will be reviewed anew, as per the procedures above.
 - a. If a Waiver is approved by the Provost or Vice Provost for Global Affairs, all travelers on that program will receive a copy of the U.S. Department of State travel warning/travel alert along with a copy of the completed Waiver Application. All travelers will be required to sign the Informed Consent and Release of Liability statement attesting that they have read the travel warning/travel alert and the Waiver Application and wish to continue with the program. If the traveler is under the age of 18, the traveler's parents must review and sign these materials.
 - b. Refunds and Withdrawals: If a Waiver is approved by the Provost or Vice Provost for Global Affairs, travelers will be permitted to withdraw from the program for which the Waiver has been approved if they are not

comfortable remaining in the country or region. Reasonable efforts will be made to allow any travelers who do withdraw to complete their coursework or program objectives after their return. Reasonable efforts will be made to refund any unused or unapplied fees, but the actual amount of refund will be determined on a case-by-case basis by the OGA:EA.

2. Waiver Application Denied: If upon review, the Provost or Vice Provost for Global Affairs determines that a program should be cancelled or suspended due to the situation reflected the U.S. Department of State travel warning/travel alert, the Program Director and/or the Director of the OGA:EA will notify all current travelers and institute procedures to return travelers to the University campus or other safe location.
 - a. Appeal of this decision: When a Waiver Application is denied, the Program Director or associated on-campus program facilitator, alongside the Director of OGA:EA and/or Chair of the RAC, will have the opportunity to confer with the Vice Provost for Global Affairs about the decision. The Program Director will have the opportunity to submit any new evidence of current country conditions that was not previously before the RAC. If the Vice Provost finds it appropriate, he or she may refer such evidence back to the RAC for further consideration. The decision as to whether to consider new evidence and reopen the review of the RAC will be at the sole discretion of the Provost or his designee, the Vice Provost for Global Affairs.
 - b. Refund and Withdrawals: If the Provost or Vice Provost for Global Affairs determines that a program should be cancelled or terminated due to a U.S. Department of State travel warning/travel alert, reasonable efforts will be made to refund any unused or unapplied fees, but the actual amount of refund will be determined on a case-by-case basis by the OGA:EA.
 - c. If a Waiver Application is denied, any student, faculty or staff member who continues to make the personal decision to travel to or continue travel in the location notwithstanding that denial does so as a private individual without a connection to the University. The travel will not be considered affiliated with or supported by the University, University funds will not be used to support the travel, and University international health insurance will not cover the travel.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University Laws and By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Responsibilities of Community Life: The Student Code.

The University reserves the right to deny academic credit, funding or reimbursement for any university-sponsored or university-related international travel that is considered inconsistent with published policies and practices.

DRAFT

APPENDIX A

WAIVER APPLICATION
for Education and Activities Abroad Programs in Countries with
U.S. Department of State Travel Warnings/Travel Alerts

To be completed by the Program Director responsible for the planning and implementation of an Education and Activities Abroad program or travel opportunity.

SAFETY & SECURITY ASSESSMENT

Please attach a statement answering the following items:

1. The U.S. State Department website lists country-specific Travel Warnings and Travel Alerts for U.S. citizens. <http://travel.state.gov/content/passports/english/alertswarnings.html>. Please summarize (do not copy/paste) the current U.S. State Department Travel Warning/Travel Alert for your location.
2. Describe in detail your level of familiarity with the proposed international location.
3. With the travel warning in mind, please identify the appropriate security rating, as you see it, based on what the program purports to do and where.

Insignificant Low Medium High Extreme

4. With regard to the current U.S. Department of State Travel Warning/Travel Alert and the safety and security assessment of the proposed location, identify what risks UConn participants might encounter while traveling to and from and/or while located at the proposed site. Please specifically address the proposed housing, the site(s) where participants will work/study, and transportation between these locations.
5. What specific steps will you (or the host institution) take to mitigate these risks?
6. What is your emergency plan (or that of the host institution) as it relates to natural disasters, civil/political unrest, and medical emergency related to accident or injury? Please be as specific and detailed as possible.
7. How will you inform participants of the risks involved with travel to the proposed location? What information will you provide, and how will you educate participants on mitigating risk?
8. Why should the university approve this Waiver to have a program in a country where there is a travel warning?
9. Provide a complete itinerary of your travel, including all departure/arrival dates, airline flight numbers and connections, locations, addresses and modes of transportation.
10. For any program (whether Education Abroad or other) that will be operated in conjunction with the efforts of another organization or institution in the host country, please describe the services that the partner organization or institution will provide.

Program and Director Details

Name: _____ Title: _____ Department: _____

E-Mail: _____ Phone: _____

Program Title: _____ Dates of (Proposed) Program: _____

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Location (country/cities – *be specific*): _____

Phone number(s) where Director can be reached internationally: _____

Local Partner Program Contact

Please provide a local contact for OGA:EA to work with in the event of a crisis in the program country:

Name & Title: _____ Organization/Institution: _____

Phone Numbers (cell/work/home): _____ Email: _____

Secondary Contact Person: _____

Phone: _____ Email: _____

Required Signatures

Program Director Proposing Program

Name: _____

Signature: _____

Date: _____

Associated UConn Department Head or representative of the Division of Student Affairs

Name: _____

Signature: _____

Date: _____

Dean

Name: _____

Signature: _____

Date: _____

Director OGA:EA

Name: _____

Signature: _____

Date: _____

Vice-Provost

Name: _____

Signature: _____

Date: _____

DRAFT

APPENDIX B – FOR STUDENTS

Informed Consent and Release of Liability for Travel Abroad to a U.S. Department of State Travel Warning/Travel Alert Country

Guidelines for Students Planning to Participate in a University-Sponsored or University- Related Program in a Country with an Active U.S. Department of State Travel Warning or Travel Alert

The faculty and staff of the University of Connecticut (UConn) are dedicated to the provision of international opportunities for all UConn students. The importance of a global education has never been more evident. UConn recognizes the growing relevance of overseas opportunities and supports students in their plans to study, work, volunteer, and/or conduct research abroad.

At the same time, the University is concerned with the safety and well-being of its student body. We recognize that the United States government has designated certain countries to be dangerous locations for American travelers. Terrorism, war, disease and other risks must be taken seriously, both by the University staff and by individual students and their families.

As permitted under University policy, we allow students to transfer credit to UConn from study abroad and internship programs and/or foreign universities in such countries. However, in such situations, the University observes the following policy: **If the U.S. Department of State issues a Travel Warning/Travel Alert for a country in which you plan to study, you must complete the attached informed consent and release of liability before you leave for your education abroad program.** If you are under 18 years of age, your parent or legal guardian also must sign this informed consent. The informed consent asks you to acknowledge that you are aware of the U.S. Department of State Travel Warning or Travel Alert and of the risks inherent in travel to your destination. You must accept responsibility for your safety while overseas.

Travel Warnings are issued when long-term, protracted conditions that make a country dangerous or unstable lead the U.S. Department of State to recommend that Americans avoid or reconsider the risk of travel to that country. A Travel Warning is also issued when the U.S. Government's ability to assist American citizens is constrained due to the closure of an embassy or consulate or because of a drawdown of its staff. http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html.

 Student Initial

 Parent/Legal Guardian Initial
(if student is under 18 years of age)

Informed Consent and Release of Liability for Travel Abroad to a U.S. Department of State Travel Warning/Travel Alert Country

I, the undersigned, acknowledge that I have been informed that there are risks involved in travel to _____. I acknowledge that I have read and understood the U.S. Department of State Travel Warning/Travel Alert, dated _____, regarding travel to and within _____. I have also read the *Waiver Application for Education and Activities Abroad Programs in Countries* submitted to the University of Connecticut. Despite the U.S Department of State Travel Warning/Travel Alert, I have decided to pursue my plans to travel abroad as a registered UConn student.

I acknowledge that my participation in this program is voluntary. I know that I am not required to travel to and/or study in _____ to complete any requirements at the University of Connecticut, and I am aware of the other study options available to me.

I am aware that I may be subject to risks including, but not limited to, terrorism, war, disease, injury, death, property damage and/or other unforeseeable dangers. I voluntarily assume all risks and release and hold harmless the State of Connecticut, the University of Connecticut, and its officers, agents, and employees from any and all claims, demands, and causes of actions, and from liability of any kind or nature whatsoever, including but not limited to bodily injury, death, and property damage, arising out of or relating to my participation in this education abroad program. I understand that this release includes all transportation to and from the program and all aspects of my time overseas, whether my activities are directly related to the program or not.

Further, I understand that the University's ability to award academic credit (if the program offers it) or any financial refund may not be guaranteed if I opt to leave the education abroad program early due to security concerns once I am at my foreign destination.

I have read and signed this document with full knowledge of its significance. If I am not 18 years of age, the signature of my parent or legal guardian indicates full agreement with and acceptance of the terms of this release.

Student Signature

Date

Printed Name of Student

Signature of Parent/Legal Guardian
(if student is under 18 years of age)

Date

Printed Name of Parent/Legal Guardian
(if student is under 18 years of age)

Relationship to Student

Attach a copy of the current U.S. Department of State Travel Warning/Travel Alert.

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APPENDIX C – FOR FACULTY/STAFF/OTHER (NON-STUDENTS)

**Informed Consent and Release of Liability for Travel Abroad to a
U.S. Department of State Travel Warning/Travel Alert Country**

Guidelines for Individuals Planning to Participate in a University-Sponsored or University-Related Program in a Country with an Active U.S. Department of State Travel Warning or Travel Alert

The University of Connecticut (UConn) is dedicated to the provision of international opportunities for all UConn students, faculty, staff and affiliates. The importance of global education and awareness has never been more evident. UConn recognizes the growing relevance of overseas opportunities and supports our Huskies with opportunities to study, work, volunteer, travel and/or conduct research abroad.

At the same time, the University is concerned with the safety and well-being of our UConn population. We recognize that the United States government has designated certain countries to be dangerous locations for American travelers. Terrorism, war, disease and other risks must be taken seriously, both by the University administration and by individual travelers and their families.

The University observes the following policy: **If the U.S. Department of State issues a Travel Warning/Travel Alert for a country in which you plan to travel for university-sponsored or university-related purposes, you must complete the attached informed consent and release of liability before you leave for your international program.** If you are under 18 years of age, your parent or legal guardian also must sign this informed consent. The informed consent asks you to acknowledge that you are aware of the U.S. Department of State Travel Warning or Travel Alert and of the risks inherent in travel to your destination. You must accept responsibility for your safety while overseas.

Travel Warnings are issued when long-term, protracted conditions that make a country dangerous or unstable lead the U.S. Department of State to recommend that Americans avoid or reconsider the risk of travel to that country. A Travel Warning is also issued when the U.S. Government's ability to assist American citizens is constrained due to the closure of an embassy or consulate or because of a drawdown of its staff. http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html.

Participant Initial

Parent/Legal Guardian Initial
(if participant is under 18 years of age)

Informed Consent and Release of Liability for Travel Abroad to a U.S. Department of State Travel Warning/Travel Alert Country

I, the undersigned, acknowledge that I have been informed that there are risks involved in travel to _____. I acknowledge that I have read and understood the U.S. Department of State Travel Warning/Travel Alert, dated _____, regarding travel to and within _____. I have also read the *Waiver Application for Education and Activities Abroad Programs in Countries* submitted to the University of Connecticut. Despite the U.S. Department of State Travel Warning/Travel Alert, I have decided to pursue my plans to travel abroad on a university-sponsored or university-related program.

I acknowledge that my participation in this program is voluntary. I know that I am not required to travel to and/or study in _____ to complete my employment or program obligations at the University of Connecticut, and I am aware of the other program options available to me.

I am aware that I may be subject to risks including, but not limited to, terrorism, war, disease, injury, death, property damage and/or other unforeseeable dangers. I voluntarily assume all risks and release and hold harmless the State of Connecticut, the University of Connecticut, and its officers, agents, and employees from any and all claims, demands, and causes of actions, and from liability of any kind or nature whatsoever, including but not limited to bodily injury, death, and property damage, arising out of or relating to my participation in this education abroad program. I understand that this release includes all transportation to and from the program and all aspects of my time overseas, whether my activities are directly related to the program or not.

Further, I understand that the University's ability to award academic credit (if the program offers it) or any financial refund may not be guaranteed if I opt to leave the program early due to security concerns once I am at my foreign destination.

I have read and signed this document with full knowledge of its significance. If I am not 18 years of age, the signature of my parent or legal guardian indicates full agreement with and acceptance of the terms of this release.

Participant Signature

Date

Printed Name of Participant

Signature of Parent/Legal Guardian
(if participant is under 18 years of age)

Date

Printed Name of Parent/Legal Guardian
(if participant is under 18 years of age)

Relationship to Participant

Attach a copy of the current U.S. Department of State Travel Warning/Travel Alert.

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UNIVERSITY OF CONNECTICUT STUDENT INTERNATIONAL TRAVEL POLICY

REASON FOR POLICY

Global engagement is one of the four core values of the University of Connecticut, as presented in the University's 2014 strategic planning document *Creating Our Future: UCONN's Path to Excellence*. The University has long supported students as they travel internationally for credit-bearing Education Abroad programs, internships, research, service learning and volunteer opportunities, student organization activities, and other non-credit-bearing University programs. The purpose of this policy is to facilitate the following objectives:

1. Ensuring student access to information essential to their travel abroad.
2. Assessment of any potential risks and appropriate actions to reduce those risks.
3. University awareness of when and where students are taking advantage of these Education Abroad and related opportunities.

APPLIES TO

This policy applies to all undergraduate and graduate students at the Storrs and regional campuses including the Law School traveling internationally for university-sponsored or university-related purposes. University-sponsored or university-related purposes include credit-bearing study abroad programs, internships, research, registered student organizations, student groups affiliated with academic departments, and other non-credit-bearing University programs. This includes the following:

- Any travel for which academic credit is sought, including programs operated through UConn's Office of Global Affairs: Education Abroad (OGA:EA), travel as part of a formal academic program or course of study, internship credit, and travel for independent study credit (including retroactive requests for academic credit).
- Any travel for purposes of performance, sporting events, service learning, conferences, meetings, professional development or volunteerism organized by a UConn Registered Student Organization or student group affiliated with an academic department of the University.
- Any travel for which funding is sought through a University-administered account or a student government-administered account within UConn.
- Any travel that requires travel approval through the Office of the Provost.

This policy does not include student travel through a program that is administered by another organization that does not have a formal agreement or exchange program with UConn.

If students make the personal decision to travel internationally on a program not affiliated with the University and use their own funds to support this travel, they do so as private individuals without a connection to the University. This policy does not apply to personal student travel.

This policy does not apply to students of the University of Connecticut Health Center.

POLICY STATEMENT

Any student who travels internationally for university-supported or university-related purposes, as defined above, is required to register with the Office of Global Affairs: Education Abroad (OGA:EA).

