

**MINUTES OF A MEETING OF THE UNIVERSITY SENATE**  
**April 30, 2007**

1. Moderator Murphy officially called the regular meeting of the University Senate of April 30, 2007 to order at 4:03 PM in Room 7 of the Bishop Center.

2. Approval of the minutes

Moderator Murphy presented the minutes from the regular meeting of March 26, 2007 for review.

The minutes were approved without modification.

3. Report of the President

President Austin reported on the status of the university's budget which is currently before the State Legislature. President Austin stated he believes that the university will receive between \$4.5 and \$6.0 million in additional funds for student financial aid. President Austin reaffirmed his commitment to provide the funds necessary to provide a university education to those who need and deserve it. The Eminent Faculty Program and the Entrepreneurship Program appear to be fairing well in the budget process as the state committees have increased the allotments for them from the amounts specified in the Governor's budget proposal.

President Austin mentioned that the New England Association of Schools and Colleges (NEASC), which is the university's accreditation agency, has provided the university with a draft report generated from the recent site visit. In many ways the report echoes the Self Study document that was generated by the University. The report is laudatory with the exception of repeated reference to inadequate numbers of faculty to support our mission. The report has yet to be submitted to NEASC's formal approval procedures, but it will most likely remain essentially as it now stands.

The President announced that he would prefer to leave his post in September but stated that if the Board of Trustees cannot appoint a new President by then he has agreed to remain until December to avoid the specter of an interim president. President Austin thanked the various constituencies on campus for their support and asked that the same sort of support be extended to his successor.

Senator Clausen inquired if the university was slowing in commitment to diversity training on campus. The President replied that he has asked members of his administration to provide a report on this subject. He then introduced Vice Provost for Multicultural and International Affairs Ronald Taylor who in turn introduced Dana Mcgee, Director of the Office of Diversity and Equity. She stated that the majority of university senior staff have participated in diversity training and that there has been prepared a curriculum addressing diversity training for the remaining constituent elements of the campus. What has fallen short is the delivery. There was an attempt at using volunteers to provide training but it was not successful. There have also been two staff members who were designated as trainers, but the feedback concerning the effectiveness of this approach was not positive and it too was discontinued. The search for a delivery mechanism for diversity training continues. There is an attempt to avoid the hiring of an outside commercial company to provide the training, although that is an option often taken at other institutions.

Senator Mannheim asked if a joint program with other state universities was possible. Director Mcgee responded that this was an excellent idea and stated that most of the smaller institutions have had to use commercial vendors for this training and might be amenable to such a suggestion.

4. Senator DeWolf presented the Report of the Senate Executive Committee.

(See Attachment #43)

5. Senator DeWolf yielded the floor to Senator Clausen who yielded to Senator Hiskes. Senator Hiskes recognized the special contributions of John DeWolf to the Senate and extended the thanks of the Senate for his service as Chair of the Senate Executive Committee.

Senator Hiskes read the following statement: "Given that this is the last Senate meeting of the 2006-07 academic year, it is appropriate at this time to recognize the special contributions of John DeWolf to the University and the University Senate. On behalf of the University Senate and the Senate Executive Committee, I want to extend our most sincere thanks to John DeWolf for serving as the Chair of the Senate Executive Committee during this academic year. There are many good reasons why John is repeatedly elected to serve in this important position, and I will mention only a few. It would be hard to find an individual who has a broader understanding of the organic functioning of the University as a whole, or who is better able to integrate and balance the interests of students, faculty, administrators, and staff in advancing the mission of the university. I continue to be impressed with John's ability and grace in keeping discussions among faculty on track and on time while still allowing everyone have his/her say on important issues (and this is no small talent where faculty are concerned). We are especially grateful for the contributions that John has made and will make as the University engages in the search for a new President. Please join me in thanking John DeWolf."

The statement was endorsed by a round of applause by the Senate.

6. Senator Hiskes then relinquished the floor to Senator Clausen who proposed a resolution thanking Dr. Karla Fox for her work on the NEASC accreditation review.

"Resolution

Whereas, the New England Association of Schools and Colleges (NEASC) has as its primary purpose the accreditation of educational institutions; and

Whereas, the University of Connecticut's 10 year self study and review was scheduled for 2007; and

Whereas, Dr. Karla H. Fox, Professor of Business Law, was appointed by the President and Provost to be Chair of the NEASC Re-accreditation Steering Committee in 2003, and pulled together the self-study from each of the eleven standard sub-committees;

Resolved, that the Senate would like to express its appreciation to Professor Fox for her leadership, hard work, and dedication in the NEASC re-accreditation review."

The resolution was adopted with applause by the Senate. Senator Clausen yielded the floor to Senator Gary English.

7. Senator English spoke in praise of the vision and leadership provided by President Austin during his term and offered thanks to President Austin for his role in the transformation of the university during the eleven years of his tenure.

(See Attachment #44)

Senator English then presented the following resolution:

"Resolution:

Whereas, the University Senate of the University of Connecticut acknowledges the many contributions of President Phil Austin to the growth and development of the university, and,

Whereas, the Senate recognizes the personal commitment and outstanding leadership exhibited by President Austin over the last eleven years,

Be it Resolved, that the University Senate wishes to express its deepest gratitude to President Austin for his vision, his discipline, integrity, intellectual honesty and his openness and his commitment to shared governance which has brought so many benefits to the university, its students, faculty, administration and staff, and to the State of Connecticut.”

The Senate adopted the resolution with a standing ovation.

8. Ronald Schurin presented the results of the recently completed National Collegiate Athletic Association (NCAA) recertification. He explained the various components of the process and related each of the standards outlined by the NCAA. He then reviewed the results of the self-study, and the findings and recommendations of the recertification panel

(See Attachment #45)

Senator Mannheim inquired if the university had a rule concerning how much time a student athlete may spend on athletics versus the amount of time spent on academics. Ronald Schurin replied that the figure is 20 hours per week maximum for athletics.

9. Senator Makowsky presented the Annual Report of the Regional Campuses.

(See Attachment #46)

She outlined the areas of emphasis for each campus and discussed the strengths of the regional campuses. She then outlined her efforts at integrating the Regional Campuses with Storrs and with each other to strengthen the programs in both areas. Some areas have already been integrated with Storrs: Facilities, Libraries, and Buildings and Grounds. Other attempts at integration are on-going in academic programs, research, instruction, and outreach, student affairs, and enrollment management. Senator Mannheim pointed out that if money is returned to the Deans that there should be a representative in the Dean's offices looking out for the welfare of the regional campuses. Senator Makowsky agreed.

10. Senator Michael Darre presented the Annual Report of the University Commencement Committee.

(See Attachment #47)

Senator Marone inquired if a closed circuit television option could be made available for those guests who would like to attend the ceremonies but cannot get tickets. The problem, Senator Darre stated, is that there really are not big spaces with seats available, but that investigations are continuing.