Registration with the Office of Global Affairs: Education Abroad (OGA:EA)

Specifically, any student who travels internationally for university-supported or university-related purposes is required to:

- a. Register with the OGA:EA;
- b. Through the OGA:EA, register for HTH (or other suitable) international health insurance coverage;
- c. Submit up-to-date itinerary information with the University and the OGA:EA, including personal and emergency contact information (both U.S. and international), host program/entity contact information (as appropriate), travel itineraries and international accommodations;
- d. Promptly provide updated travel itineraries and accommodations to OGA:EA as they develop, especially if/as these change during the course of travel;
- e. Register with the U.S. Department of State's Smart Traveler Enrollment Program (STEP), <http://travel.state.gov/content/passports/english/go/step.html>;
- f. Read and sign any appropriate contract documents (e.g. the Education Abroad Student Contract) that pertain to the UConn international program in which they are participating; and
- g. Acknowledge, via electronic signature, having researched and read any U.S. Department of State Travel Advisory for the destination country/countries. If the destination country/countries has a travel advisory or travel warning and the University has reviewed and granted permission for the student to participate in accordance with the

Policy for Education Abroad and Related Activities in Sites with a U.S. Department of State Travel Warning/Travel Alert, the student is required to review and sign the University's Informed Consent and Release of Liability for Travel Abroad to a Travel Warning/Travel Alert Country in accordance with that applicable policy.

Conduct while Traveling for University-Sponsored or University-Related Purposes

While away from campus, students are required to honor the University's Responsibilities of Community Life: The Student Code, as well as any appropriate contract documents (e.g. the Education Abroad Student Contract) that pertain to the UConn international program in which they are participating. Students will further be expected to honor the codes of conduct established by faculty directors, hosting entities/institutions, and/or professional practice applicable to the UConn international program in which they are participating. Students traveling internationally are subject to all local laws.

ENFORCEMENT

Violations of this policy may result in disciplinary measures in accordance with the University of Connecticut Responsibilities of Community Life: The Student Code.

The University reserves the right to deny academic credit, funding or reimbursement for any student international travel that is inconsistent with published policies and practices.

Related Policy

See also: **Policy for Education Abroad and Related Activities in Sites with a U.S. Department of State Travel Warning/Travel Alert**

Scholastic Standards Committee
Report to the University Senate
April 13, 2015

We move to change all references within the By-Laws from “unclassified students” to “non-degree students.” This change will reflect the language prevalently used to describe non-matriculated students at both the University of Connecticut and other institutions of higher learning.

Respectfully Submitted by Senate Scholastic Standards Committee:

Jill Livingston, Chair; Lawrence Armstrong; Karen Bresciano; Stuart Brown; Jennifer Lease Butts; David Clokey; Bennett Cognato, Robin Coulter; Susanna Cowan; Joseph Crivello; Lauren DiGrazia; Hedley Freake; Gerald Gianutsos; Lawrence Gramling; Katrina Higgins; Thomas Recchio; Eric Schultz; Carol Teschke; and Peter Tribuzio

Scholastic Standards Committee
Report to the University Senate
April 13, 2015

We move that all cross references within the By-Laws provide both the section number and the title of the section. For example, (see II.B.3,4 and II.E.15) will become (see II.B.3 *Improper Registration or Failure to Register*, II.B.4 *Credits Permitted in a Semester* and II.E.15 *Scholastic Probation and Dismissal*.) This change will ensure that cross-references remain accurate when sections are added or removed from the By-Laws.

Respectfully Submitted by Senate Scholastic Standards Committee:

Jill Livingston, Chair; Lawrence Armstrong; Karen Bresciano; Stuart Brown; Jennifer Lease Butts; David Clokey; Bennett Cognato, Robin Coulter; Susanna Cowan; Joseph Crivello; Lauren DiGrazia; Hedley Freake; Gerald Gianutsos; Lawrence Gramling; Katrina Higgins; Thomas Recchio; Eric Schultz; Carol Teschke; and Peter Tribuzio

University Senate Curricula and Courses Committee

Report to the Senate

April 13, 2015

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

- A. DRAM 1215 Theatre Production: Makeup and Wardrobe for the Actor
Three credits. Two 2-hour lectures and running crew (lab) assignment. Instructor consent required.
Introduction to the technology, tools, and materials used in makeup and wardrobe for actors.
- B. DRAM 1216 Theatre Production: Lighting and Sound
Three credits. Two 2-hour lectures and running crew (lab) assignment. Instructor consent required.
Introduction to the technology, tools, and materials used in lighting and sound for the theatre.
- C. DRAM 1217 Theatre Production: Costumes and Makeup
Three credits. Two 2-hour lectures and running crew (lab) assignment. Instructor consent required.
Introduction to the technology, tools, and materials used in costumes and makeup for the theatre.
- D. DRAM 1218 Theatre Production: Stagecraft
Three Credits. Two 2-hour lectures and running crew (lab) assignment. Instructor consent required.

An introduction to the technology, tools, and materials used in constructing and rigging theatrical scenery.

II. The Curricula and Courses Committee and General Education Oversight Committee recommend approval to REVISE the following 1000- or 2000-level courses:

- A. GSCI 1010 Dinosaurs, Extinctions, and Environmental Catastrophes (Title and description change)
Current Catalog Copy

GSCI 1010 Age of the Dinosaurs

(Formerly offered as GEOL 1010.) Three credits. A reconstruction of the Mesozoic world of the dinosaurs as interpreted from geological and paleontological evidence. Includes fundamental concepts of stratigraphy, historical geology, paleoclimatology, and paleontology. CA 3.

Revised Catalog Copy

GSCI 1010 Dinosaurs, Extinctions, and Environmental Catastrophes

Three credits. Not open for credit to students who have passed GSCI 1050, 1051, 1055, or 1070. Students who complete both GSCI 1010 and GSCI 1052 may request that GSCI 1010 be converted to a CA 3 Laboratory course.

A reconstruction of the Mesozoic world of the dinosaurs based on paleontological and geological evidence. Past and present environmental catastrophes leading to mass extinctions and changes in biodiversity. Fundamental concepts of geology, stratigraphy, historical geology, and paleoclimatology. CA 3.

B. GSCI 1050 Earth's Dynamic Environment (Title and description change)

Current Catalog Copy

GSCI 1050 Earth and Life through Time with Laboratory

(Formerly offered as GEOL 1050.) Four credits. Three class periods and one 3-hour laboratory period. Not open to students enrolled in or having passed GSCI 1051 or SCI 1051.

History of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. Includes laboratory component (see GSCI 1052). A fee of \$10 is charged for this course. CA 3-LAB.

Revised Catalog Copy

GSCI 1050 Earth's Dynamic Environment

Four credits. Three class periods and one 3-hour laboratory period. Not open for credit to students who have passed GSCI 1010, 1051, 1055, or 1070.

Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. A fee of \$10 is charged for this course. CA 3-LAB.

C. GSCI 1051 Earth's Dynamic Environment {Lecture} (Title and description change)

Current Catalog Copy

GSCI 1051 Earth and Life through Time

(Formerly offered as GEOL 1051.) Three credits. Three class periods. Not open to students enrolled in or having passed GSCI 1050 or SCI 1051. Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

History of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3.

Revised Catalog Copy

GSCI 1051 Earth's Dynamic Environment (Lecture)

Three credits. Three class periods. Not open for credit to students who have passed GSCI 1010, 1050, 1055, or 1070. Students who complete both GSCI 1051 and 1052 may request that GSCI 1051 be converted to a CA 3 Laboratory course.

Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3.

D. GSCI 1052 Earth's Dynamic Environment {Laboratory} (Title and description change)

Current Catalog Copy

GSCI 1052 Laboratory Earth and Life through Time

(Formerly offered as GEOL 1052.) One credit. Prerequisite: GSCI 1051. Not open to students enrolled in or having passed GSCI 1050. Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Laboratory complement to GSCI 1051. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips. A fee of \$10 is charged for this course.

Revised Catalog Copy

GSCI 1052 Earth's Dynamic Environment (Laboratory)

One credit. Prerequisite or corequisite: GSCI 1010 or GSCI 1051 or GSCI 1055 or GSCI 1070. Not open to students who have passed GSCI 1050. Students who complete both GSCI 1052 and one

of GSCI 1010, 1051, 1055 or 1070 may request that the prerequisite be converted to a CA 3 Laboratory course.

Laboratory complement to GSCI 1010, 1051, 1055, and 1070. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes local field trips. A fee of \$10 is charged for this course.

E. GSCI 1070 Natural Disasters and Environmental Change (Title and description change)
Current Catalog Copy

GSCI 1070 Global Change and Natural Disasters

(Also offered as GEOG 1070.) Three credits.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

Revised Catalog Copy

GSCI 1070 Natural Disasters and Environmental Change

(Also offered as GEOG 1070.) Three credits. Not open for credit to students who have passed GSCI 1010, 1050, 1051, 1055. Students who complete both GSCI 1070 and GSCI 1052 may request that GSCI 1070 be converted to a CA 3 Laboratory course.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on human populations now and in the past. CA3.

F. SCI 1051 Geoscience and the American Landscape (Subject area and number change)
Current Catalog Copy

SCI 1051 Geoscience through American Studies

Three credits. Prerequisite: Open only to Honors students. Not open to students who have passed GSCI 1050 or 1051. Thorson

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only enhancement of GSCI 1051. Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required. CA 3.

Revised Catalog Copy

GSCI 1055 Geoscience and the American Landscape

(Previously offered as SCI 1051). Three credits. Prerequisite: Open only to Honors students. Not open for credit to students who have passed GSCI 1010, 1050, 1051, 1070. Students who complete both GSCI 1055 and GSCI 1052 may request that GSCI 1055 be converted to a CA 3 Laboratory course.

An Honors Core course. Foundation course in geology linked to the American Landscape through readings from American history and literature. CA 3.

III. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the following new 3000- and 4000-level courses in the W competency:

- A. HDFS 3311W Parenting and Parenthood
Three credits. Prerequisites: HDFS 2100 or PSYC 2400; and HDFS 1070 or 2200; ENGL 1010 or 1011 or 2011; open only to Juniors and higher who are HDFS majors. Parent behavior and the dynamics of parenthood, interpersonal, familial, and societal roles of parents, and variables influencing these roles across the lifespan.
- B. HDFS 3540W Child Welfare, Law and Social Policy
Three credits. Prerequisites: HDFS 2100 or PSYC 2400; and HDFS 2004W or PSYC 2100; ENGL 1010 or 1011 or 2011. Open only to HDFS majors who are Juniors or higher.
The methods through which empirical social science research can influence law and public policy affecting children and families.
- C. MEM 4971W Senior Design Project 1
Two credits. Prerequisites: ME 3221 and MEM 2211; ENGL 1010 or 1011 or 2011.
Part 1 of the capstone design course for the MEM Program. The course will cover manufacturing and production cases in preparation for the senior design experience. Both written and oral reports are required. Students will also complete the first phase of their two-semester engineering design project focused on product/process creation or improvement, including problem definition, background, and a preliminary proposal. The Business and Engineering faculty will be jointly involved.
- D. MEM 4972W Senior Design Project 2
Two credits, Prerequisites: MEM 4971W.
Part 2 of the capstone design course for the MEM Program. Students will perform the design, fabrication and testing of their product design; or implementation, testing and procedure writing for their process design. The proposal from MEM 4971W will guide the fabrication or implementation and testing, to meet a detailed specification of engineering requirements. Both written and oral reports will be required. The Business and Engineering faculty will be jointly involved.

- E. PHIL/HRTS 3219W Topics in Philosophy and Human Rights (219) (Also offered as HRTS 3219W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; one three-credit course in Philosophy or instructor consent; open to juniors or higher. With a change in content, may be repeated for credit.
 What are human rights? Why are they important? Topics may include the philosophical precursors of human rights, the nature and justification of human rights, or contemporary issues bearing on human rights.

IV. For the information of the University Senate, the Curricula and Courses Committee and the General Education Oversight Committee approve the deletion of the existing 3000- or 4000-level course in the W competency:

- A. MEM 4915W Advanced Manufacturing Systems

V. For the information of the University Senate, the University Interdisciplinary Courses Committee and the Chair of the Senate C&C approve of the following Special Topics course for one offering:

- A. UNIV 1995 Next Generation STEM Skills

Respectfully Submitted by the 14-15 Senate Curricula and Courses Committee: Pamela Bedore – Chair (Fall 2014), Eric Schultz – Chair (Spring 2015), Marianne Buck, Marie Cantino, Michael Darre, Douglas Hamilton, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Samuel Martinez, Daniel Mercier, Shayla Nunnally, Maria Ana O’Donoghue, Jaci Van Heest, Dustin Lavoie (student representative, Spring 2015)

3/23/15

University Senate Nominating Committee
2015-2016 Standing Committee Membership
Fall 2015

University Budget	Curricula & Courses	Diversity
*Suresh Nair, Chair *Atkinson-Palombo, Carol *Bansal, Rajeev *Bull, Nancy *Carrillo, Ellen *Coundouriotis, Eleni *Dennis, Kelly *McCauley, Paula *Sanchez, Lisa *Simsek, Zeki Brightly, Angela Mannheim, Philip Marsden, James Martin, James O'Brien, Corey Spencer, Katrina Stolzenberg, Daniel	*Pam Bedore, Chair *Darre, Michael *Nunnally, Shayla *McManus, George *Wilson, Suzanne Buck, Marianne Hanink, Dean Labadorf, Kathleen O'Donoghue, Marie Ana Schultz, Eric	*Manisha Desai, Chair *Bouchard, Norma *Cobb, Casey *Fernandez, Maria-Luz *Lillo-Martin, Diane *Love, Cathleen *Zack, John Fairfield, Alice Hughey, Matthew Price, Wilena Salorio, Eugene Schipani, Pamela Stephens, Robert Ulloa, Susanna
Enrollment	Growth & Development	Faculty Standards
*Maureen Croteau, Chair *Bradford, Michael *Caira, Janine *Clark, Christopher *Deibler, Cora Lynn *Faustman, Cameron *Martinez, Samuel *Rios, Diana *Sanner, Kathleen *Wogenstein, Sebastian Fuerst, Nathan Gorbants, Eva Ndiaye, Mansour Rockwood, Brian Ulloa, Susan	*Larry J Renfro, Chair *Accorsi, Michael *Benson, David *Gordina, Maria *Jain, Faquir *Schwab, Kristin *Scruggs, Lyle Bird, Robert Borden, Tracie Crivello, Joe Hendrickson, Kathy Mason, Erin Moiseff, Andrew	*JC Beall, Chair *Bellini, Sandra *Bramble, Pamela *Clausen, John *Dey, Dipak *Fischl, Michael *Jockusch, Elizabeth *Siegler, Del *Wei, Mei *Werkmeister Rozas, Lisa *Yelin, Susanne Balunas, Marcy Kumar, Thulasi Punj, Girish Ricard, Robert Williams, Cheryl
Scholastic Standards	Student Welfare	
*Hedley Freake, Chair *Aneskievich, Brian *Brown, Stuart *Clokey, David *D'Alleva, Anne *DiGrazia, Lauren *Higgins, Katrina *Livingston, Jill *Loturco, Joe *Skoog, Annelie *Tilton, Robert *Wagner, David Cowan, Susanna Crivello, Joe Gramling, Larry Tripp, Ellen	*Karen, Bresciano, Chair *Gogarten, Peter *Guillard, Karl *Hertel, Shareen *Jepson, Patricia *Lewis, Peter *Pancak, Katherine *Tilton, Robert *Van Heest, Jaci Bouquet, Greg Cowan, Susanna Fuller, Kate Kennedy, Kelly Ortega, Morty	

*Senate Member 2015/2016

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
April 13, 2015

Proposal to change By-Laws regarding Class Attendance

A. Background:

If a student cannot attend any classes or laboratories during the first two weeks of the semester, the correct office for them to notify is the Dean of Students Office or designee, rather than the Department of Student Affairs.

B. Proposal to Senate: Motion

C.

To amend the By-Laws, Rules and Regulations of the University Senate as follow: (Deleted items in ~~strikethrough~~; new language underlined).