Senator Broadbent asked if thought had been given to moving graduation outside to Renschler Field. Senator Darre said that this has been considered.

Senator Mannheim pointed out that the old stadium is still standing. Senator Darre responded that it was not available.

11. Senator Makowsky presented the report of the Work/Life Oversight Committee.

(See Attachment #48)

Senator Schaefer expressed concerns regarding the report advocating the need of a work/life coordinator. This would be another position and would inhibit the university from hiring additional faculty members. Discussion ensued with advocates on both sides.

12. Richard Langlois presented the Annual Report of the Provost's Library Advisory Committee.

(See Attachment #49)

13. Senator Fox presented the Annual Report of the Parking Advisory Committee.

(See Attachment #50)

Senator Mannheim inquired if the committee had considered changing the structure of the parking fees from one that is based both on the proximity of the parking to the center of campus and the salary of the parker to one based only on location. Senator Fox replied that the committee had considered this and rejected the idea. She explained the underpinnings of the fee system and outlined how it was devised.

Senator Lowe asked if the committee would extend the sticker only parking in the core of campus from 4:00 to 7:00. Senator Fox responded that it had been extended to 5:00 but that further considerations could be made.

Senator Strausbaugh offered that parking for those teaching in the evenings is difficult and asked if access to other parking areas could be offered for those staff. Senator Fox re-stated that this issue may be revisited in the future.

Senator Mannheim suggested that additional areas should be opened later in the day.

Senator Tuchman asked if the committee had considered the new pedestrian safety interventions. Senator Fox re-affirmed that review of these policies and procedures should be on-going.

14. Senator Boyer presented the Report of the Faculty Standards Committee containing a Resolution on University-wide Tenure.

(See Attachment #51)

Senator Schulz asked for clarification concerning what problem the resolution solves. Senator Boyer responded that policies and procedures across campus are not evenly applied and even that many department heads do not seem to understand that memoranda of understandings presently are sometimes negotiated between administration and faculty.

Senator Mannheim asked how this interfaces with Senator Makowsky's report and whether hires at regional campuses would have to have memoranda of understanding and appointment letters generated at Storrs. Senator Makowsky pointed out that this is already the case.

Senator Zirakzadeh asked if the wider faculty rather than only the Senate might also be included in the discussion urged by this resolution. The response was that this issue was not central to the discussion of the faculty.

Senator Bramble pointed out that these memoranda do not only exist at regional campuses but also at Storrs, particularly as related to joint appointments.

Senator Boyer stated the Faculty Standards Committee does not at this point endorse memoranda of understanding but sees this resolution only as an educational process.

Senator Eby offered that some changes in wording that might clarify the resolution and **moved to amend the resolution as follows:**

Resolved, That the Senate strongly urges the University administration to lead a discussion with all Deans, Directors, and Department Heads about the ~~possibility of crafting~~ **circumstances and implications of crafting** "memoranda of understanding" and/or appointment letters that reflect ~~the particular~~ **any unique** duties and expectations of individual faculty under their supervision. We request that the administration report back to the Senate by January 2008.

**The motion to amend failed.**

Senator Nicholls offered that this resolution essentially asks the administration to begin a discussion. He stated that it is his intention to do this anyway and so the resolution may be moot.

Senator Schaefer offered that the last sentence of the resolution was the most important part of the resolution. He suggested that the report that would be generated in January 2008 would be referred back to the Faculty Standards Committee for further action.

Senator Bramble offered that there are administrators and department heads that are not aware that memoranda of understanding could be written in the first place.

**The original resolution carried without dissent.**

Senator Boyer pointed out that revised PTR forms are on the committee's website. He described the changes—most of which he deemed “clarifications” rather than changes to the procedures themselves—and invited members of the Senate to offer comments on them before they are again taken up for passage in the fall.

15. Senator Moiseff presented the Report of the Scholastic Standards Committee.

(See Attachment #52)

The Senate engaged in spirited discussion on the pros and cons of the motion to revise section II.E.11 on Class Attendance Section in the by-laws.

**Senator Bansal moved to close debate.**

**The motion to close debate failed.**

Senator Clausen moved to suspend the rules. He then withdrew his motion.

**Senator Ratcliff moved to table the motion.**

**The motion to table carried.**

For the information of the Senate: the Senate Scholastic Standards Committee has approved S/U grading for the following courses:

SOCI 295 Internship: Field Experience (v)  
 INTD 196 Special Topics Seminar: Learning in the Discipline (1 credit)  
 INTD 196 Special Topics Seminar: Enhancing Academic Achievement (1 credit)  
 INTD 196 Special Topics Seminar: “Communicating Biology” (2 credits)  
 INTD 298 Special Topics: Issues in Higher Education/PA2SS Peer Mentor Program (1 credit)  
 INTD 298 Special Topics: Peer Advisement Program (Student Support Services) (2 credits)

16. Senator Jeffers presented the Report of the Curricula and Courses Committee.

(See Attachment #53)

- a. The Committee recommends approval to add the following 100-level course:

1. AH 105: Introduction to Karate  
 Catalog copy: Introduction to Karate. One credit. Either semester. Introduction to the techniques and philosophy of traditional Shotokan karate.

**The motion carried.**

- b. The Committee recommends approval to prerequisite changes for the following Chemistry courses:

1. CHEM 124Q Fundamentals of General Chemistry I  
Current copy: Either semester. Four credits. Three class periods and one 3-hour laboratory period. Not open to students who have passed CHEM 122, 127Q, 129Q, or 130Q. Recommended preparation: MATH 101 or equivalent.  
  
Revised copy: Either semester. Four credits. Three class periods and one 3-hour laboratory period. Not open to students who have passed CHEM 127Q, 129Q, or 137Q. Recommended preparation: MATH 104Q, MATH 101, or equivalent.
2. CHEM 125Q Fundamentals of General Chemistry II  
Current copy: Either semester. Three credits. Prerequisite: CHEM 124Q. Two class periods and one 3-hour laboratory period. Open by consent of instructor for only 1 credit to students who have passed CHEM 122 with high standing or who have passed 127Q, 129Q, or 137Q. Not open to students who have passed CHEM 128Q, 130Q, or 138Q. Follows CHEM 124Q.  
  
Revised copy: Either semester. Three credits. Prerequisite: CHEM 124Q. Two class periods and one 3-hour laboratory period. Open by consent of instructor for only 1 credit to students who have passed CHEM 127Q, 129Q, or 137Q. Not open to students who have passed CHEM 128Q, 130Q, or 138Q. Follows CHEM 124Q.
3. CHEM 127Q-128Q General Chemistry  
Current copy: Either semester. Four credits. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 122 will receive only 2 credits for CHEM 127 but 4 credits will be used for calculating the GPA. Very high standing in CHEM 122 may substitute for CHEM 127 with the consent of instructor. CHEM 127 is not open....  
  
Revised copy: Either semester. Four credits. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 122 will receive only 2 credits for CHEM 127 but 4 credits will be used for calculating the GPA. CHEM 127 is not open...

**The motion carried.**

- c. The Committee recommends approval to prerequisite changes for the following English course:

1. ENGL 130 Introduction to Shakespeare  
Current copy: Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Students may not receive credit for both ENGL 130 and 230 or 230W.  
  
Revised copy: Either semester. Three credits. Prerequisite: ENGL 110, 111 or 250.

**The motion carried.**

- d. Interdepartmental Special topics courses for approval to offer with topic title and credits as indicated. The Committee recommends approval of:

1. INTD 196 Special Topics Seminar: Section Title: Learning in the Discipline 1 credit
2. INTD 196 Special Topics Seminar: Enhancing Academic Achievement 1 credit
3. INTD 196 Special Topics Seminar: Communicating Biology 2 credits

**The motion carried.**

- e. For the information of the Senate, reported here are 200 Level courses open to sophomore with the changes noted. The INTD special topics courses are approved for the title indicated:
1. ENGL 230/W Shakespeare I  
Current copy: Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250 or both 105 and 109. Open to sophomores or higher. Students may not receive credit for both ENGL 130 and 230 or 230W.  
  
Revised copy: Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250. Open to sophomores or higher.
  2. CHEM 243 Organic Chemistry  
Current copy: Either semester. Three credits. (Two credits for students who have passed CHEM 141.) Prerequisite: CHEM 126 or 128 or 130 or 138. Introduction...  
  
Revised copy: Either semester. Three credits. (Two credits for student who have passed CHEM 141.) Prerequisite: CHEM 128 or 130 or 138. Corequisite: CHEM 126Q. Introduction...
  3. INTD 241 Introduction to Diversity Studies in American Culture (3 credits, rather than 4 credits previously approved)
  4. INTD 298 Special Topics: Section Title: Career Planning (Stamford Campus) (1 credit)
  5. INTD 298 Special Topics: Section Title: Issues in Higher Education/PA<sup>2</sup>SS Peer Mentor Program (1 credit)
  6. INTD 298 Special Topics: Section Title: Peer Advisement Program (Student Support Services) (2 credits)
  7. INTD 298 Special Topics: Section Title: Tutoring Principles for Quantitative Learning (1 credit)
  8. INTD 298 Special Topics: Section Title: Asian American Mentoring & Leadership (3 credits)
  9. INTD 298 Special Topics: Section Title: Queer Studies in an Interdisciplinary Approach (3 credits)
- f. New General Education courses forwarded from GEOC: The Committee recommends approval of the following courses for inclusion in the W competency:
1. ENGL 235W Reading the American City
  2. HDFS 205W Understanding Research Methods in HDFS (change in credits from 3 to 4 credits)
  3. HIST 243W Colonial America: 1492-1760
  4. HIST 248W Topics in U.S. Legal History
  5. PSYC 250W Current Topics in Clinical Psychology

**The motion carried.**

14. Senator Bansal presented the Report of the Nominating Committee.

(See Attachment #54)

- a. The Nominating Committee moved the approval of the 2007/2008 standing committee membership slate as shown on Attachment #55.

(See Attachment #55)

**The motion carried.**

- b. The Nominating Committee moved Hedley Freake to membership on the General Education Oversight Committee, term ending June 30, 2008.

**The motion carried.**

- c. The Nominating Committee moved Niloy Dutta, Jane Goldman, Felicia Pratto, and John Troyer to membership on the General Education Oversight Committee, term ending June 30, 2009.

**The motion carried.**

15. New Business – none.

16. There was a motion to adjourn.

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

The meeting adjourned 6:09 p.m.

Respectfully submitted,  
Robert F. Miller  
Senate Secretary

The following members and alternates were absent from the April 30, 2007 meeting:

Allison, Peter  
Anderson, Greg  
Aronson, Lorraine  
Becker, Loftus  
Bergman, Theodore  
Bull, Nancy  
Chambers, Kim  
Croteau, Maureen  
D'Alleva, Anne  
Engel, Gerald  
Evanovich, M. Dolan

Facchinetti, Neil  
Feldman, Barry  
Freake, Hedley  
Gianutsos, Gerald  
Gramling, Lawrence  
Hart, Ian  
Hightower, Lawrence  
Holzworth, R.J.  
Jain, Faquir  
Kaufman, Douglas  
Kendall, Debra

Myers, Kathryn  
Ravishanker, Nalini  
Sanchez, Lisa  
Schwab, Richard  
Scruggs, Lyle  
Simmons, Robin  
Thorpe, Judith  
VanHeest, Jaci  
von Munkwitz-Smith  
Wagner, David



**ATTACHMENT #43****Report of the Senate Executive Committee  
for the April 2007 University Senate Meeting**

The Senate Executive Committee has met twice since the March 26<sup>th</sup> meeting of the University Senate.

On April 20<sup>th</sup> the Senate Executive Committee (SEC) met in closed session with Provost Nichols. This was followed with our monthly meeting with the Chairs of the Standing Committees to set up the agenda for this meeting and to get input on issues currently under consideration.

On April 27<sup>th</sup> the Senate Executive Committee met in closed session with President Austin. Afterwards we met with President Austin, Chief Financial Officer Aronson, and Chief Operating Officer Feldman. The status of the budget now in discussion in the legislature was discussed. The TAFS Meeting on a potential student recreational center (see below) was reviewed. It was reported that the current plan is to hire an architect to assist in the development of a plan for the facility and its location. We also learned from Senator Feldman that there is a committee being formed to discuss procedures for communication during emergencies.

The annual meeting of the Trustees-Administrators-Faculty-and-Students, TAFS, mandated by the by-laws, was held on April 24<sup>th</sup>. The meeting focused on the potential development of a student recreational center, including both a building and athletic fields. The two biggest issues are funding, including the cost of the center and the subsequent operation, and location.

The results of the recent Senate elections are as follows:

New SEC members: Janine Caira, Anne Hiskes, Michael Kurland

Committee of Three: Michael Darre

Nominating Committee: Susan Spiggle and Jeff von Munkwitz-Smith

This is the last Senate meeting of the year, and as is customary, the SEC wishes to thank all members for their service. In addition to what is prescribed in the by-laws, the Senate has continued to have input into many different areas within the University. This happens because of the hard work of so many Senators.

The SEC is especially grateful to the University Administrators who have met with us on a monthly basis, both to keep us informed on current issues and to seek our guidance. In particular, we thank President Austin and Provost Nichols for providing both the SEC and the Senate with opportunities for shared governance.