By-Laws, Rules, and Regulations of the University Senate II.E.11.

11. Class Attendance

The faculties of the University consider attendance at classes a privilege which is extended to students when they are admitted to the University and for as long as they are in good standing. The Instructor concerned is given full and final authority (except in the case of final examinations) to decide whether or not a student is permitted to make up work missed by absence and on what terms.

Instructors are expected to turn in grades which indicate the extent to which the student has mastered the work of the course. In some courses, the demonstration of mastery may depend in part on classroom activity (e.g., oral recitation or discussion or laboratory work). In such courses, absences may affect the student's accomplishments and so be reflected in grading; however, grades are not to be reduced merely because of a student's absences as such. In all courses instructors are expected to indicate at the beginning of the semester how they will determine the student's grades.

As an exception to the general rule concerning absences, if a student does not attend any of the classes or laboratories of a course during the first two weeks of the semester and does not notify the ~~Department of Student Affairs~~ Dean of Students Office or designee of the reasons for his or her absence, the instructor may assign his or her seat to another student. Such non-attendees may, after the second week, request to continue in the course on the same basis as a student not registered for the course.

If space is not available for such a non-attende, the student must drop the course by the regular procedure or run the risk of being assigned a failing grade (See II.B.10, paragraph 7).

In the event that the University is closed due to inclement weather or other emergency on a regularly scheduled class day, instructors are expected to make reasonable attempts to complete all stated course learning objectives by the last day of classes. Approaches that an instructor may use to ensure the completion of all stated course learning objectives include, but are not limited to:

- a. Scheduling class make up on the “Emergency Closing Make Up Date(s)” designated by the Registrar’s Office in the University Calendar.
- b. Scheduling class make up at other times
- c. Extending class times
- d. Using educational technology and other not in-person alternatives.

In all situations in which stated course objectives would be completed outside of the regularly scheduled class time, it is essential that instructors should be sensitive to students’ inability to attend these alternative class times due to unavoidable conflicts such as, but not limited to, religious observances and other previously scheduled University obligations. Reasonable accommodation should be offered to students with such conflicts.

**UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
April 13, 2015**

Proposal to change the By-Laws regarding Eligibility for Participation in Collegiate Activities.

A. Background:

The By-Laws address intercollegiate competitions as a whole, not distinguishing between NCAA and Non-NCAA Competitions, though these are differently regulated. It also contains outdated information, particularly that which pertains to athletic conference membership.

B. Current Bylaws:

By-Laws, Rules, and Regulations of the University Senate II.G.1 and 2

G. Eligibility for Participation in Collegiate Activities

1. Intercollegiate Competitions

The following categories of students may be eligible to participate in intercollegiate competition: a) Full-time students who are regularly registered in a baccalaureate degree program, or b) Full-time graduate students who have obtained a baccalaureate degree from this institution and who have eligibility remaining. The rules of the Eastern College Athletic Conference, the National Collegiate Athletic Association, and/or the Association for Intercollegiate Athletics for Women shall apply as minimum standards governing eligibility for intercollegiate competitions in athletics. Attention is also directed to Section E.11 of these regulations.

2. Intramural Activities

Ordinarily all regular students are eligible to participate in intramural activities. The decision as to whether or not unclassified students shall participate in such activities is left to those in charge of activities.

C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follow: (Deleted items in ~~strikethrough~~; new language underlined).

By-Laws, Rules, and Regulations of the University Senate II.G.1 and 2

G. *Eligibility for Participation in Collegiate Activities*1. *Interecollegiate* NCAA *Competitions*

The following categories of students may be eligible to participate in *Interecollegiate* NCAA competition: a) Full-time students who are ~~regularly~~ registered in a baccalaureate degree program, or b) Full-time graduate students who have obtained a baccalaureate degree ~~from this institution~~ and who have eligibility remaining. ~~For athletics, †The rules of the Eastern College Athletic Conference~~ athletic conferences in which the University has membership, and the National Collegiate Athletic Association, and/or the Association for Interecollegiate Athletics for Women shall apply as minimum standards governing eligibility for intercollegiate competitions in athletics. Attention is also directed to Section E.11 of these regulations.

2. Non-NCAA Competitions and Intramural Activities

Ordinarily all ~~regular~~ matriculated students are eligible to participate in non-NCAA Competitions and intramural activities. The decision as to whether or not ~~unclassified~~ non-degree students shall participate in such activities is left to those in charge of activities.

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
April 13, 2015

I. Semester Examinations and Final Assessments

A. Background

The By-Laws stipulate that, “There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be two hours in length.” The two hour timeframe has been misinterpreted by both faculty and students, who have inferred that two hours is a mandatory examination length. The proposed changes clarify that two hours is the maximum length of time allotted, but also provide a mechanism by which faculty can secure an extended amount of time.

B. Current Relevant By-Laws

By-Laws, Rules, and Regulations of the University Senate II.E.12

12. Examinations and Assessments

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course. During the semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule may be granted by the deans or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.

In-class final examinations must be given in the places and at the times scheduled by the University. In the case of online final examinations, although faculty may choose to make examinations available for an extended period of time, students must be allowed the opportunity to take the examination during the time scheduled by the University.

Each instructor shall determine for his or her own courses the weight to be assigned to the final assessment in computing the semester grade of a student. Each instructor in charge of a course will assume responsibility for proctoring in-class assessments, including those during finals week.

A student who is prevented by sickness or other unavoidable causes from completing a scheduled final assessment must apply to the Dean of Students or designee for validation that will authorize the student's instructor to give a substitute assessment. A student whose absence is excused by the Dean of Student or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be two hours in length. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows: (Deleted items in ~~striketrough~~; new language underlined).

By-Laws, Rules, and Regulations of the University Senate II.E.12

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assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be no more than two hours in length. Any extension to the two hour limit will require approvals from both the department head and the dean or his/her designee, and will be published in the Schedule of Classes. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

Senate Faculty Standards Committee
Report to the University Senate
April 13, 2015

As a result of numerous queries and concerns from faculty over the past 18 months, the FSC engaged in a lengthy discussion of the current form, structure and uses of the SETs this academic year. As a result of this deliberative process, the FSC proposes the following motion to the full Senate for consideration:

The SET is a tool intended only to assess *students'* evaluation of teaching. A complete teaching assessment of a faculty member should include additional measures of teaching effectiveness as determined by the faculty of an academic program.

Passed unanimously by the Senate FSC at its 2/5/2015 meeting

Senate Enrollment and Student Welfare Committees
Report to the University Senate
April 13, 2015

Joint Motion:

Given the planned increase in enrollment, the Senate requests the administration to provide quarterly updates on the implications of the increased numbers. These updates should include effects on availability of general education courses, on-campus housing, and science laboratories, impact on academic majors, safety, health care and advising, and re-allocation of teaching faculty by type: tenure-track, in-residence, adjunct and graduate teaching assistants.



The Retention & Graduation Task Force

Annual Report to the University Senate

Monday, April 13, 2015

Prepared by the
Division of Enrollment Planning & Management

2014-15 Retention & Graduation Task Force Annual Report to the University Senate

Context

We continue to be among the top public national universities in the percentage of undergraduates completing a degree within four years. Most students enroll at UConn hoping to earn a degree in a timely manner. Doing so enables them to move on to the next phase of their lives, personally and professionally, while forgoing additional costs associated with an extra semester, year or more. However, some students take longer because of personal reasons, switching majors, academic challenges, or other factors. A bachelor's degree reaps benefits for individuals, society and future generations. A UConn degree reflects completion of a rigorous academic program characterized by our high quality faculty, a commitment to excellence and the diligent efforts of our talented students.

The intellectual journey students take here as they pursue their major and general education courses is augmented by a number of academic enrichment and student life experiences, including undergraduate research, internships, study abroad and community outreach, to name a few. By embracing this rich learning environment, students graduate poised to make their mark as responsible citizens of local and global communities, productive members of society, leaders, and rich resources for future generations.

The role of our Task Force is to convene faculty, staff and students on a monthly basis during the academic year to develop and recommend initiatives to senior leadership that enhance timely completion of an undergraduate degree at UConn. Task Force members keep each other abreast of issues on campus and nationally, and members share findings from data analyses and reports they conduct or read that helps identify actionable opportunities.

Storrs

Incoming Freshmen

Success in retention and graduation begins with recruitment of strong entering classes. The quality of our academic programs continues to draw increasing numbers of applicants. Evidence of our appeal to increasingly competitive and diverse student cohorts is presented in the table below:

Table 1. UConn Storrs Incoming Freshman Cohort Profile (Fall 2004-2014)											
Fall	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
# Incoming Freshmen	3,247	3,260	3,241	3,179	3,604	3,221	3,339	3,327	3,114	3,755	3,588
Average SAT	1177	1189	1195	1192	1200	1212	1221	1216	1226	1233	1234
Top 10% HS Class	35%	37%	38%	40%	39%	44%	44%	43%	45%	48%	50%
% Minority Freshmen	17%	20%	19%	19%	20%	21%	25%	25%	27%	27%	31%

Sources: Undergraduate Admissions and OIRE

Retention and Graduation Rates

Our retention rates (Table 2), are consistently strong and remain among the best in the nation for public national universities (see Table below and national comparisons in the Appendix).

Fall	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
1-Year Retention	92%	93%	93%	93%	92%	93%	92%	93%	94%	93%
2-Year Retention	85%	88%	87%	88%	87%	88%	87%	87%	90%	
3-Year Retention	83%	86%	85%	86%	85%	85%	85%	85%		

Source: OIRE

Our graduation rates also continue to be among the best in the nation for public research universities. Our five- and six-year graduation rates, that have been between 81% and 83% in the past 5 years, are strong nationally. Our four-year rate is particularly solid, ranking us 6th out of 58 peer institutions in the latest national data).

Fall	2002	2003	2004	2005	2006	2007	2008	2009	2010
4-Year	56%	61%	66%	68%	67%	68%	67%	70%	70%
5-Year	74%	76%	79%	81%	81%	81%	80%	81%	
6-Year	76%	78%	81%	83%	82%	83%	81%		

Source: OIRE.

Educational Enrichment

Getting off to a good start, academically and otherwise, is essential as students make the transition from high school to college. This is particularly important at UConn because our freshmen are predominantly recent high school graduates who enroll here full-time, and for those at Storrs, live on campus. As such, they are immersed in the college experience. We and they share a responsibility. We provide and nurture diverse, meaningful academic and social experiences for them, and it is up to them to become involved in them. Decades of national research show that this early involvement is strongly associated with continued academic success and persistence.

The Division of Enrollment Planning and Management provides Orientation programs for new students to help with their transition to the university. Orientation helps facilitate the simultaneous integration and transition of new students into the academic, cultural, and social climate of the University of Connecticut. By introducing UConn's newest members to its key services, resources and opportunities, in addition to preparing them academically for their first semester on campus, this program begins their engagement in the university community. Research has shown that Orientation is an important process for student recruitment, acculturation, and retention.

In addition to the many initiatives offered within the academic departments of our schools and colleges, the *Institute for Student Success (ISS)* offers a number of programs available to freshmen, along with continuing students, to facilitate their success, as described below:

The Academic Center for Exploratory Students (ACES) is UConn's academic advising program for students who want to explore academic opportunities before deciding on a field of study and for students who must complete specific requirements before applying to a University program. The goal is to connect every student with an appropriate major as early as possible in their academic career. Each student is assigned an ACES advisor who will work with him/her until s/he officially declares a major. Advisors work in collaboration with a variety of campus resources including faculty, Counseling and Mental Health Services and Career Services to ensure students and academic programs reach their full potential.

- ACES advisors served approximately 2,650 students in 2013-2014.
- ACES advisors worked with 1,200 new students to introduce them to the University through summer and spring orientation programs; 900 of those were incoming freshman.
- Last year advisors met with over 7,450 students; 14% (1,060) were non-ACES students

First Year Programs & Learning Communities (FYP&LC) currently encompasses five distinct programs whose common purpose is helping students succeed at UConn. FYP&LC offers students opportunities to develop a strong foundation, engage with faculty and staff across campus early in their academic careers, and seek enrichment activities that complement their academic studies.

First Year Experience (FYE) assists freshmen and transfers with transition to UConn by fostering positive academic, personal and social practices proven to increase persistence and success. FYP&LC offers two general FYE seminar courses: UNIV 1800—University Learning Skills and UNIV 1820—First Year Seminar. UNIV 1800 is a holistic introduction to UConn, information literacy, scholarly engagement on campus, and life-long learning to help students thrive in their academic careers. UNIV 1820 sections are topical seminars led by experts in content areas that engage students in hands-on learning, exposing them to skills and resources fundamental to academic success at a research-intensive institution. Peer mentors support FYE instructors and students by serving as junior TAs and introducing students to opportunities and resources on campus. New instructors and 1820 course proposals are always welcome.

- 8 out of 10 first year students enroll in an FYE course.
- Over 150 faculty and staff serve as instructors in close to 300 sections of FYE university-wide.
- Trains undergraduate student mentors who support FYE courses (mentors enroll in EPSY 3020).

Learning Communities (LCs) led by Faculty Directors supported by FYP&LC, provide opportunities for students to engage with faculty, staff and peer mentors in an area of academic interest. LC students have unique opportunities to get involved in undergraduate research, course clusters, volunteer projects, internships, study abroad, student clubs/organizations, and more. Learning Community themes relate to majors, career interests, or interdisciplinary areas such as the environment, public health or the humanities. FYE courses reserved for LCs are UNIV 1810 – FYE Learning Community Seminar, a course that blends the learning objectives of UNIV 1800 and UNIV 1820; and UNIV 1840 – Learning Community Service-Learning, intended to foster active communal learning and global citizenship.

- 2,500 first year students (and about 40% of the incoming class) are participating in one of 26 Learning Communities.
- LCs serve as an effective structure for promoting curricular coherence, deeper learning, student success and engagement.
- 4 LCs are currently planning short-term study abroad programs for freshmen and sophomores.

The Academic Achievement Center (AAC) provides academic process coaching in skills necessary for academic excellence. Study approaches; techniques for taking and utilizing class notes; and methods for effectively reading textbooks, journal articles, and lab manuals comprise the process skills core. These are complemented by training in time management, motivation, and stress management skills required for consistent academic performance at the highest levels.

To further support students' academic success, *Supplemental Instruction (SI)* has been developed targeting courses that historically have been challenging for students and that have high D, F, W rates (biology, calculus, chemistry, psychology). The FYP&LC Academic Achievement Center (AAC) recruits students who have successfully completed one of these courses and who have an interest in teaching. The student then works with the faculty member, attends course lectures throughout the semester, and then leads a guided study review of that week's materials two times per week that are optional for students enrolled in the class. The SI leaders share techniques that led to their own success in the course, and they share the information in a different way that reinforces the lesson and allows students to ask questions and discuss the material further.

UConn Connects is a direct intervention program that helps students on academic warning or probation, or are subject to dismissal. Trained faculty, staff and undergraduate facilitators meet individually with at-risk students on a weekly or bi-weekly basis throughout the semester to help them achieve their potential for academic excellence. Identifying campus resources, encouraging sound choices and introducing efficient strategies to manage the academic work load are some areas emphasized by facilitators.

- Last year more than 600 students benefited from individual appointments, class presentations or workshops offered by the Academic Achievement Center (AAC).
- The Early Warning Intervention program provides FYE instructors and UConn Connects facilitators with information about students who have earned less than a "C" for a mid-term grade.
- Last year more than 575 students worked with over 140 undergraduate, graduate, faculty, and/or staff facilitators through the UConn Connects program.
- In the last 20 years, UConn Connects has assisted more than 7,000 students.