The core of the Senate's work is principally done in the standing committees. The SEC is grateful to all of the chairs of these committees who have worked to keep issues moving through the process and to bring actions to the Senate for enactment. In particular, we thank the chairs of the standing committees who are stepping down after distinguished service: Senators Boyer, Faustman, Jeffers, and Kurland. It has been a pleasure to work with you this past year.

Headley Freake has come to the end of his term as chair of the General Education Oversight Committee, and we all owe him a debt of thanks for what is undoubtedly the most time consuming position as a chair of one of our committees. He has provided important leadership during the continued implementation of the general education requirements, and we are so grateful for his dedication and hard work.

I am especially appreciative to my colleagues on the Senate Executive Committee. They have collectively provided guidance to the Senate. I have known that I could always rely on them for their assistance, and more importantly for their collective opinions on a wide variety of issues important to the Senate. It has been an honor to work with them. Senators Bansal, English, Fox, Freake, Hiskes, and Moiseff will be continuing members of the SEC. I want to especially thank Senators Clausen and von Munkwitz-Smith who are completing their terms. I also thank Senator Marone, our student member, who is graduating. He has provided valuable insight into our discussions, and he has represented his fellow students well.

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

And now to the person who makes the Senate work, Tammy Gifford. The Senate could not operate without her, and the SEC extends their special gratitude to Tammy for all that she has done this year. As SEC Chair, it has been a special privilege to work with her, and I am looking forward to working with her in the coming academic year.

Respectfully submitted,  
John DeWolf  
Chair, Senate Executive Committee

**ATTACHMENT #44****Resolution of Gratitude to President Philip Austin  
April 2007**

I have been asked to say something today on behalf of the University Senate and the SEC to acknowledge President Phil Austin's tenure here at UConn since this will be the last Senate Meeting he attends, as President of UConn.

As I have been thinking about what to say today, I looked around and read other published accounts of his public record. Indeed as recently noted in the press, he has presided over the complete remaking of the university. UConn has been literally and figuratively rebuilt physically, and in almost every way that can be measured has been completely transformed from a regional state university to a New England University with a national identity. Under his leadership the standards for students, faculty, and administrators have been raised dramatically and perhaps more importantly the campus culture and self-image of UConn has been dramatically altered to the point where we now expect excellence in all things we do. We expect better solutions to complex problems. We expect to win major research awards. We expect to win on the playing fields. We expect our administrators to be effective and thoughtful in their actions and deliberations. We expect to be taken seriously as an academic institution, and I believe now we expect to be taken seriously as a social institution with a broad and ambitious agenda for the betterment of the public good. These raised expectations are in fact what I believe are some of President Austin's most important contributions.

As the Manchester Enquirer recently noted his vision was specific. He viewed economic development as a major key to state support for UConn and he has consistently argued that UConn needed to become a major research institution.

During Austin's tenure UConn's endowment has gone from roughly \$42 million to \$300 million; applications have increased by 94 percent; average SAT scores of students accepted have gone up 82 points; enrollment has gone from just under 23,000 to 28,481, and of course Research has moved from 50 million to over 200 million dollars.

UConn was near the bottom in the nation for alumni giving a decade ago; now it is seventh in the nation among public universities.

But President Austin leaves his office at a time when UConn seems to have completely redefined itself in other ways. John Guare, the playwright notes in his play *Six Degrees of Separation* that life is act of the imagination. I think that if there is something unique that I have always admired about Phil, it is that he seems to project the image that universities like people can learn to become the thing they imagine themselves to be. The only impediments may in fact be our own limitations, our own self doubt. I feel, I think many of us feel that President Austin's leadership to a large extent, and beyond all the numbers and statistics may in fact be all about confidence, the abolition of doubt and the expansion of more ambitious and creative expectations.

I would like to close with the observation that Phil Austin is the product of and has spent much of his professional life in Public Institutions. One could argue that the region in the United States where public universities suffer from the greatest lack of confidence and the least public support is in New England. It would be one thing to accomplish what has been done here in a Midwestern state where the public university is the principle source of academic greatness, but in New England it took a man with real zeal, I think real passion, perhaps not always full revealed or generally understood, for the idea of great public education, to gain the traction it has here over the last 11 years. If I may say so Phil Austin's time here represents the quintessential victory of substance over style.

And so,

WHEREAS, The University Senate of the University of Connecticut acknowledges the many contributions of President Phil Austin to the growth and development of the University, and,

WHEREAS, The Senate recognizes the personal commitment and outstanding leadership exhibited by President Austin over the last eleven years,

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

ATTACHMENT #45

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**UNIVERSITY OF CONNECTICUT  
NCAA RECERTIFICATION SELF-STUDY  
-April 30, 2007-**

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***NCAA Recertification:***

- Certification of Division I Intercollegiate Athletics Programs initiated in early 1990s
- Recertification on a 10-year cycle
- UConn attained certification in 1997-98, and is due for recertification this year
- Key function is determining that the *intercollegiate athletics program* conforms to NCAA operating principles, and the University is appropriately positioned to maintain that posture

## *Part I: Governance and Commitment to Rules Compliance*

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### **Operating Principle 1.1: Institutional Control, Presidential Authority and Shared Responsibilities**

- Governing board oversight of athletics in a manner consistent with other units of the institution
- Chief executive has ultimate authority
- Appropriate campus constituencies have opportunity for input

## *Part I: Governance and Commitment to Rules Compliance*

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### **Operating Principle 1.2: Rules Compliance**

- University has written policies and procedures that assign responsibilities for NCAA rules compliance and systems for accountability
- Compliance procedures include regular participation by persons outside the athletics department
- Ongoing educational efforts in rules compliance
- Commitment to rules compliance is integrated into personnel evaluation
- Rules compliance is the subject of external evaluation at least once every four years

## ***Part II: Academic Integrity***

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### **2.1: Academic Standards**

- **Institution admits only student-athletes who have reasonable expectations of obtaining a degree**
- **Once here, student-athletes must meet same University standards as other students**
- **Admission and academic evaluation for student-athletes is handled by the same agencies as for all students**
- **Written policies are established to minimize student-athletes' conflicts with class times and examinations**

## ***Part II: Academic Integrity***

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### **2.2: Academic Support**

- **Adequate academic support is available to student-athletes**
- **Student-athletes are encouraged to attain academic goals of their own choosing**
- **If student-athletes have special needs, these are addressed**
- **Support services are reviewed periodically by academic authorities outside the athletics department**

### ***Part III: Equity and Student-Athlete Well-Being***

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#### **3.1/3.2: Gender and Minority Issues**

- Institution has implemented approved gender-equity and minority-opportunities plans, and is demonstrating commitment to fair and equitable treatment of student-athletes and athletics department personnel
- Institution has a written plan to attain and maintain equity

### ***Part III: Equity and Student-Athlete Well-Being***

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#### **3.3: Student-Athlete Well-Being**

- Well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis
- Grievance or appeal procedures are available to student-athletes
- Programs are in place that protect the health and safety of student-athletes