Peer Education opportunities exist across campus. The First Year Programs & Learning Communities' goal is to coordinate and promote peer education to strengthen existing programs, encourage creation of new peer opportunities, and cultivate and train a pool of peer educators in the early stages of their UConn career.

Our *Honors Program* offers enrichment opportunities for our undergraduates, as follows:

- The advising structure for students in the *Honors Program* provides individualized advising by faculty or specialized professional staff in areas of academic interest. Fostering close relationships through faculty and staff support, guidance and mentorship helps students persist toward their degree.
- *General Honors advising* is provided by Honors staff for interested students. Advisors aid retention by offering support and guidance and sometimes referring students to other appropriate resources.
- *Students on Honors probation* are strongly encouraged to utilize advising resources of their Honors advisors and Honors staff. These efforts are designed to get students back on track in Honors.
- *UNIV 1784 first-year seminar courses* help students transition into college, successfully.
- *EGEN 3092 and 3200 Peer Facilitation courses* offer leadership opportunities primarily for sophomores to help them succeed and prepare them to help first-year students in UNIV classes.

- *PATH (Peer Allies Through Honors) mentoring partnerships and events* connect first-year students to upper-class Honors students.
- *Honors Learning Communities and Honors Resident Assistants* engage in proven best practices in student success by having students with common interests take classes and work together.
- *Honors in the Major Series: UConn and Beyond* connects students to UConn and their major so they feel competent and ready to blossom and grow at UConn in that major and in the Honors Program.
- In the *Buckley Programming and Events Office*, staff develop relationships with students in this residence and are committed to providing support with their unique transition to college life.
- *Welcome to Honors/Upper-class Orientation* events help students connect to the Honors community and UConn.

Other educational opportunities offered to all students at the University include:

- The *Individualized and Interdisciplinary Studies Program (IISP)* works with undergraduates who wish to design their own majors or pursue interdisciplinary minors (including international studies and criminal justice). Individualized majors are based in the College of Liberal Arts & Sciences or the College of Agriculture & Natural Resources, and may draw on courses in other schools and colleges.
- The *Office of National Scholarships & Fellowships (ONS&F)* recruits and mentors students to compete for prestigious national and international scholarships, including Rhodes, Marshall, Goldwater, and Udall.
- The *Office of Undergraduate Research (OUR)* provides research-related opportunities and information to undergraduate students interested in independent or collaborative research with faculty members and research professionals.
- *Pre-Medical/Dental Center and Pre-Law Center*. These professional centers offer education and services to all UConn students and alumni interested in medical, dental, or legal careers as they establish and achieve professional school admission and career goals.
- *University Scholars*. Available to students from all of the University's schools and colleges, the University Scholar Program allows students to design and pursue an in-depth research or creative project and to craft an individualized plan of study that supports their intellectual interests during their final three semesters. Graduation as a University Scholar is one of the highest academic honors the University bestows on undergraduate students.
- *Global Affairs* offers various education abroad opportunities, as well,

The Division of Student Affairs provides programs, services and co-curricular experiences that enhance student success. These efforts support the academic mission of the university and the development of each student by fostering an awareness of lifelong learning and promoting the development of skills for effective citizenship in a diverse world. Services delivered meet students' basic needs of housing, dining and wellness (physical and mental); provide opportunities to be involved in 500+ clubs and organizations; encourage service to the community through a vibrant community outreach operation; and, offer career coaching job search preparation assistance with interview skills, resume enhancement and access to employers registered to list positions exclusively for UConn grads. Internship placement and career fairs provide additional opportunities for UConn students to be competitive in the job market. National Association of Colleges and Employers benchmarking studies have shown there is a highly positive correlation to student retention and persistence to graduation when there is early and continued career development counseling provided for undergrads; support for students with disabilities; support for students with respect to administrative and academic processes; counseling for

students regarding resources that encourage retention; and, guides for students wanting to return to campus on strategies for successful readmission. Staff members work to ensure students' statuses are accurate in order to assure better tracking and retention statistics. The Division plays a vital role in retention by providing students with referrals to the appropriate academic support offices, and high quality services, programs and activities that compel students to stay involved, engaged and successful as they progress toward graduation. Residential Life sponsors the First Five Weeks, a combination of programs and outreach to help students adjust early in the fall semester. Student peer leader Resident Assistants (RAs) sponsor academic success programs in the residence halls and professional Hall Directors participate in the university's early academic warning program by assessing students' needs and assisting students in finding the appropriate university academic resources. UConn's Senior Transition and Engagement Programs (STEP) offer a Senior Year Experience one credit, 10 week course that enrolls 180 students in a combined lecture and discussion format. Students attend lectures delivered by content experts on a number of topics and participate in small 15 person discussion sections. Typically, lecture speakers address such topics as résumé writing, job searching, interviewing, job offers, personal financial management, car buying, retirement investing, and transitional issues. This program, balanced with academic and programmatic initiatives, provides an opportunity for reflection to determine the meaning and value of the undergraduate experience and the student's growing role as a productive and valued citizen and university alumnus.

The Department of Recreational Services recognizes many freshmen were on sports teams in high school and encourages continued involvement through intramural athletics and exercise. Research by the National Intramural-Recreational Sports Association showed involvement in recreational sports is a determinant of student satisfaction and success, e.g., recreational facility use, controlling for other important academic, financial and social fit factors, is positively associated with academic success.

The Counseling Program for Intercollegiate Athletes. The program serves 750 student-athletes. There are 9 full time staff, so our student/staff ratio is small. We have a 6-week Summer Bridge program for incoming student-athletes during which they take 6 credits of academic work. The goal is to help them acclimate to campus and a structured academic environment. Students work with tutors and participate in required study halls. A full time learning specialist on staff works with our student-athlete population to support students who have diagnosed learning issues, but also to work identifying students who may have potential issues and need additional support. Students are tracked closely and any with issues meet with their CPIA advisor, the Director of CPIA and, in some cases, the Athletic Director to provide support needed to help the student be successful. We encourage our students to be connected with their academic advisors and participate in Freshmen UNIV courses and a junior/senior life skills course. In addition, we are held to additional academic requirements by the NCAA, including APR.

Diversity

Nationally, there has been a focus on closing the graduation rate gap between White and Asian students on one hand and underrepresented minority (URM) students, on the other, particularly in light of changing demographics. Table 4 shows progress at UConn in closing the gap between URMs and White students. The large decrease in the 4-year rate gap between White and African-American students over the past eight years is especially significant because of affordability issues pertinent to many of these students. Completing a degree on time translates into significant cost savings in cost and debt.

Table 4. Storrs R & G Rate Growth for Whites and URM Groups							
	Fall (8 Years Ago)		Fall (Most Recent)				
White	2005: 1-Yr Ret	93%	2013: 1-Yr Ret	94%			
	2004: 2-Yr	86%	2012: 2-Yr	91%			
	2003: 3-Yr	81%	2011: 3-Yr	86%			
	2002: 4-Yr Grad	59%	2010: 4-Yr Grad	73%			
	2001: 5-Yr	73%	2009: 5-Yr	83%			
	2000: 6-Yr	75%	2008: 6-Yr	82%			
					Change in Attainment Gaps		
					8 Years Ago	Most Recent	Change
African-American (URM)	2005: 1-Yr Ret	88%	2013: 1-Yr Ret	90%	5	4	(1)
	2004: 2-Yr	80%	2012: 2-Yr	89%	6	2	(4)
	2003: 3-Yr	67%	2011: 3-Yr	76%	14	10	(4)
	2002: 4-Yr Grad	28%	2010: 4-Yr Grad	57%	31	16	(15)
	2001: 5-Yr	60%	2009: 5-Yr	66%	13	17	4
	2000: 6-Yr	61%	2008: 6-Yr	67%	14	15	1
Hispanic (URM)	2005: 1-Yr Ret	88%	2013: 1-Yr Ret	91%	5	3	(2)
	2004: 2-Yr	75%	2012: 2-Yr	83%	11	8	(3)
	2003: 3-Yr	75%	2011: 3-Yr	82%	6	4	(2)
	2002: 4-Yr Grad	43%	2010: 4-Yr Grad	58%	16	15	(1)
	2001: 5-Yr	55%	2009: 5-Yr	72%	18	11	(7)
	2000: 6-Yr	64%	2008: 6-Yr	75%	11	7	(4)

Data Source: OIRE. URMs: Underrepresented Minorities (African-Americans & Hispanics)

Our success in closing degree attainment gaps has been enhanced by numerous productive efforts across the institution, a number of which are described below.

The Center for Academic Programs (CAP), in conjunction with Undergraduate Admissions, reaches out to first-generation and low-income students, many of whom are underrepresented minorities as early as middle school. CAP prepares students for successful entry into, retention in and graduation from post-secondary institutions via its three constituent programs: Educational Talent Search, ConnCAP and Student Support Services. It also prepares talented undergrads to seek doctoral degrees, mainly in STEM fields via the McNair Scholars Program. CAP serves over 1,800 students (low-income, first-gen and underrepresented individuals) through programs on UConn campuses and in public school systems in New Haven, Windham and Hartford.

Educational Talent Search (ETS) is designed to increase the number of traditionally underrepresented students who enter and graduate from a university or college. First-gen, low-income students from New Haven and Windham with potential and desire to be successful in higher education are provided services such as: Early college awareness programs for students in 6th – 8th grade, college/university visits, fairs and career awareness days, assistance in completing college/university applications and federal financial aid forms, SAT preparation workshops, and summer programming.

- ETS works with approximately 600 students in Grades 6 through 12 in New Haven and Windham.

- 88% of program participants obtained a high school diploma.
- 85% of ETS high school seniors were accepted to and enrolled in a program of postsecondary education.

Connecticut Collegiate Awareness and Preparation Program (ConnCAP) is designed to make educational opportunities available to selected high school students from Hartford and Windham. Students participate in academic-year and summer components. Program services include weekly team meetings, tutoring, mentoring, career-awareness workshops, college and financial-aid preparation, college trips, and an intensive academic six-week residential program during the summer.

- Offers services to 120 students from New Haven, Hartford and Windham target high schools.
- 99% of senior high school participants received a high school diploma.
- 94% of seniors were accepted to a college or university in 2014.

The *Student Support Services* programs seek to increase the enrollment, retention and graduation of low-income, first-generation college, and/or minority students from UConn. Selected students must take part in a six-week pre-collegiate program for which they earn up to seven college credits. The skills taught, and support provided, during the summer are continued throughout the student's tenure at UConn. The program introduces students to the rigors of university life, helps them develop discipline and skills required to succeed academically, provides professional/peer counseling and academic services like tutoring, supplemental instruction and peer mentoring.

- SSS serves over 1,200 UConn students.
- 468 students are at the regional campus; 789 are at Storrs.
- CAP has implemented a study abroad program specifically designed for SSS students. Since its inception in 2001, 367 SSS students have studied abroad. They have a 92% graduation rate.

The McNair Scholars Program prepares talented, highly motivated UConn undergrads for doctoral studies in STEM disciplines. As part of UConn's TRIO programs, McNair is open to low-income, first-gen college students or those from populations underrepresented in STEM graduate fields seeking to pursue a Ph.D. McNair Scholars are paired with faculty mentors for academic enrichment, research and internships. Students participate in workshops, seminars, and conferences designed to help them secure admission to doctoral programs and obtain financial resources for graduate study. McNair helps them build skills related to academic writing, critical thinking, professional development, GRE prep, applying to graduate school, and presenting their research professionally. Scholars design and conduct original research projects during the academic year and also for 9 weeks during one summer of their undergraduate careers. CAP was awarded a \$1.1M grant from the U.S. Dept. of Ed. in 2012 (UConn's first award of this type). It will serve 25 low-income, first-generation and underrepresented students for enrollment in doctoral programs, particularly in STEM fields.

The First Star Academy, new to UConn in 2013, is a 4-week summer residential program for high school students in foster care who take courses for college credit while living in a safe, healthy and nurturing collegiate environment. They also participate in activities designed to help them build academic and life skills. Participants enter the program after their high school freshman or sophomore year and continue each summer until they graduate and are ready to enter college. The program also includes regular follow up during the academic year. This past summer, 41 students participated in First Star.

The Louis Stokes Alliance for Minority Participation (LSAMP) Leadership and Academic Enhancement Program is part of an alliance of New England institutions funded by NSF to strengthen preparation, representation and success of historically under-represented students in STEM fields.

The SEAL Program offers stipends to students who are the first generation and from underrepresented populations and/or low-income backgrounds to participate in a variety of experiences that broaden their educational horizons and future outcomes.

Cultural Centers

Our students benefit from our African-American, Asian-American and Puerto-Rican/Latino/a Cultural Centers and International, Women's and Rainbow Centers that offer programs for diverse students and provide a conduit for all students to benefit from the presence of diverse individuals and cultures.

African American Cultural Center Programs and Organizations

The mission is to promote cultural preservation, quality leadership, and academic excellence through a unique approach to cultural advocacy, academic support, and community outreach.

The PA2SS (Peer African Americans Sustaining Success) Peer Mentor Program connects African American freshmen and transfers with upper class mentors to improve academic performance, retention and graduation. The program is a 1 credit course. Faculty/staff mentoring and grade monitoring are two features. Peer educators are enrolled in the mentor section of the 1 credit class that focuses on good study habits, time management skills and opportunities to maximize interactions with teaching faculty.

Annual Scholarship Awards Day & Senior Banquet honors graduating seniors and their families.

AACC Outreach brings public middle and high school students from New Haven, Bridgeport, Hartford and East Hartford to campus to join in motivational, educational, cultural, and recreational experiences.

AACC's Vision monthly newsletter articles, announcements, commentaries, editorials and advertisements keep the campus community aware of events, opinions and concerns of African American members.

African American Faculty & Staff Association fosters relationship among Africans, African Americans, Third World people and the entire University and surrounding communities via academic programming for black students, and encouraging the recruitment and retention of professional faculty and staff.

Brothers Reaching Our Society (BROS): Developing men committed to academic success, professional development and community stewardship as students, professionals, and people.

Black Student Association enhances scholastic, cultural and social life on campus; representing interests of the Black community to the University while educating the overall community on Black culture.

The National Association of Black Accountants, Inc. (NABA) is a membership organization whose purpose is developing, encouraging and serving as a resource for greater in the accounting profession.

National Society of Black Engineers: This group's goal is to increase the number of culturally responsible Black Engineers who excel academically and professionally, and positively impact the community.

Black History Month: Throughout the year, we sponsor programming that celebrates African American heritage and history. In February, Black History Month, the Center works especially hard to celebrate African American legacy and culture through lectures, workshops, exhibits, etc.

Asian-American Cultural Center

The mission is to serve as an informational resource center regarding the Asian American experience and create an appreciation and understanding of the diverse Asian cultures represented in the community. We aid and support Asian American students in understanding and assessing resources available on campus.

The Asiantation Mentoring Program is a peer education program that assists incoming Asian American students adapt to the college environment by pairing them with continuing students who serve as a resource through their first year. AMP also hosts various workshops--academic success, career preparation, and outreach opportunities--with each catering specifically to the incoming UConn student. The program also provides new students the opportunity to connect with other students, faculty and staff and learn how to get involved with the Center and its affiliated student organizations. The program awards scholarships to honor the AMP mentor and mentee of the year.

Senior Banquet and Awards Night is a year-end celebration that honors accomplishments of graduating seniors and recognizes outstanding contributions of students, faculty and staff to the AsACC and Asian American community. Families of seniors and special honorees are part of this event.

Revolving around a chosen theme, Asian American Heritage Observance starts in October and continues throughout the academic year, hosting various speakers, performers, artists, films, workshops, panel discussions and receptions that highlight the Asian/Asian American experience.

KUBE is a 1-on-1 mentoring program with Killingly and Windham middle school students aimed at building multicultural literacy, educational aspirations and social skills development. Monthly gatherings consist of cultural events, field trips, science programs, and journal writing.

The sIAAm! (sampling literature by Asian Americans!) book club features work of well-known and rising Asian American writers. Participation includes reading and discussing one book each semester lead by a club member, university-wide readings by authors and a private discussion and dinner with the authors.

Puerto Rican / Latin American Cultural Center

The Center is the place for anyone who wants to be part of the Latino experience at UConn. By making it possible for you to better understand your past, present and future, we provide you with a more pronounced path to becoming one of the Latino/a leaders of tomorrow. We are open to all students, faculty, staff and community members interested in increasing awareness and understanding of Latino, Caribbean and Latin American issues. Throughout the year, we coordinate and sponsor a wide variety of programs, events- guest authors and speakers, films, lectures, artistic performances, conferences, and workshops. Moreover, the Center offers scholarship to deserving students to help make their dream of attending UConn a reality. Some of our signature programs are:

METAS- the METAS (Mentoring, Educating, and Training for Academic Success) program is a peer-mentoring program design to assist first-year and transfer students with their college transition.

Guest Speakers/Authors: Throughout the year, we bring local, state and nationally renowned guest speakers and authors to discuss a wide range of relevant topics.

Hispanic Heritage Month: While we celebrate the contributions, history, culture, and traditions of Latinos year-round, during the national observance of Hispanic Heritage Month (September-October 15) the celebration grows.

Latin Fest is the annual spring celebration for community members, alumni, students, faculty and staff. Latin Fest is co-sponsored with the Jorgensen Center for the Performing Arts.

At the *Recognition Banquet* at the end of each academic year, we honor graduating students and outstanding faculty, staff and students for their leadership, dedication and service to UConn and the Latino community.

Women's Center

The mission of the *Women's Center* is to advocate, educate and provide support services for the achievement of gender equity at UConn and within the community at large. Specifically, we promote an anti-racist feminist perspective that includes an analysis of the intersectionality between various forms of oppression.

Violence Against Women Prevention Program: Grounded in a social justice and feminist perspective, VAWPP provides education (Red Flag Campaign during Domestic Violence Awareness Month, *Girl Rising*, and Take Back the Night during Sexual Assault Awareness Month), advocacy (individual and institutional) and support services (information and referral, Stronger support group) around issues of sexual assault, intimate partner violence, stalking, and sexual harassment. A primary component of VAWPP is our peer education program through which peers and/or professional staff facilitate interactive workshops that explore the entire continuum of gender-based violence.

Women's Center Student Staff Development: Our student staff functions as an informal mentoring and leadership development opportunity. Students participate in on-going professional development activities to meet our designated Learning Objectives and are integrally involved in and/or primarily responsible for program planning, graphic design, newsletter editing, and marketing. Our student staff includes students from traditionally underrepresented/underserved populations, and their work experience also serves as a retention strategy for those students. Through our employment, internship and volunteer opportunities, the *Center* provides a unique environment in which people are encouraged to explore connections between what they learn in the classroom and how they can make a difference in the world.

Between Women is a support/discussion group for lesbian, bi-sexual, and/or questioning women.

Crisis intervention services offer short-term individualized support to anyone experiencing issues related to sexual harassment, sexual assault, relationship violence, or discrimination. Individual advocacy services (accompanying a survivor through the hearing process, assistance with navigating other resources as requested, etc.) may be a result of crisis intervention.

Outreach Activities include the following:

- Girl 2 Girls (G2G) – The Women’s Center partners with three high schools in Connecticut (EO Smith, Bacon Academy, and Old Saybrook) and female mentors in the community to develop a series of workshops designed to create a safe environment for girls in Grades 10-12 to examine their beliefs, perceptions, values, interests, relationships and leadership capacity. Through connections with women in their communities, adolescent females explore the relationship between their ideals and decisions to make healthy life choices that align with their intrinsic goals, values and aspirations.
- Outreach activities with local schools – Our VAWPP facilitators present workshops at area schools, as requested. Examples include: Hartford Public High School Law & Government Academy and E.O. Smith High School.
- Women in STEM – We organize a panel discussion with female STEM undergraduate and graduate students, including students in the WiMSE Learning Community, during the Admitted Students Open House. We continue to be an active participant on the WIMSE faculty group and the Women in STEM sub-committee of the Retention and Graduation Task Force.

Our *Educational Programs and Collaborations* create opportunities for personal growth that enhance the professional and academic experience of students. Examples of our signature programs include:

- Elect Her - An annual collaboration with AAUW and Running Start addresses the need to expand the pipeline to women running for office and to diminish the longstanding political leadership gender gap. It is the only program in the country that encourages and trains college women to run for student government and future political office. This training demystifies the campaign process and provides an opportunity for students to learn from experienced facilitators and communications experts, as well as to network with women who currently hold office in Connecticut.
- Eating Disorders Awareness Week - Our aim of National Eating Disorders Awareness Week is to ultimately prevent eating disorders and body image issues, while reducing the stigma surrounding eating disorders and improving access to treatment. Eating disorders are serious, life-threatening illnesses. They are not choices. It is important to recognize pressures, attitudes and behaviors that shape the disorder.
- Greeks Against Sexual Assault (GASA) - The goal of Greeks Against Sexual Assault (GASA) is to train members of fraternities and sororities, so they can then positively influence their peers by challenging social norms that promote gender-based violence; understanding their connection to survivors of gender-based violence; and, role modeling effective bystander interventions. Weekly meetings will explore issues of gender, privilege, social justice and how we can stop sexual assault and interpersonal violence, specifically within the Greek community. This program is co-sponsored by the Women’s Center and the Office of Fraternity and Sorority Life (OFSL).
- UConn Men’s Project –This is an eleven-week training supported by the Women’s Center and the Asian American Cultural Center, whose staff serve as advisors and support for this initiative. The goal is to train male-identified students who will then positively influence peers by challenging social norms that promote gender-based violence; understanding their connection to survivors of gender-based violence; and, role modeling effective bystander interventions. Weekly meetings will focus on topics related to gender socialization, masculinities, social justice and gender-based violence.

- Outstanding Senior Women Academic Achievement Awards - Established as part of the University's celebration of the 100 Years of Women at UConn in 1993, the Provost's Office, the Alumni Association and Women's Center sponsor the annual awards ceremony honoring outstanding women undergraduate and graduate students, as well as students from the Schools of Social Work, Law, Medicine and Dental Medicine graduating each year. The award recognizes women who have excelled academically within each school and demonstrated dedication to research and service to the University community. Recipients are selected by the Dean of the school/college. A reception is held in their honor during graduation weekend.
- 100 Years of Women Scholarship - The Women's Center annually grants this scholarship that was established in 1992 to honor a current UConn undergraduate or graduate student or high school senior planning to enroll at UConn who has demonstrated a commitment to women's issues through service to their community or school.

Rainbow Center

The *Center* serves UConn's diverse community of gender identities, gender expressions and sexualities by fostering student personal growth, leadership development, and community engagement; and, providing resources, services, education, training and advocacy. The community includes but is not limited to those who identify as lesbian, gay, bisexual, questioning, non-gender conforming, pansexual, asexual, genderqueer, cisgender, intersex, bi-curious, transgender and heterosexual. Everyone is welcome to participate regardless of sexual orientation, gender identity and gender expression.

The *Rainbow Center Speakers' Bureau* strives to increase the visibility of society's diverse community of gender identities, gender expressions and sexualities and to counteract myths and misinformation. This selected group of people accomplishes the goals by sharing their coming stories and responding to questions in classrooms and staff development trainings.

Husky Ally Training is the umbrella term for educational outreach programs on sexual orientation and gender identity and expression to achieve our goals of education and resource sharing. The programs include the Husky Safe Zone training and Husky D.O.G. (Diversity of Gender) training. This is in compliance with the State of Connecticut Human Rights Commission and the University of Connecticut Academic Plan.

The *F.A.M.I.L.E.E. Mentoring program Fostering Academics, Maturity, Independence, Leadership, Empowerment & Excellence* pairs new students with continuing students during their first or transfer year, involving group activities and one-on-one meetings.

Weekly Discussion Groups allow students to participate in identity-based discussion groups with peer facilitators. The groups include: Out of the Box & Transparency (gender identity & expression); My Pride, My Soul (intersection of sexuality, gender, race & religion); Between Women (for women who are or think they have attraction to women); Among Men (for men who are or think they have attraction to men); Shades of Grey (bisexuality, pansexuality identities); Aces and Aros (Asexuality); DARTS (Diverse Approaches to Relationship Types and Sexualities); Rainbow Graduates and Young Professionals; and the Ally Project (cisgender, heterosexual allies).

Rainbow Lounge Presents is a Friday evening social program featuring a fun, engaging theme.

The *Out to Lunch* lecture series is an interdisciplinary lecture series that focuses on gender and sexuality studies. This program overlaps a 3-credit course called, *Gender, Sexuality and Community*. However, everyone is welcome to attend the lecture.

Rainbow Center Student Staff Development involves our staff working in crews of 2-4 members, e.g., red, blue and yellow crews, etc. Each has a set of assigned work tasks that they are responsible to facilitate and organize. For example, the yellow crew is responsible for Rainbow Cinema, the RC book club, and the lending library; the purple crew organizes Lavender, Alumni events with students and senior activities; and, the red crew organizes homecoming events, the drag show and spring weekend events. Also, the entire student staff is involved in on-going professional development on center management and student development which assists in retention efforts.

Lavender Graduation is our annual ceremony to celebrate graduates, and to recognize and award campus community members for their efforts to support and affirm UConn's diverse community of gender identities, gender expressions and sexual orientations. Family and friends are encouraged to attend the event at the end of the year.

Lending Library: We have a large collection of gender, sexuality and queer literature. Anyone with a state ID may check out books and videos.

The *True Colors Conference* is the largest LGBTQIA youth conference in the country in March. The Rainbow Center serves as the host for the conference which includes participants in middle school, high school, college and professional roles. Many UConn students attend, present workshops and serve as conference volunteers. In addition, we send several students to the *Transgender Lives Conference* hosted at the UConn Health Center in Farmington in April.

Regional Campuses

Between Fall 2004 and Fall 2014, freshman enrollment at our regional campuses grew by 37%, and the portion of incoming freshmen minority students increased by 14%-points (see below).

Fall	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
# Incoming Freshmen	1,028	986	1,140	1,147	1,254	1,141	1,241	1,295	1,301	1,104	1,406
Average SAT	1035	1033	1011	1019	1012	1038	1025	1022	1028	1018	1034
% Minority Freshmen	27%	34%	30%	28%	31%	33%	37%	38%	38%	42%	41%

Sources: Undergraduate Admissions and OIR

Table 7 shows that growth in retention rates has occurred at the regional campuses over the past decade. Graduation rates have remained relatively stable over the past five years.

Fall	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
1-Year Retention	79%	79%	79%	78%	80%	82%	81%	83%	83%	86%
2-Year Retention	65%	62%	65%	66%	64%	69%	69%	72%	73%	
3-Year Retention	59%	58%	58%	61%	62%	64%	65%	67%		
6-Year Graduation	50%	51%	51%	52%	52%					

Source: OIR

Retention Initiatives at all and each of the regional campuses are presented below:

All Five Regional Campuses

- Campus specific scholarships and award ceremonies
- Student Support Services
- Individual counsel by Directors of Student Services if student is considering a leave or withdrawing
- First Year Experience Programs – UNIV 1800
- Small campus environment promotes more individual attention

Avery Point

- Follow-up with students on probation and with students on the midterm warning list
- Academic Center (tutoring)
- Advising Center that is available to any student, regardless of advisor assignment
- Veterans Rep and the existence of the Veterans Center supports returning military
- Honors Program

Hartford

- Advising and Exploration Center
- Counseling and Wellness Center
- UNIV course (formally INTD 1820) specifically for students on probation
- Academic Support Program for students continued on special probation
- Veterans Support
- School/College Visits from Storrs each semester
- Advisor outreach program for students that receive mid-term warnings
- Honors Program

Stamford

- An academic probation program for ACES students (trial run)
- Provide referrals to those students who receive mid-term warnings
- Career Services
- Oasis Center for Veterans
- Fitness Center
- Honors Program

Torrington

- Two awards/recognition events a year
- UConn Connects for students on academic probation
- Honors Program

Waterbury

- Individual meetings with probationary students
- Advisor follow-up for students on midterm warning list
- Career Development services for students
- Personal Counselor available for students

Retention & Graduation Task Force Members, 2014-15:

Claudia Arias-Cirinna, Assistant Dean of Students
Brian Boecherer, Interim Director, UConn Early College Experience
Lauren DiGrazia, University Registrar
Joy Erickson, Program Coordinator LSAMP, School of Engineering
Patti Fazio, Assistant Vice-President, University Communications
Pam Fischl, Assistant to the University Registrar for Retention and Graduation Outreach
Nathan Fuerst, Director of Undergraduate Admissions
Eva Gorbants, Assistant Dean for Academic Affairs & Director of Advising, School of Fine Arts
David Gross, Associate Department Head, Undergraduate Program, Mathematics
Fany Hannon, Director, Puerto Rican/Latin American Cultural Center
Kathleen Holgerson, Director, Women's Center
Lauren Jorgensen, Research Analyst, Office of Institutional Research and Effectiveness
Gary Lewicki, Assistant Vice-President for Enrollment Planning and Management
Wayne Locust, Chair, Vice-President for Enrollment Planning and Management
Mona Lucas, Director, Student Financial Aid Services
Jean Main, Assistant to the Vice-President for Enrollment Systems and Operations
Katie Martin, Program Director, Student Services, Greater Hartford Campus
Maria Martinez, Assistant Vice Provost, Institute for Student Success
Erin Mason, Associate Registrar
Jeffrey Ogbar, Associate Dean, College of Liberal Arts and Science; Professor, History
David Ouimette, Director, First Year Programs and Learning Communities
Willena Price, Director, African American Cultural Center
Diane Quinn, Associate Professor, Department of Psychology
Pamela Robinson-Smey, Executive Asst to the Vice-Pres, Enrollment Planning & Management
Patricia Szarek, Program Director, Enrichment Programs
Maria A. Sedotti, Program Director, Orientation Services
Ellen Tripp, Associate Athletic Director for Counseling Program for Intercollegiate Athletics

Attachment Table A1

Table A1. University of Connecticut vs. Other Public Research Peer Universities: Average Time to Graduate Among Students Earning Baccalaureate Degrees Within Six Years		
Rank	Institution	Average Time to Graduate
1	University of Virginia	4.1
2	University of North Carolina at Chapel Hill	4.1
3	University of Michigan-Ann Arbor	4.2
4	University of California-Santa Barbara	4.2
5	University of Illinois at Urbana-Champaign	4.2
6	University of Connecticut	4.2
7	University of Massachusetts-Amherst	4.2
8	University of Pittsburgh	4.2
9	University of California-Irvine	4.2
10	University of California-Berkeley	4.2
11	University of Maryland at College Park	4.2
12	University of California-Los Angeles	4.3
13	Pennsylvania State University	4.3
14	Indiana U. at Bloomington	4.3
15	University of Florida	4.3
16	Florida State University	4.3
17	Virginia Tech	4.3
18	University of Minnesota-Twin Cities	4.3
19	Ohio State University	4.3
20	Rutgers State U. of New Brunswick, NJ	4.3
21	University at Buffalo-SUNY	4.3
22	University of Georgia	4.3
23	University of Washington	4.3
24	University of Iowa	4.4
25	Stony Brook University-SUNY	4.4
26	University of Missouri	4.4
27	University of Wisconsin-Madison	4.4
28	Michigan State University	4.4
29	University of California-San Diego	4.4
30	University of Arizona	4.4
31	University of Texas-Austin	4.4
32	Texas A&M University-College Station	4.4
33	University of Colorado-Boulder	4.4
34	University of California-Davis	4.4
35	Arizona State University	4.5
36	West Virginia University	4.5
37	Purdue University	4.5
38	Colorado State University	4.5
39	Temple University	4.5
40	Louisiana State University	4.5
41	University of Kansas	4.5
42	Iowa State University	4.5
43	North Carolina State University	4.5
44	University of Kentucky	4.5
45	University of Tennessee	4.5
46	Georgia Institute of Technology	4.6
47	University of Illinois-Chicago	4.6
48	Virginia Commonwealth University	4.6
49	University of Alabama at Birmingham	4.6
50	University of Nebraska-Lincoln	4.6
51	Oregon State University	4.6
52	University of Cincinnati	4.7
53	Utah State University	4.7
54	New Mexico State	4.8
55	University of Utah	4.8
56	University of New Mexico	4.9
57	University of Hawaii at Manoa	4.9
58	Wayne State University	4.9

Average Time to Graduate derived from 2013 Graduation Rate data for 2007 cohort.