## ***UConn Re-Certification Self-Study***

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- **Directed by Steering Committee and three subcommittees, one for each area previously listed**
- **Sixty-six individuals served on one or more of these bodies, including a member of the Board of Trustees, President Austin, faculty members, administrators, students, representatives of the “UConn Club,” Alumni Association, and the UConn Foundation**
- **Meetings took place from October to April**

## ***UConn Re-Certification Self-Study***

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- ***Public Input:***
  - Public hearing
  - Survey of student-athletes
  - Student-athlete focus group
  - Web site with opportunity for e-mailed comment
  - Multiple meetings with staff within and outside the Division of Athletics

## ***FINDINGS AND RECOMMENDATIONS***

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- UConn's intercollegiate athletics program is in substantial compliance with all NCAA certification standards
- All recommendations from the 1997-98 certification have been implemented
  - Mission statement published
  - University *By-Laws* amended to make Presidential control explicit
  - Rules education efforts enhanced
  - Ongoing commitment to Title IX compliance and minority equity has continued, and is evaluated annually. To assure compliance, there have been some additions to women's sports, enhanced diversity training, continued efforts to assure diversity in hiring

## ***FINDINGS AND RECOMMENDATIONS***

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- Other improvements over the past ten years:
  - Strengthened and clarified language in coaches' contracts regarding NCAA compliance
  - Formal job descriptions for Faculty Athletics Representative and President's Athletic Advisory Committee
  - NCAA rules education outreach to entire campus community and external constituencies
  - Initiation of evaluation of Counseling Program for Intercollegiate Athletics by the Academic Subcommittee of the President's Athletic Advisory Committee

## ***FINDINGS AND RECOMMENDATIONS***

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- Self-Study recommends several areas for further progress or ongoing assurance of compliance:

### ***Administrative:***

-For personnel outside the Division of Athletics with responsibilities relevant to student-athletes (e.g., specific members of admissions and registrar's staff), specify NCAA compliance in employment letters and evaluation criteria

### ***Academic:***

-Continue systematic evaluation of CPIA by faculty outside the Division of Athletics

## ***FINDINGS AND RECOMMENDATIONS***

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### ***Gender and Minority Equity:***

-Though we are in Title IX compliance, as we move ahead some budget increases may be needed in specific sports to assure continued equity across genders (examples for one year: softball travel, trainer coverage for women's swim team, increased funding for women's ice hockey and possibly women's tennis recruitment)

-Develop a Division of Athletics diversity plan within the overall University affirmative action plan (as academic departments are now doing)

-Encourage broader representation, and particularly minority representation, on the Student Athlete Advisory Committee

## ***FINDINGS AND RECOMMENDATIONS***

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### *Student-Athlete Well-Being:*

- Through Facilities Master Plan, address and seek resources to respond to inadequacies in some locker room facilities
- As the program grows and facilities expand, assure adequate access to trainer and medical facilities; utilize National Athletic Trainer Association guidelines as a standard; formalize policies and procedures in this area
- Continue to address issues arising from student-athletes' time pressures and the impact on opportunities for specific majors, internships, other special activities
- Continue to assure that student-athletes have full and easily accessible information about services and opportunities provided

**ATTACHMENT #46**

Veronica Makowsky

Report to the Senate  
**The Regional Campuses**  
 April 30, 2007

Please see the reports of the individual campuses for details of achievements and goals. I will address larger, shared interests.

**I. Role of the Regional Campuses:**

- A. Mission-focused: a unique contribution that would be difficult or impossible at Storrs.
- B. Research-active: contributions to the reputation and productivity of the entire university; research is counted through UConn academic departments, not by regional campus.
- C. Student-supportive: a nurturing and personalized atmosphere promoted by size and a community attitude that particularly promotes access and diversity.
- D. Community-based: representing UConn to the region with excellence; in turn, the region provides a living laboratory for research, teaching, and outreach that is unique to each campus.

**II. Challenge and Opportunity:**

**Creating One University through  
 Integrating the Regional Campuses with Storrs and  
 with Each Other.**

The regional campuses cannot achieve their full potential if they are expected to work separately or in isolation. As UConn strives to move to the next level, from the best public university in New England to one of the best in the nation, the regional campuses should be supported in contributing to that goal. If the regional campuses are segregated from the rest of the university, a valuable resource is neglected.

- A. Accomplishments: Integrated with Storrs:
  - 1. Facilities
  - 2. Libraries
  - 3. Buildings and Grounds.
- B. In Progress:
  - 1) Schools and Colleges: the academic integration of faculty in research, instruction, and outreach.
  - 2) Student Affairs: under discussion.
  - 3) Enrollment Management: under discussion.

**UCONN AVERY POINT CAMPUS ANNUAL REPORT 2006-2007**

Submitted by Joseph Comprone  
Associate Vice Provost, UConn Avery Point

\* This report should be consulted along with the Department of Marine Sciences report submitted to the dean's office of CLAS at approximately the same time.

**ACADEMIC PROGRAMS****UConn Avery Point Major Programs**

- Undergraduate major programs on campus have accumulated a combined enrollment of 89 students at the end of fall term, 2006. This number does not include first or second year students who are at this time shadowing the undergraduate majors.
- Coastal studies courses are taught on a regular basis by a tenure-track faculty of eight scientists in the fields of marine biology, physical oceanography, and marine chemistry and four full-time social scientists in the fields of economics of the ocean, marine agricultural economics, marine geography/GIS, and a half-time, end-date appointment in environmental science and ocean fish research. This program has sufficient faculty at this point to support up to 100 undergraduate students. The program should be enriched over the next three years by additional courses in environmental science and natural resources courses.
- Maritime studies core courses are taught by three tenured and tenure-track faculty members who work in the areas of literary studies and maritime/marine science history. A part-time, end date appointment in maritime archaeology complements these core faculty appointments in support of the program's maritime archaeology minor. The maritime studies track curriculum is complemented by four full-time and tenured or tenure-track faculty members from the disciplines of economics, political science, and anthropology. These interdisciplinary faculty members also provide general education, related, and major courses to the maritime, coastal, and American studies curricula. A faculty member at the Coast Guard Academy with a degree in maritime law has been hired as an adjunct to teach maritime law at Avery Point on an annual basis. A faculty member who has recently completed a Ph.D. in English at Storrs who has completed a dissertation on women and the sea has been hired as an adjunct to teach a course in that area as a related course within the maritime studies curriculum.
- The MOU signed recently with Mystic Seaport has resulted in cooperative research opportunities for maritime studies faculty and internships for maritime studies students. More recently, a half-time employee at the Seaport has been hired to assist Avery Point faculty in planning and implementing the new Exploring the Ocean on-the-water course to be offered this May. This program will enable public university students to have an ocean experience closely tied to their fields of study at a fraction of the cost that other programs charge. The campus is also in the process of developing an MOU with the Coast Guard Academy that will be focused on engineering and maritime contributions from both institutions.