Source: IPEDS Data Center, 2013 Graduation Rate Survey, 2007 entering freshman cohort. OIRE/December 2014.

**Attachment Table A2 - University of Connecticut
Retention Rates and Graduation Rates for Entering Freshmen Classes
By Campus as of Fall 2014**

Storrs Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2013	93			
Fall 2012	94	90		
Fall 2011	93	87	85	
Fall 2010	92	87	85	
Fall 2009	93	88	85	
Fall 2008	92	87	85	81
Fall 2007	93	88	86	83
Fall 2006	93	87	85	82
Fall 2005	93	88	86	83
Fall 2004	92	85	83	81

Please Note: Retention percentages include early graduates. Graduation rates are calculated according to Federal Student Right to Know legislation and the NCAA Graduation Rates Policy. Graduation rates include students graduating in the summer session of the sixth year of study. Beginning Fall 2005, retention rates are calculated based on full-time, baccalaureate entering classes.

Total Five Regional Campuses

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2013	86			
Fall 2012	83	73		
Fall 2011	83	72	67	
Fall 2010	81	69	65	
Fall 2009	82	69	64	
Fall 2008	80	64	62	52
Fall 2007	78	66	61	52
Fall 2006	79	65	58	51
Fall 2005	79	62	58	51
Fall 2004	79	65	59	50

Stamford Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2013	87			
Fall 2012	82	75		
Fall 2011	86	77	70	
Fall 2010	78	69	67	
Fall 2009	81	67	66	
Fall 2008	81	60	57	48
Fall 2007	83	75	69	62
Fall 2006	79	74	67	53
Fall 2005	80	67	66	57
Fall 2004	82	70	64	55

Avery Point Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2013	87			
Fall 2012	79	66		
Fall 2011	81	67	63	
Fall 2010	80	70	65	
Fall 2009	77	61	55	
Fall 2008	79	63	62	54
Fall 2007	76	59	55	48
Fall 2006	82	64	56	47
Fall 2005	75	56	52	48
Fall 2004	75	59	56	45

Torrington Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2013	75			
Fall 2012	77	70		
Fall 2011	75	68	63	
Fall 2010	71	61	61	
Fall 2009	85	73	67	
Fall 2008	73	57	54	43
Fall 2007	63	53	45	37
Fall 2006	70	50	43	40
Fall 2005	67	54	44	43
Fall 2004	73	63	47	39

Hartford Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2013	87			
Fall 2012	85	76		
Fall 2011	86	73	69	
Fall 2010	83	69	65	
Fall 2009	85	74	68	
Fall 2008	79	66	64	54
Fall 2007	80	71	65	54
Fall 2006	81	70	65	59
Fall 2005	83	65	59	52
Fall 2004	79	69	62	54

Waterbury Campus

Freshmen Entering Class of:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2013	85			
Fall 2012	85	74		
Fall 2011	81	69	66	
Fall 2010	83	70	65	
Fall 2009	82	68	64	
Fall 2008	81	69	63	52
Fall 2007	78	62	57	48
Fall 2006	76	56	49	44
Fall 2005	77	60	57	50
Fall 2004	81	62	56	46

**Attachment Table A3 - University of Connecticut
Retention Rates and Graduation Rates for Entering Freshmen Classes
By Ethnicity of Freshmen as of Fall 2014**

Storrs Campus - Minority¹ Freshmen

Freshmen Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2013	93			
Fall 2012	91	86		
Fall 2011	91	84	81	
Fall 2010	92	85	82	
Fall 2009	92	85	81	
Fall 2008	94	88	85	78
Fall 2007	92	88	86	82
Fall 2006	91	83	82	77
Fall 2005	91	85	81	74
Fall 2004	93	82	77	72

Total Five Regional Campuses - Minority¹ Freshmen

Freshmen Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2013	84			
Fall 2012	84	74		
Fall 2011	86	75	68	
Fall 2010	80	66	62	
Fall 2009	86	73	67	
Fall 2008	81	66	63	51
Fall 2007	79	67	61	51
Fall 2006	80	69	61	52
Fall 2005	83	64	58	49
Fall 2004	78	64	60	45

Storrs Campus – Latest Retention and Graduation Rates by Ethnic Category

Rate	Entering Freshman Class	Asian American	African American	Hispanic American	Native American ¹	Native Hawaiian/Other Pacific Islander ^{1,2}	Two or More Races ²	All Minority ³	Non Res Alien	White ⁴	Total
Retention after 1 yr.	Fall 2013	95	90	91	100	na	97	93	94	94	93
Retention after 2 yr.	Fall 2012	91	89	83	100	100	75	86	83	91	90
Retention after 3 yrs.	Fall 2011	86	76	82	50	67	76	81	79	86	85
Graduated in 4 yrs.	Fall 2010	64	57	58	100	40	66	61	64	73	70
Graduated in 5 yrs.	Fall 2009	80	66	72	50			73	75	83	81
Graduated in 6 yrs.	Fall 2008	84	67	77	100			78	63	82	81

¹ Entering freshman classes of Native Americans and Native Hawaiian/Other Pacific Islanders have less than 15 students.

² Beginning in Fall 2010 for Federal Reporting, multiple races can be reported, Native Hawaiian/Other Pacific Islander was added, and the definition for reporting race/ethnicity changed. For more information refer to http://nces.ed.gov/ipeds/news_room/ana_Changes_to_10_25_2007_169.asp

³ Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 cohort also includes Native Hawaiian/Other Pacific Islander and Two or More Races

⁴ White category includes self-reported white, other, and "refused to indicate".

Center for Excellence in Teaching and Learning
(cetl.uconn.edu)

eCampus
(ecampus.uconn.edu)

Summer and Winter Programs
(summer.uconn.edu)

Institute for Teaching and Learning
(itl.uconn.edu)

Office of Early College Programs
(oecp.uconn.edu)

eCampus



- ❖ Support UConn faculty in development of online courses
- ❖ Continued focus on high demand undergraduate courses and graduate programs (degrees and certificates)
- ❖ More than 250 online courses
- ❖ Rapidly growing faculty interest in flexible course modalities (flipped, blended/hybrid)
- ❖ Supported development of 33 new UG courses, 36 Grad courses, and more than a dozen flipped and blended courses this past year
- ❖ Launched NEW online facilitated two-week short course for faculty interested in learning how to develop and teach an online course: 'Exploring Online Learning' (close to 100 faculty have already completed)
- ❖ Collaborated with Registrar's Office to clarify course level signifier language (www-online, hb-hybrid/blended, p-in person)
- ❖ Collaborated with UITS to extend technical support 24/7 to all faculty



6....Online Degree Programs

- Degrees (Online)
 - M.S. Accounting (BUSN)--#3 US News WR
 - M.S. Human Resource Management (BUSN)
 - M.A. Survey Research (CLAS)
- Degrees (Blended/Hybrid)
 - M.S. Nursing (Neonatal Acute Care) (NURS)
 - M.A. Educational Technology (Neag)
 - M.A. Gifted and Talented Education (Neag)

15+ Online Certificate Programs

- Post-Baccalaureate & Graduate Certificates

- Survey Research (CLAS)
- Geographic Information Systems (CLAS)
- Nonprofit Management (CLAS)
- Puppet Arts (Fine Arts)
- Digital Media (Fine Arts)
- Arts Administration (Fine Arts)
- Accounting (Business)
- Human Resource Management (Business)
- Sustainable Environmental Management & Planning (CANR)
- Occupational Safety and Health (CANR)
- Disability Studies (Public Health)
- Post-Secondary Disability Services (Neag)
- Gifted Education and Talent Development (Neag)
- Diversity and Leadership in Sport Management (Neag)
- School Law (Neag)
- Holistic Nursing (NURS)
- Inter-professional Healthcare Education (NURS)
- Program Evaluation (Neag)
- > 12 under discussion



...Changing landscape of summer and winter enrollments



- ❖ 11,304 total enrollments (9761 summer, 1543 winter)
- ❖ 33% of all summer enrollments now online (23% in 2013; 15% in 2010; 11% in 2008)
- ❖ 54% of all winter enrollments now online (38% in 2013; 12% in 2010; 2% in 2008)
- ❖ Similar trends nationally...reflect changing student preferences for flexible enrollment options

...New Summer Programs



❖ UConn First Summer (Summer Programs Office)

❖ firstsummer.uconn.edu

❖ UConn Pre-College Summer (Office of Early College Programs)

❖ precollege-summer.uconn.edu

Institute for Teaching and Learning



- ❖ Expanded faculty support for teaching enhancement plans and faculty consultations
- ❖ 15-20 faculty lunchtime seminars per semester
- ❖ Pilot programs---Preparing Future Faculty (Geography), New Faculty Teaching Network, Teaching Exemplar Network
- ❖ University Testing Center (Arjona)
- ❖ In collaboration with OIRE, support administration of mid-semester formative evaluations
- ❖ Transitioned Digital Learning Center in Library Commons to UITS (Husky Tech)
- ❖ More than 4,000 web enhanced courses supported each semester through Instructional Resource Center (Janet Jordan)

Institute for Teaching and Learning



- ❖ Q Center (Alvaro Lozano-Robledo—Director)
 - ❖ 17,000 student visits per year (most visits Math)
 - ❖ Approximately 5 visits per student
- ❖ W Center (Tom Deans—Director)
 - ❖ >4,000 one-on-one 45 minute tutorials
 - ❖ Freshman account for 37% of all appointments
 - ❖ STEM related writing focus approx. 25% of all tutorials
 - ❖ 90% of students rate their W Center experience as excellent or very good

Institute for Teaching and Learning Looking Ahead....



- ❖ Collaborating with the Graduate School to develop new programming to support enhanced TA training and development
- ❖ Collaborating with partners in Schools and Colleges to develop new programming to spread innovations in contextually relevant and research informed teaching and learning enhancements (including strategies for hybrid/blended and flipped classroom strategies)
- ❖ CETL web page enhancements to provide improved teaching and learning resources to support faculty
- ❖ Continued embrace and wide dissemination of technological/pedagogical opportunities (MEDIASITE)

Office of Early College Programs

Jill Thorne (Director)



- ❖ Early College Experience Program (ECE) is the oldest and one of the largest concurrent enrollment programs in the country
- ❖ 9,800 enrolled CT high school students (juniors/seniors) 2014-2015
- ❖ Partner with 167 CT High Schools
- ❖ 65 UConn courses from 26 Departments (top five: English, Physics, Biology, Spanish, History)
- ❖ ECE alumni account for:
 - ❖ 29% of the freshman class at Storrs
 - ❖ 38% of the freshman class at Avery Point
 - ❖ 38% of the freshman class at Hartford
 - ❖ 20% of the freshman class at Stamford
 - ❖ 25% of the freshman class at Waterbury and Torrington
 - ❖ 40% of SSS students
- ❖ ECE students who matriculate to UCONN graduate earlier than students who have not participated in the program
- ❖ ECE students who choose not to attend UCONN report that 82% of credits earned are accepted by enrolled institution
- ❖ 97% of ECE students would recommend the program to other students

UCONN

**UNIVERSITY
COMMUNICATIONS**



The screenshot shows a web browser window with the URL brand.uconn.edu. The page header features the UConn logo and the text "UNIVERSITY OF CONNECTICUT". Below the header, there is a search bar and a navigation menu with links for Home, The Brand, Standards, Resources, Examples, Downloads, and Contact. The main content area is divided into two columns. The left column has a dark blue background with the text "Welcome to the online home of the UConn brand." and the UConn logo. Below this are six icons representing different brand assets: "Unleashed Campaign" (with the text "potential UNLEASHED"), "Logo Stencils", "Logo Downloads" (with a download icon), "UConn Color Palette" (with two color swatches), "Trademark Licensing" (with a red gavel icon), and "Athletic Branding" (with a husky head icon). The right column contains sections for "Brand Compliance" (with a paragraph about the July 1st transition and a link to "University standards"), "Our Brand" (with three lines of text: "The words you choose.", "The type you use.", and "The colors, graphics, and imagery you showcase."), and a "Read more" link. The footer of the page includes the copyright notice "© University of Connecticut" and links for "Disclaimers, Privacy & Copyright".



Dear UConn,
 Thank you.
 Sincerely,
 The Future

The University of Connecticut is making unprecedented moves to unleash the solutions of tomorrow:

- **Investing \$3.6 billion** to create breakthroughs in areas such as additive manufacturing, genomic medicine, and cybersecurity.
- **Hiring 300 faculty** who will advance the fields of cognitive science and creativity; pursue scholarship in law and human rights; and develop new areas of intellectual inquiry.
- **Recruiting 6,500 additional students** who will lead their generation in addressing the most important challenges of our time: sustainability, global health, and social justice.

UConn
 UNIVERSITY OF CONNECTICUT

Innovation **unleashed.** | uconn.edu

We dream it.
 We heal it.
 We code it.
 We prevent it.
 We create it.
 We question it.
 We teach it.
 We get *it*.

But we won't stop there.

Over the next decade, the University of Connecticut is making unprecedented moves to unleash the solutions of tomorrow.

- **Investing \$3.6 billion** to create breakthroughs in areas such as additive manufacturing, genomic medicine, and cybersecurity.
- **Hiring 300 faculty** who will advance the fields of cognitive science and creativity, pursue scholarship in law and human rights, and develop new areas of intellectual inquiry.
- **Recruiting 6,500 additional students** who will lead their generation in addressing the most important challenges of our time: sustainability, global health, and social justice.



Innovation **unleashed.** | WeGetIt.uconn.edu

**We create it.
We get *it*.**

When UConn uses 3-D printing technology in new ways, it's music to your ears.

UConn researchers are collaborating to precisely measure parts of antique instruments using medical scanning technology. They are replicating the parts for the first time using 3-D printing, which could allow instruments hundreds of years old to be played again, while providing security authentication for rare instruments. This is just one way that UConn is unleashing the solutions of tomorrow. **Discover more at WeGetIt.uconn.edu.**

A 3-D printed mouthpiece gives new life to an antique saxophone.