- The campus has set a target enrollment in 2010 for its three interdisciplinary degree programs of 220-240 students. Meeting this target will require the hiring of three new tenure-track faculty and two full-time staff into positions that will support all three programs. These hires will be positioned in a way that will enable them to provide research, courses, and service to all three undergraduate day programs and the graduate programs in their respective departments.
- The coastal and maritime studies programs have taken effective steps toward establishing experiential learning curricula that focus on student internships, marine and maritime field courses, and hands-on training of various kinds. These experiential curricula will establish both programs as among the most unique teaching and learning centers in the country, where hands-on and theoretical learning in the sciences and the liberal arts come together. The Long Island Sound location and ocean-focused mission of the campus provide unique learning environments that combine graduate and undergraduate research and teaching programs. The May 2007 Exploring the Ocean study abroad program will serve as the flagship experiential component in maritime studies.
- The coastal studies and maritime studies programs combine experiential learning with the goal of involving undergraduate and graduate students in faculty sponsored research projects. Given the advanced research record of marine sciences and campus faculty at UConn Avery Point, the undergraduate research program will eventually become the most advanced integrated program of its kind. Professors Rob Mason, Jim Kremer, and Pat Kremer of the marine science department and Professor Helen Rozwadowski of the maritime studies program, among others, have sponsored undergraduate research at Avery Point.
- Two of the four-year degree programs at Avery Point (coastal and maritime studies) have had research-based, upper division honors programs approved by the University Honors Program Board; the American studies program is preparing an honors program proposal and will seek approval from the Honors Board next academic year. All three honors programs will provide their majors with the opportunity to carry out independent, original research under the supervision of outstanding research faculty. Each student will also have the opportunity to present the results of honors research to the broader academic community.

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

UConn Avery Point has a long tradition of excellent enrollments and committed faculty/staff effort attached to its BGS program. Enrollment often peaked at 200 students in past years. Several factors have recently reduced that enrollment to under 130. These factors include heavy competition from other continuing education programs, particularly from Eastern Connecticut University; a smaller enrollment area than other regional campuses; and the instability in programming and recruitment caused by the recent elimination of the College of Continuing Education. The campus intends to reverse this declining enrollment. It will require the opportunity to move forward in the following ways if such a reversal is to be possible:

1. The administrative process related to revising the administrative responsibilities that define budgeting, scheduling, and operational duties shared by the new division of continuing education and the regional campuses must be brought to a definitive conclusion. Recent meetings have clarified the staff reporting policies by locating ultimate responsibility with the campus AVPs and directors. Budgeting processes and the relationship between budgeting and enrollment has had initial clarification, but the effects of that clarification remain to be worked out as the campuses develop new programs and program revisions.
2. As the regional campus with perhaps the smallest population with which to work, Avery Point's BGS program depends most directly on the quality and marketing focus of its BGS academic program. Work on the programmatic aspects of the BGS program has been delayed at all regional campuses by the unexpected length of the processes related to administration, personnel, budget, scheduling, and general education requirements. If the Avery Point campus is to succeed in re-capturing BGS enrollment, this coming year must focus on program evaluation and change related to regional markets and campus missions. This programmatic emphasis should include campus faculty and staff participation and recommendations. But it also must have central support from the Center for Continuing Studies and the Provost's Office. If this occurs, BGS at Avery Point has the potential to exploit aspects of its mission and its community in ways that will encourage enrollment increases.

### **Transfer to Storrs Programs**

The campus has maintained approximately 400 students in its Storrs transfer program. At this time a sufficient number of highly qualified full-and part-time faculty provide general education courses in all four general education requirement areas for both Storrs transfer students and for Avery Point undergraduate program students. This program is projected to enroll approximately 450-500 regional transfer students by 2010.

- Distance education courses in pharmacy and nursing have or will enable the campus to transfer students to those programs without losing credit or time. Agreements regarding the availability of housing for regional campus students who are transferring to Storrs must include regional campus leadership if the campus is to maintain or increase its transfer to Storrs enrollment in the future.

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

The Avery Point campus has four central strategies in place for ensuring the quality of undergraduate curricula on the campus:

1. The first includes a strategic hiring plan that calls for interdisciplinary tenure-track hires that include faculty members who are able to provide research and teaching in fields that support campus degree programs and general education courses. At this point, considering the tenure-track and full-time strengths of the campus in the humanities and science areas, faculty appointments over the next few years will be



in the social sciences. These social science hires will simultaneously serve three dimensions of the campus's academic curricula: coastal studies, maritime studies, and general education and related courses, serving campus majors and those students who transfer to Storrs. One requested social science hire would be in maritime archaeology to support the minor in that area and to offer courses in related areas of underwater and terrestrial archaeology as program electives. A second requested social science appointment would call for the hiring of a social geographer who would provide core courses for maritime and American studies and broaden the general education offerings in the social sciences for the entire campus population. This geography hire would bring to three the number of geographers on the Avery Point campus, two in coastal and maritime studies and one in marine sciences.

2. The second strategy calls for the strategic hiring, wherever possible, of tenure-track faculty jointly supported on the one side by CLAS departments and on the other by CANR departments, depending on the teaching and research areas requiring coverage. Two CANR tenure-track faculty (from the Department of Agriculture and Resource Economics) now serve Avery Point campus programs on a half-time basis. The academic programs at Avery Point will continue to pursue this dual approach to supporting its interdisciplinary academic programs. Faculty appointments in this second, inter-college area would provide for courses that are not now offered at Avery Point in the areas of environmental science and aquaculture. Faculty in these areas would provide requested courses in the undergraduate science elective area, in related course requirements in our three degree programs, and in either minor or major programs in environmental science or natural resources.
3. The third, and so far most advanced quality-control strategy, focuses on the campus's use of adjunct faculty. Over the past seven years, the campus has found significant ways to increase the contributions made by veteran adjuncts as well as those who are in fields that are an essential part of the Avery Point mission. These adjuncts have been hired to contribute to the teaching and learning on campus in ways that are in addition to their teaching responsibilities. Some of this effort has been directed toward faculty development programs provided through the campus Academic Services unit. Some of it has been directed toward particular adjuncts whose research backgrounds fit the needs of particular Avery Point programs that are not yet sufficiently developed to hire full-time faculty, such as maritime history and archaeology. Others have been brought on to carry out programmatic research in areas for which they had special expertise. This program has provided adjunct faculty with the kinds of experience that capitalized on their special talents while enhancing the quality of campus offerings. So far the campus has managed to find the funds out of its own budget to forward this program. Any expansion of this program at this time would require new funds.
4. The fourth strategy focuses on increasing the overall use of graduate teaching assistants on campus. This past academic year the campus, working with the Department of Marine Sciences and several other CLAS departments, added three TAs to the campus instructional ranks (for a total of six), in physics, chemistry and English. The advantages gained by bringing more TAs to the campus are clear:

They are more involved in research relevant to the campus mission than are most adjuncts; they play a far more active role in the faculty research projects. Perhaps more importantly, they are excellent role models for undergraduate students who are involved in research. Finally, these teaching assistants play a very important role in the delivery of undergraduate biology and chemistry courses. Any increase in the number of marine sciences teaching assistants covered by the campus budget would depend on the allocation of new money for that purpose.