UConn
UNIVERSITY OF CONNECTICUT

Innovation **unleashed.** | WeGetIt.uconn.edu

**We dream it.
We get *it*.**

At UConn, innovation engages children's imaginations through an interactive wall, inspiring them to become joyful, active learners.

UConn's Digital Media & Design program collaborated with Boston Children's Hospital to create an interactive video wall as the centerpiece of their new lobby. The dance of light and color creates an uplifting experience for kids (and their parents) who may be facing some of life's toughest battles. This is just one way that UConn is unleashing the solutions of tomorrow. **Discover more at WeGetIt.uconn.edu.**

UConn
UNIVERSITY OF CONNECTICUT

Innovation **unleashed.** | WeGetIt.uconn.edu



We code it. We get *it*.

When cybersecurity presents challenges, UConn transforms existing technologies into innovative solutions.

Counterfeit and manipulated computer chips are a major concern in the global electronic component supply chain, with the potential to disrupt financial, energy, transportation, and military systems. Using advanced 3-D optical imaging and extremely low-light photon-counting encryption, UConn researchers have transformed QR codes into high-end cybersecurity applications that protect the authenticity of computer microchips.

This is just one way that UConn is unleashing the solutions of tomorrow. **Discover more at WeGetIt.uconn.edu.**

UConn
UNIVERSITY OF CONNECTICUT

Innovation **unleashed.** | WeGetIt.uconn.edu



We heal it. We get *it*.

UConn sets healing in motion, using regenerative technology to help keep you moving.

Injuries to the rotator cuff, the team of muscles and tendons that keep the arm bone firmly socketed in the shoulder, can cause the loss of ability to lift or move the arm. Even after traditional surgery, some rotator cuffs never heal. UConn surgeon Gus Mazzocca and his team are experimenting with using their patients' own adult stem cells to regenerate tendon and muscle connections to the bone. This is just one way that UConn is unleashing the solutions of tomorrow.

Discover more at WeGetIt.uconn.edu.

UConn
UNIVERSITY OF CONNECTICUT

Innovation **unleashed.** | WeGetIt.uconn.edu

Innovation Unleashed

wegetit.uconn.edu

UCONN

Innovation unleashed.

We dream it.
We code it.
We create it.
We prevent it.
We question it.
We get *it*.

But we won't stop there.
See for yourself how [UConn](#) is unleashing the solutions of tomorrow.



One team, achieving greatness together.



**A strong foundation.
A rich legacy.**

Dear Friends,
Since 1881, excellence has been part of the Husky tradition. Many great coaches, student-athletes, and staff have worked to establish a strong foundation and a rich legacy.

Today, our Division of Athletics is a forward-based program with 22 sports, over 200 student-athletes, and about 200 full-time employees. The Husky legacy—standing tradition of winning national and conference championships—has never been more evident than during the 2021-22 academic year when we won three national titles—men's and women's basketball and field hockey—for the first time in school history.

Our University continues to grow in stature and prestige into one of the country's top public research universities. The Division of Athletics honors the traditions of the entire UConn community. We have a great championship past, we are championship today, and we are committed to being champions in the future.

The athletics department is responsible for generating revenues to support a current budget of \$72 million. Of that, \$12 million is returned to the university in the form of scholarships for our student-athletes. The Husky tradition should be a group of the continued success of our student-athletes in the classroom and on the field of play.

Today, our brand is one of the strongest in the country. When Husky Nation watches our games, it needs to see more things, different athletes, and coaches performing at the highest level, atop of the air facilities, and fans filling our venue of play with enthusiasm from the start of the contest until the last whistle blows.

We are working every day to ensure those who support UConn witness greatness in these times.

But we could not have achieved any of our success without the support of our alumni, fans, and donors. Going forward, we need the support that has made Husky fans famous for decades. We need our dedicated fans to be more passionate than ever before.

I strongly believe in UConn athletics and in future. I believe that we will continue to win championships. I am confident in our student-athletes, coaches, and staff in the Division of Athletics. Most of all, I am confident that our Husky fans will rally for us more than ever before.

Go Husky!
Stacy Heston
Director of Athletics



One pride.

A tradition of coaching-winning athletes ensures UConn is a standout in Division I sports and fuels our academic spirit.

UConn's Regional Footprint.

Top television markets and major sports networks based in New England and New York bring UConn athletics to the 162,690 alumni living in the northeast area.

\$55.8B Total advertising revenue in the Northeast region

127,071 UConn alumni living in the Northeast region

#1 Most popular UConn TV market in the Northeast

#30 Most popular UConn TV market in the Northeast

#7 Most popular UConn TV market in the Northeast

With a strong alumni base and **12.6 Million** television households in our vicinity, UConn is a power player in the Northeast.

79% of those 12.6 million households pay for cable

ABOUT MEDIA COVERAGE

- 3.6M** Total articles in the Northeast region
- 2.7M** Total articles in the Northeast region
- 40.6** Total articles in the Northeast region
- 17.3%** Total articles in the Northeast region
- 35.6%** Total articles in the Northeast region
- 14.6M** Total population in New England
- 5.2M** Total population in New England

SUCCESS ON ALL LEVELS

In recent years, the University has been busy picking up high-profile nods from organizations like U.S. News & World Report for the quality of its education and initiatives.

HONORS & DISTINCTIONS

- UConn students are at the top with the general health research initiatives in the nation, and we're being recognized for it.
- UConn is ranked a **Top 20 public university** in the nation by U.S. News & World Report.
- UConn is one of **four universities** in the U.S. selected as a member of Generation 20, the premier international network of leading research-intensive universities in 21 countries.
- The College of Agriculture, Health and Natural Resources' research program on knowledge is being **Top 10 in the nation** according to the American Academy of Knowledge and Technical Education.
- The Sports Club, an international environmental advocacy organization, ranks UConn among the **top 10 greenest schools** in the country.

Our world-renowned faculty includes:

- 100** research professors
- 168** Foreign Distinguished Professors
- 4** members of the National Academy of Sciences and Technology
- 1** National Institute of Health Primary Care Institute
- 3** members of the National Academy of Sciences
- 2** Pulitzer Prize-winning researchers
- 50** Board of Trustees distinguished professors
- 2** members of the National Institute of Health

In 2012, UConn committed to hiring 500 tenure-track faculty members over four years to match the university's reputation as one of the premier centers of study in digital health, science and engineering, language and culture, and health.

MARK EDWARD PRINCE
ICE Hockey
10 seasons
10 teams
10 titles
10 All-Star
10 Most Valuable Player

J.B. CHRISTIAN FIELD
10 seasons
10 titles
10 All-Star
10 Most Valuable Player

RENTSCHER FIELD
10 seasons
10 titles
10 All-Star
10 Most Valuable Player

UConn
UNIVERSITY OF CONNECTICUT

Create Your
UConn STORY

The next generation of
INNOVATION

There's only one way to ensure the future is bright: invest in the brightest. And that's exactly what we do at UConn. We're committed to providing the best education and research opportunities to the next generation of innovators. So they can lead the way in the future.

When it comes to inspiring the next generation, we know we're not alone. We're joined by a community of educators, parents, and mentors who are committed to providing the best education and research opportunities to the next generation of innovators. So they can lead the way in the future.

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UConn
UNIVERSITY OF CONNECTICUT

Live Your
UConn STORY

620+
CLUBS AND ORGANIZATIONS

Boundless
OPPORTUNITY

At UConn, you'll find a wide range of opportunities to get involved on campus. Whether you're looking for a leadership role, a chance to give back, or a way to explore your interests, we have something for everyone.

Next Generation
TECHNOLOGY

At UConn, we're committed to providing the best education and research opportunities to the next generation of innovators. So they can lead the way in the future.

Next Generation
TECHNOLOGY

At UConn, we're committed to providing the best education and research opportunities to the next generation of innovators. So they can lead the way in the future.

UConn
UNIVERSITY OF CONNECTICUT

Become Your
UConn STORY

Reap your academic
REWARD

At UConn, we're committed to providing the best education and research opportunities to the next generation of innovators. So they can lead the way in the future.

Get to
WORK

70+

At UConn, we're committed to providing the best education and research opportunities to the next generation of innovators. So they can lead the way in the future.



ADMISSIONS.UCONN.EDU

Where is UCONN?

The University of Connecticut is located on the East Coast, midway between Boston and New York. The main campus is in Storrs, and there are regional campuses throughout Connecticut.

STAMFORD AVERY POINT WATERBURY STORRS HARTFORD TORRINGTON

What makes UConn UNIQUE?

60+ COUNTRIES

250+ Education Abroad programs in

Argentina • Armenia • Australia • Austria • Belgium • Bolivia • Brazil • Canada • Chile • China • Costa Rica • Cuba • Czech Republic • Denmark • Dominican Republic • Ecuador • England • Ethiopia • France • Germany • Ghana • Greece • Guatemala • Hungary • Iceland • India • Ireland • Israel • Italy • Japan • Jordan • Madagascar • Martinique • Mexico • Mongolia • Morocco • Netherlands • New Zealand • Nicaragua • Norway • Panama • Peru • Poland • Portugal • Russia • Rwanda • Samoa • Scotland • Senegal • Singapore • South Africa • South Korea • Spain • Sweden • Taiwan • Tanzania • Thailand • Turkey • Turks and Caicos Islands • Uganda • Wales

24 Division I sports teams

3.2 MILLION+ volumes in the Homer Babbidge Library

500+ companies actively recruit students on campus each year.

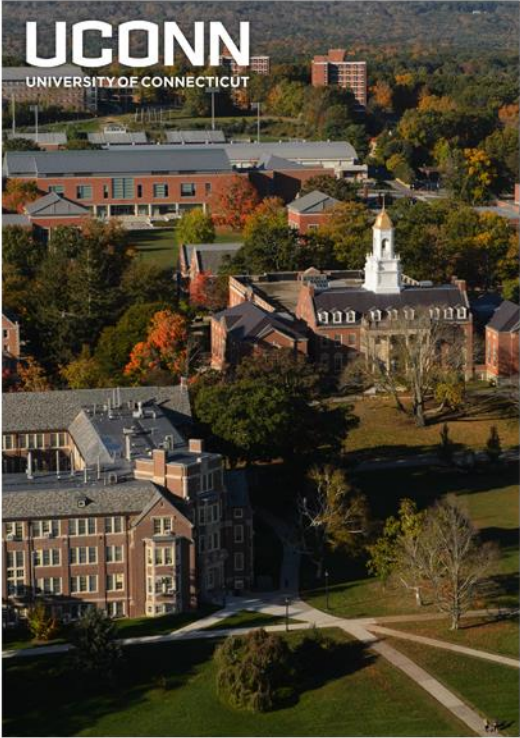
1.4 MILLION+ hours of community service are contributed by UConn students annually through volunteerism, academic service learning, and internships.

Student to Faculty 16:1

There are fewer than 30 students in the majority of UConn's undergraduate classes.

5,000+ on-campus, part-time student jobs

620+ clubs and organizations



ADMISSIONS.UCONN.EDU

Females to Males
 50%
 Multicultural, International, and students of color
 39%

OVER 40% OF THE INCOMING FRESHMAN CLASS PARTICIPATES IN A LIVING & LEARNING COMMUNITY

Business Connections • Community Service
 Connecting with the Arts • EcoHubs • Engineering
 EuroDirect • Fine Arts • Global Impact • Honors Program
 Humanities House • Innovation House • Leadership
 La Comunidad Intelectual • Nursing • Pre-Pharmacy
 Public Health House • Women in Math, Science & Engineering (WOMSE)

17,500 undergraduates 1,750 are Honors students

Who are UConn HUSKIES?

84% of entering freshmen are in the top 25% of their senior classes

32% of students are from out of state

72% of students are first-generation college students

82% of students receive some form of financial assistance

What does UConn COST?

Estimated Yearly Expenses

Storrs Campus
(UNIVERSITY TUITION, FEE, RESIDENCE HALL, AND GREEN-DAY MEAL PLAN)
 We pride ourselves in not only being among the premier research universities in the nation, but also ranked by *Kiplinger's Personal Finance* as a Top 25 Best Value in Public Colleges for 2012-2013.
 Connecticut Students: \$34,834
 Out-of-State Students: \$45,014

Regional Campuses
 Our regional campuses offer the same outstanding UConn education - estimated yearly tuition and fees for Connecticut students at any of our five regional campuses is \$30,658.
 Get the most up-to-date tuition, financial aid, and scholarship information at admissions.uconn.edu.

UCONN | AVERY POINT averypoint.uconn.edu



Create Your UCONN STORY

Take the first step at UConn Avery Point, where you'll get all the benefits of a national top 20 public research university in a small college setting. Established in 1967 on Long Island Sound at the mouth of the Thames River, UConn Avery Point inspires students with specialized programs that take advantage of our waterfront location and delivers an exceptional education in more traditional areas of study.

Are you ready for a challenge? Start your journey today.



UConn Avery Point [f](https://www.facebook.com/averypoint) [i](https://www.instagram.com/averypoint) [y](https://www.youtube.com/averypoint) [in](https://www.linkedin.com/averypoint) social.uconn.edu



By the numbers: **17:1** student-faculty ratio **712** undergraduates **5** undergraduate majors offered
72 acres **5** graduate programs **\$10,650** tuition and fees, 2014-2015

Define Your Success

Students seeking a comprehensive, outstanding education will find that and more at UConn Avery Point. Through classroom learning and unique hands-on experiences, UConn inspires you to be the best you can be. Here, you can:

- Learn from dedicated, world-class faculty
- Participate in our ocean-focused academic programs, learning sailing, kayaking, and safe boat-handling at Connecticut's Sea Grant College
- Perform cutting-edge research affiliated with innovative programs and centers, including Project Oceanology, the National Undersea Research Center, the Long Island Sound Resource Center, and the UConn Laboratory for Nuclear Science at Avery Point, or in our academic departments
- Balance life's responsibilities with conveniently scheduled day, evening, and online classes
- Benefit from one of our campus-specific, merit- and need-based scholarships

Become Your UConn Story

UConn's rigorous majors prepare you for a lifetime of learning and accomplishment. Choose from these five programs and earn your four-year degree right here at the Avery Point campus:

- American Studies
- English
- General Studies
- Maritime Studies
- Marine Sciences

Or, select from nearly all of UConn's 300+ majors, completing your first 34 credits (typically two years) at UConn Avery Point, and then seamlessly transition to UConn's main campus in Storrs to finish your bachelor's degree.

Take It to Another Level

We'll push you further. With UConn Avery Point's graduate programs, prove to yourself that you can rise to the challenge.

- Master of Oceanography
- Doctorate of Oceanography
- Teacher Certification Program for College Graduates
- Certificate Entry into Nursing (CEIN/BS) Program
- Master of Engineering

Live Your UConn Story

The vibrant UConn Avery Point campus is a home away from home. Our modern facilities provide the backdrop for a tight-knit community of supportive, engaged students and faculty, with plenty of opportunities for involvement and fun. At UConn Avery Point, students can:

- Join a student organization, like Martial Arts or Sailing Club, or become an Associated Student Government leader
- Connect to the entire University library system at the Avery Point Library
- Take advantage of our beachfront location with recreational, instructional, and competitive water-oriented programs
- Hang out in our new, 39 million campus center, featuring a 300-seat auditorium, dining, a game room, lounge, and outdoor patios
- Play baseball or men's or women's basketball in the National Junior College Athletic Association conference
- Access UConn's Honors Program, an enriched academic experience for eligible top scholars
- Choose from our 250+ education abroad programs in over 60 countries to expand your global knowledge

We Are UConn

UConn Avery Point students are part of a dynamic student body of 20,000 at the University of Connecticut. UConn is one of the premier public research universities in the nation, and is ranked a Top 25 Best Value in Public Colleges by *Kiplinger's Personal Finance*.

Are you ready to **#BeAMusky**? Apply online through either the Common Application (preferred for freshmen applicants) or the UConn Application. For regional campuses, freshman applications for the fall semester must be filed by July 1.

For details, visit admissions.uconn.edu, call UConn Avery Point Direct Admissions at **860.405.9026**, or email beahustkyaverypoint@uconn.edu.

Learn more about UConn Avery Point at averypoint.uconn.edu.

Unleash your potential.

UCONN | STAMFORD stamford.uconn.edu




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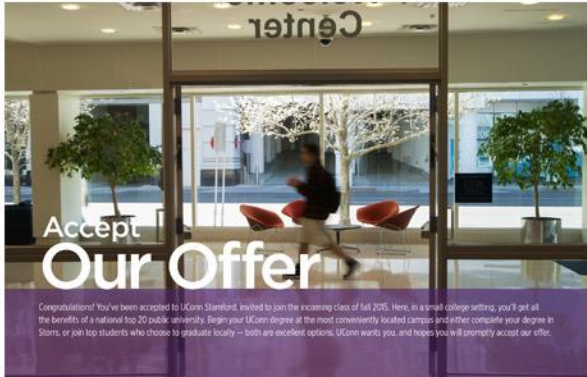
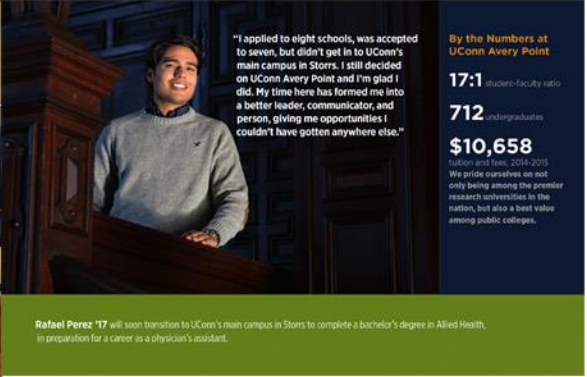
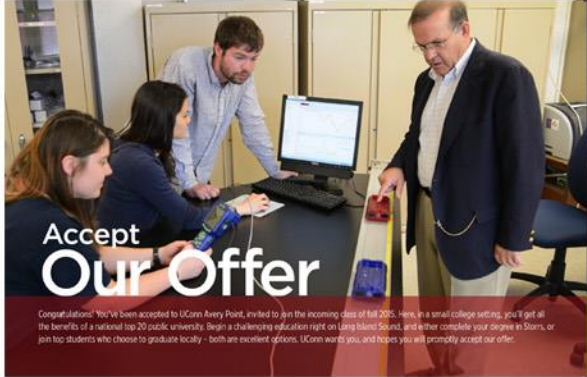
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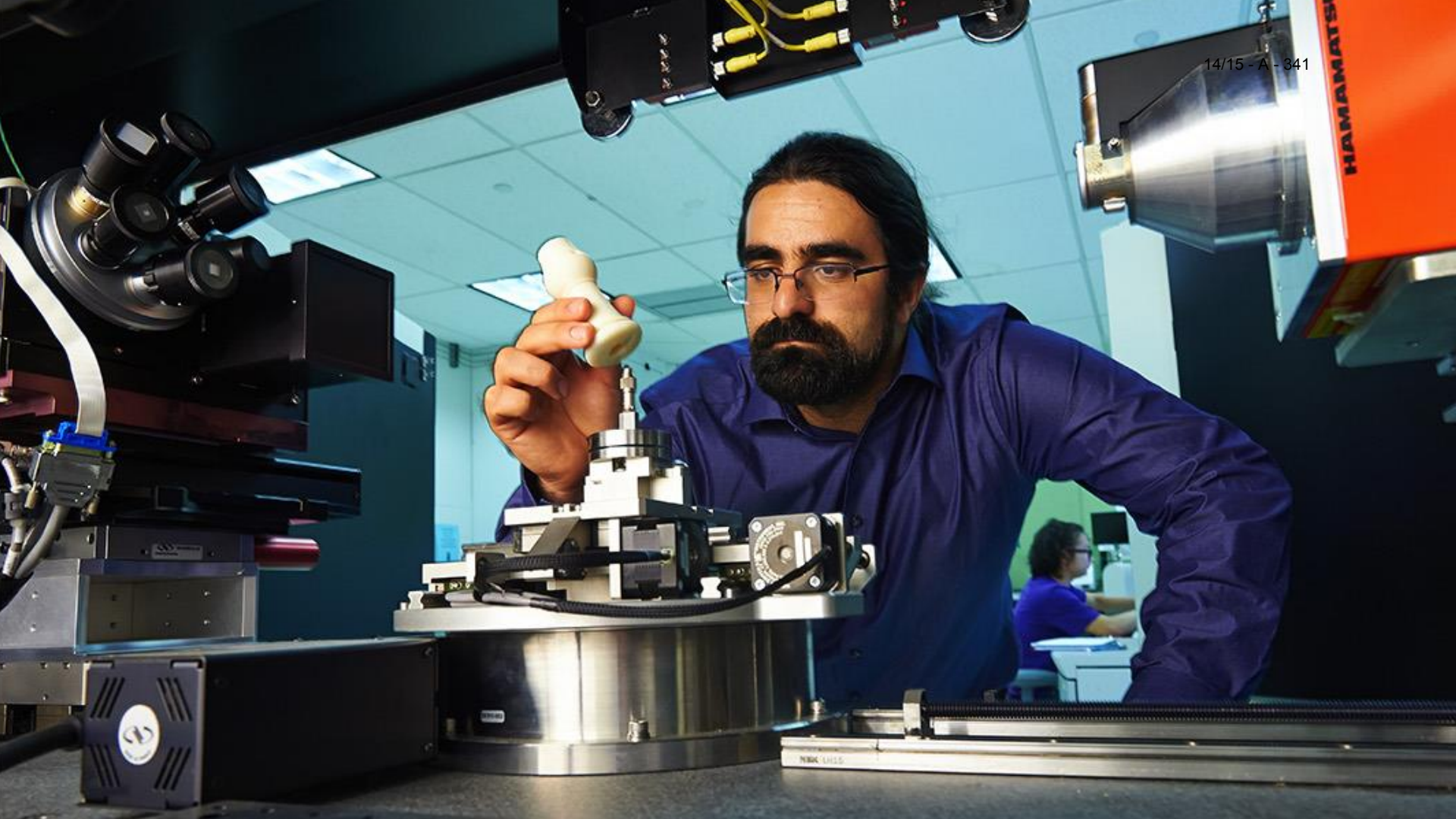
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UConn

**UNIVERSITY
COMMUNICATIONS**

UConn
UNIVERSITY OF CONNECTICUT

For media inquiries, contact Kristen Cole,
Director of News and Editorial
Communications, at 860-486-2997.

*University of Connecticut's Annual Impact
on the Connecticut Economy*

\$3.4 Billion

Total annual economic impact



\$202.5M
State and local tax revenue



24,235
UConn-supported jobs



\$11.80
UConn generates \$11.80 for
every state-funded dollar.

From jobs on campus to partnerships with startup businesses, the economic impact of the University of Connecticut can be felt across the entire state. UConn prepares the work force of tomorrow, pioneers innovation in new products and research, and is responsible for 1 out of every 90 jobs in Connecticut. From its humble origins as an agricultural college on donated land, UConn has become one of the central pillars of the state economy.

“It’s gratifying to know that the work our faculty, staff, and students do every day has such a direct impact on the lives of Connecticut residents. But this is only the beginning of what we’re capable of achieving.”

UConn President Susan Herbst

For the full report, visit: economicimpact.uconn.edu

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UConn's IMPACT
on Connecticut's economy

\$3.4 Billion

Partnering for Our Best Tomorrow. UConn's annual impact on the economy totals \$3.4 billion. From jobs on campus to partnerships with startup businesses, the economic impact of the University of Connecticut can be felt across the entire state.

Learn more at economicimpact.uconn.edu

Model inputs included actual FY 2012-13 expenditures provided by UConn and UConn Health.

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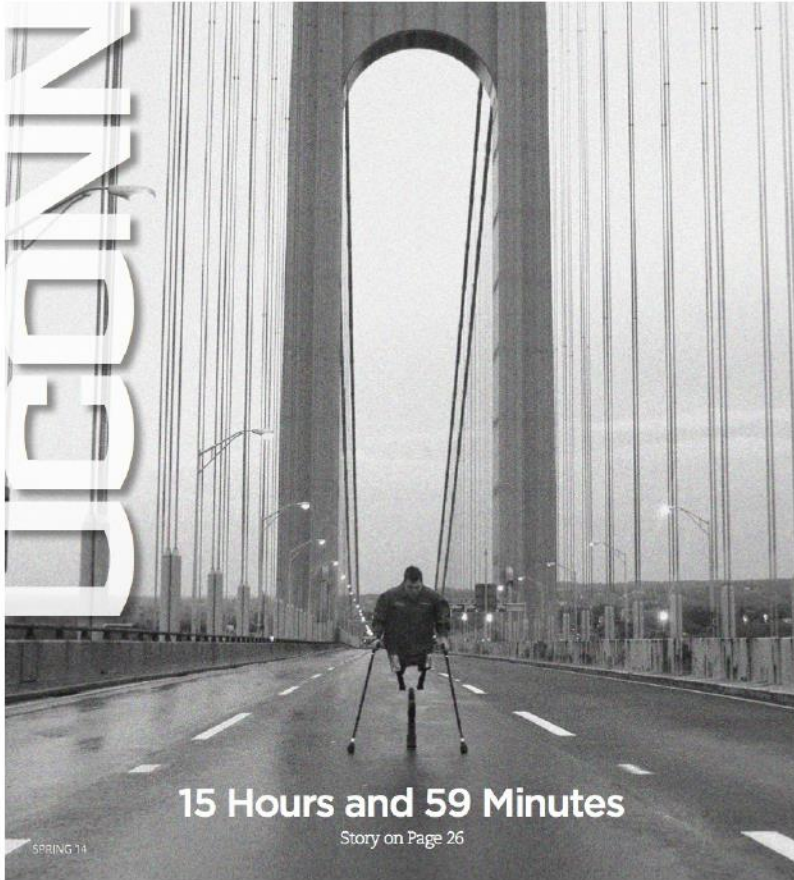
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\$3.4 Billion



15 Hours and 59 Minutes

Story on Page 26

SPRING 14

VIDEO

A GROWING RESEARCHER?
FROM INDIAN UNIVERSITY
 The cover story for the World Without Walls issue features a young researcher who is making a name for himself in the field of environmental science. He is a graduate student at Indiana University, where he is working on a project that involves studying the effects of climate change on the environment. He is also a member of the UConn Environmental Science Club, which is a student organization that focuses on environmental issues. He is currently a graduate student at Indiana University, where he is working on a project that involves studying the effects of climate change on the environment. He is also a member of the UConn Environmental Science Club, which is a student organization that focuses on environmental issues.

VIDEO

UConn Environmental Science Club
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Feature

BY MICHAEL HANBY

UConn's Environmental Science Club
 The UConn Environmental Science Club is a student organization that focuses on environmental issues. It is currently a graduate student at Indiana University, where he is working on a project that involves studying the effects of climate change on the environment. He is also a member of the UConn Environmental Science Club, which is a student organization that focuses on environmental issues.

How did you first get interested in firefighting?
 I was interested in firefighting from a young age. I was always fascinated by the fire trucks and the firefighters. I wanted to be a firefighter when I grew up. I was always interested in firefighting from a young age. I was always fascinated by the fire trucks and the firefighters. I wanted to be a firefighter when I grew up.

When did you start fighting fires?
 I started fighting fires when I was in high school. I was a member of the fire department and I was always interested in firefighting from a young age. I was always fascinated by the fire trucks and the firefighters. I wanted to be a firefighter when I grew up.

What is fire ecology?
 Fire ecology is the study of the relationship between fire and the environment. It is a branch of ecology that focuses on the role of fire in the ecosystem. Fire ecology is the study of the relationship between fire and the environment. It is a branch of ecology that focuses on the role of fire in the ecosystem.

How do you strike a balance between allowing a fire to run its natural course and preventing it from doing too much damage?
 The key to striking a balance between allowing a fire to run its natural course and preventing it from doing too much damage is to understand the fire's natural cycle. Fire ecology is the study of the relationship between fire and the environment. It is a branch of ecology that focuses on the role of fire in the ecosystem.

NATURE OF THE BEAST

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Elevating our point of view.

UConn's main campus in Storrs is impressive, from any perspective. From serene landscapes to the bustling campus core, our students have a spectacular place to live and learn.

[See more](#)

UConn Today



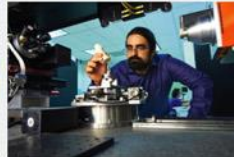
Stuck in Survival Mode: Insights into Turning Down Your Stress Level

UConn Health psychiatry professor Julian Ford shares one simple strategy that you can use right now to regain control of your emotions.



Small Cash Rewards Pay Off in Weight Loss Plans

In contrast to large cash rewards, smaller sums for weight loss also motivated people to keep it off, a new study found. Part of a semester-long series exploring obesity



The Sounds of Innovation: How UConn Research Is Resurrecting Antique Musical Instruments

A partnership between medical technology engineers and music scholars has led to an unprecedented method for bringing antique



Tiny Patient Prompts Advance in Neuro-genetics

A baby's labored breathing and a physician's phone call led to a research collaboration that could save other infants.

THE DOCTOR IS IN.

UConn welcomes
Laura Nieves, M.D., M.P.H.
INTERNAL MEDICINE SPECIALIST

Dr. Nieves, a primary care physician, completed advanced training at the UConn School of Medicine.

OFFERING PERSONALIZED CARE FOR:

- Adult primary care
- Preventive care and managing chronic conditions
- Physicals, vaccines, and more

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THE DOCTOR IS IN.

UConn welcomes
Madina Falcone, M.D.
OCULOPLASTIC AND ORBITAL SURGERY SPECIALIST

Dr. Falcone, a board-certified ophthalmologist, offers services in the evaluation and management of all disorders of the eyelids, tear drainage system, and the orbit. Her extensive training included a fellowship in ocular plastic surgery and orbital surgery at Tufts University School of Medicine.

OFFERING PERSONALIZED CARE FOR:

- Droopy eyelid, excess skin, undesirable eyelid or eyelash position
- Thyroid eye disease, trauma, tumors affecting the eyelids and eyes
- Tearing problems, tear duct obstruction, and infection

LANGUAGES: English, Russian, French, Spanish, and Uzbek

OFFICE LOCATIONS: Farmington, West Hartford

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Dr. Francis Lesala

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To see services offered, visit
uchc.edu/patients/outpatient_pavilion



UConn
HEALTH

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A young man with short black hair and glasses, wearing a dark blue hoodie and a backpack, is smiling and holding a white sign with a black border. The sign has the words "Thank You!" written in large, white, bold, sans-serif font. He is standing on a paved walkway on a university campus. In the background, several other students are walking, and there are trees with autumn foliage and a brick building.

**Thank
You!**