### **Administrative Changes and Improvements**

Recruitment and admissions staff is currently undergoing re-classifications and job revisions for three reasons:

1. To increase campus emphasis on recruitment by ensuring that recruitment resources are evenly and qualitatively spread over all five program recruitment areas.
2. To integrate the BGS program into the campus degree program portfolio and to insure that adult and non-traditional programs at Avery Point fit into the campus's overall recruitment plan.
3. To ensure that the campus's mission degree programs (coastal studies and maritime studies) receive the kind of specialized recruitment planning that such programs require.

### **Overall Changes in Recruitment Personnel and Location**

A full-time recruitment director and a part-time (special payroll) retention specialist have been added to the Student Affairs unit at Avery Point. These additions have already increased the numbers of prospects and, to some degree, even at this early stage, the number of Avery Point applicants and deposits. This consolidation of recruitment and student affairs offices has also resulted in more cohesive and effective recruitment planning and internal efficiency and relations with the enrollment and admissions offices at Storrs. Steps also have been taken to provide a greater degree of connection between the coordinators of academic degree programs and recruitment and admissions staff through the current hiring and reclassification process.

### **Specific Change in BGS and Campus-Wide Recruiting**

Given the decrease in BGS enrollment and the concurrent need to build overall enrollment, the campus is in the process of relocating one BGS staff counselor/recruiter from the BGS office to the Student Affairs unit where she will work closely with other Avery Point recruiters in recruiting for all campus degree programs (including BGS). This change will result in a more comprehensive approach to recruitment that will support all campus academic programs. It will also enable the campus's recruitment director to focus more of her own efforts on recruiting for the American, maritime, and coastal studies programs.

## Non-Academic Programs

This section is limited to major facilities and physical plant projects.

### **Physical Plant and Facilities: Completed Projects/Accomplishments/Challenges**

2005-2006 was a tumultuous year in the planning, renovation, and maintenance areas. The following projects and emergencies were ultimately handled effectively, but not without unexpected costs and considerable additional expenditures of time.

- Approximately \$350,000 of renovations were completed in 2006 and over the three years previous to 2006 in the campus academic building, where more than 95% of campus students take their classes. All but 1 or 2% of the needed renovations and repairs in the academic building have been completed.
- The campus is also considering renovation of the library to house existing library functions and those of campus student activities. This change was motivated by the fact that the current student activities facility has failed to meet building code requirements. Two studies, one focused on the external structure, the other on internal renovations, have been commissioned. Action on this initiative will be taken once these studies have been completed.
- Emergency flooding in the gymnasium pool building caused over \$1 million of immediate damage and another \$4 million in code repair costs. The campus also lost over \$100,000 of rental income because of the closure of the facility through January of 2007 as design work was completed. A \$2 million consignment of funds from the campus's 21<sup>st</sup> Century UConn commitment has been brought forward to repair the building and re-open it in Fall of 2007. Plans are already afoot to increase academic program and student affairs use of the building when it re-opens. At this point, planning and design work has been completed and the job is out to bid.
- The community-driven, \$400,000 effort to restore the Avery Point Lighthouse has been successfully completed. A festive and well-attended dedication program and reception was held on October 15, 2006. This National Historic Register restoration project was funded entirely by the local community and federal funding and was completed through the work of project management at Storrs. Aside from the lighthouse itself, this project included the laying of over 500 yards of a commemorative brick seaside walk and the landscaping of the entire area surrounding the lighthouse.
- Ongoing repairs to the Branford House, in line with its historic designation, have been completed. Repairs and maintenance in the Branford House have included refinishing the main hall floor and repairing a major leak on the east side of the building.
- The Facilities Department at Avery Point is keeping this aesthetically pleasing seaside landscape in excellent condition.

- Julia Pavone, director, Alexey von Schlippe Gallery of Art, has done a first-rate job of creating the campus sculpture walk.
- Katherine Pollard, manager of the Branford House rental program, has done an excellent job of keeping the event schedule full, bringing in substantial profit that is plowed back into the academic and facilities programs on campus, and keeping wedding and event parties from damaging the building.
- Extensive repairs (new roof, windows, and both interior and structural repairs) to the Police building on campus was completed on July 1, 2006. This is one of the campus's original historic stone buildings and will remain as part of the permanent master plan. The building is now completely functional for Police use.
- Several campus roads and parking spaces have been repaired, repaved, and/or re-marked.

### **Physical Plant and Facilities: Remaining Challenges:**

The AVP is currently working with the director of facilities to improve response time and communication efficiency between faculty, staff and facilities personnel.

Delayed demolition of condemned structures continues to pose dangers to Avery Point faculty, staff, students and visitors. The old administration building connector and the old cafeteria space are the worst examples of these decayed conditions. The campus and the administration need to work together to begin work on the campus demolition plan.

The plan to move the student union from the dilapidated annex building to the library building has preliminary approval. Two pre-construction studies are close to being completed; when these study results are available, a decision regarding the budget for the project will be made. When these studies are completed and the decision on whether or not to proceed has been made, students and library staff will be involved in planning of new space for their programs.

Minor repairs to the finger piers in the docking area on the east side of campus have been completed. The waterfront area on the east side of the campus will soon require major overhauling. The funds for structural repairs to the old Project Oceanology building are running out in the face of unexpected costs related to the Rankin Lab and other facilities. These challenges may directly relate to the pipeline repair that is now number one on our deferred maintenance list. This cluster of needed repairs and potential funding sources will need to be re-visited and perhaps re-ordered.

### **Deferred Maintenance**

Potential emergency situations exist at several points around the campus:

- The Project Oceanology building presents two potential emergency situations that will take approximately \$400,000 to repair. One of these situations caused \$300,000

of damage two winters ago when pipes froze in the building and caused both serious flooding and extensive building closure. Major insulation work and structural remediation will be needed to prevent this situation from recurring.

- A major pipeline running from the marine sciences building area to the power plant has deteriorated. Replacement will cost approximately \$600,000. Flooding damage and the expense related to cutting off major areas of facilities on campus would make breakage of this line a real catastrophe. This is the number one deferred maintenance project at this time.
- **Required Demolition:** When the campus received only \$5.3 million of the \$8 million in funding from UConn 2000 expected for a new Avery Point library, the library was put on hold. The \$5.3 million was then to be applied to the demolition of the current Coast Guard R&D building, both connectors, and the old administration building; however, repairs to the deteriorating academic building and charges for other deferred maintenance projects have depleted the \$5.3 million leaving all the demolition projects remaining. Added to the demolition list, but perhaps not as urgent, are the homes on UConn property across Shennecossett Road that are vacant and need to be torn down. These vacant structures are a source of complaints by neighboring residences and a safety concern for neighborhood children.

## DIVERSITY

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

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

1. Develop school marine science and maritime outreach programs at Groton, New London and Norwich high schools. Support these programs with recruitment, teaching and counseling outreach programs. To date Avery Point has instituted a

marine scholars program for high school juniors and seniors, has hosted and helped sponsor the “Yes I Can” summer enrichment program for minority students, and has begun to plan to be a part of the New London “Expect Great Things” career paths program for urban students.

2. Summer outreach programs have been developed with Mystic Seaport that have created an ongoing base of student interest in maritime and marine science and ocean-related subjects. A tracking system has been created to ensure that students enrolled in these summer programs have the opportunity to follow up on these marine and maritime experiences as they complete their educations.
3. Assistance has been provided to the Diversity Sub-Committee of the campus Community Outreach Committee in support of student and faculty initiated outreach programs.
4. The campus has added one retired member to the Avery Point special payroll whose job description focuses on building diversity and on organizing diversity programs. The position includes creating networks of campus and community personnel who would focus on the creation of diversity events and recruitment strategies for under represented students.
5. The Director of Student Activities has brought at least one performer or speaker a year to campus to speak to student audiences on subjects related to diversity themes.
6. The campus has increased the visibility of ocean and coastal careers and educational programs among first generation and protected class students in Southeastern Connecticut. This would include existing and new brochures, publications, videos, and web site media distributed to under-represented student groups. The recruitment office at Avery Point is carrying this objective forward.
7. Plans have been put in place to hire a Native American scholar/performer to work in the American studies program at Avery Point. This appointment would include a connection with the Mashantucket Pequot Native American museum.
8. The elementary school mentor program through which Avery Point college students and staff mentor local grade school students has expanded. Many of these mentors work with students of color at local schools.
9. The Avery Point Associate Vice Provost is serving for a fourth consecutive year on the Board of Directors for the Dr. Martin Luther King Jr. Foundation. This Foundation Board membership funds approximately five, \$20,000 (\$5,000 per year) scholarships for college-bound African American and other minority students. An Avery Point campus connection with this Board has placed the campus and UConn on the scholarship map in Southeastern Connecticut. Over the past three years, three MLK scholars have attended and made excellent academic progress at UConn.

## Specific External Relationships

- The Coastal Studies degree program has benefited and will continue to benefit from support from Northeast Utilities and Dominion (the company that manages the Millstone nuclear plant in Waterford). The grants from these two companies fund graduate and undergraduate summer research assistant internships and have contributed to marine science enrichment programs. The third floor board room overlooking the Sound has been named in honor of Northeast Utilities.
- The Maritime Studies degree program is engaged in three outreach programs that will support faculty and student research, experiential course work for maritime students, and student internships:
  1. An MOU with the Mystic Seaport provides maritime studies students and faculty with discounted Seaport memberships and access to Seaport libraries and research collections for research projects. Summer and academic year student internships are also a part of this MOU.
  2. The economics track in maritime studies is also exploring connections with international shipping through a developing relationship with the Connecticut Maritime Association (CMA), represented by Healy & Baillie, LLP. This relationship would, if developed, result in an economics track within maritime studies devoted to international shipping. The CMA membership is willing to support scholarships or internships and to provide volunteer guest speakers for courses in such a program. Peter Drakos, president of CMA, is assisting with this developing relationship.
- The American Studies degree program has established internship and research opportunities for faculty and students at the following regional organizations: the New London Customs House, the New London Historical Society, the Eugene O'Neill Society, and the Mystic Seaport. New relationships are pending with marine industries in the area.
- The Avery Point campus economic development plan has two parts. The first pertains to workforce education and is described in the above bullet. The second pertains to both industrial space available on campus and to the possibility of bringing incubator and more developed companies in to fill that campus space. This second economic development initiative is currently being worked out with the department head of marine sciences, the director of the University's TIP program, the director of the University's economic development program, and the leadership of Southeastern Connecticut's various economic development organizations (DECD, the marine cluster, the diversification committee, SECTER, and CMA).
- The campus AVP has formulated an Avery Point Associates group that meets once a semester and once in the summer to provide support and advice to the campus. The group this year has raised over \$30,000 in support of Avery Point programs and has provided a great deal of in-kind support as well.

- The company sponsoring the *Amistad* sailing ship, a replica of a seventeenth-century slave ship, is currently involved in intensive discussion with the campus regarding an MOU and future student learning at sea passages on transatlantic voyages.



**University of Connecticut Greater Hartford  
Annual Report to the Senate  
2006-2007**

**Enrollment**

- For the fall 2006 semester, the undergraduate program had an enrollment of 1284 students (an overall increase of 5%). We have the largest student enrollment and FTE (986) of all the regional campuses. 848 of our undergraduate students are full time at the University, and 1,168 of them are enrolled in a degree program. Our freshmen class of 359 is a 6.2% increase over 2005. Our minority population continues to be 32% of our total enrollment.
- The Department of Public Policy offers two masters level programs. The Masters of Public Administration (MPA) has 67 full and part time students enrolled and the Masters of Survey Research (MSR) has 15 full time students enrolled.
- The Teachers Certification Program for College Graduates (TCPCG) has an enrollment of 45 students.

**New Faculty/Staff**

*Promotions*

- Stephen Ross, to Professor Economics
- Amy Donahue, to Associate Professor Public Policy

*New Hires*

- Henry Ulrich, Assistant Professor in Residence, Management
- Joyce Abunaw Ashuntantang, Assistant Professor in Residence, English
- Kathleen Foley, Administrative Services Specialist, State Historian's Office
- Elizabeth Henderson, Finance Office ( half time)
- Kashima Jennings, Program Assistant, Psychology
- Alison Valone, Bursar
- Robert Wentworth, Computer Tech Consultant

*Reassignments*

- Scott Campbell, Assistant Professor English ( from Waterbury)
- Edna McBreen, Professor HDFS ( from Tri-Campus)
- Steven McDermott, Program Specialist ITL ( from Storrs)
- Patricia Toupin, Administrative Services Assistant ( from Tri-Campus)

*Resignations*

- Christopher Barnes, Research Development, Public Policy
- Lola Elliott-Hugh, Program Manager, Urban and Community Studies
- Katarina Lukatela, Assistant Professor Psychology
- Heather Mitchell, Research Assistant, Public Policy
- Violeta Sims, Academic Advisor
- Katherine Stargardter, Research Assistant, Public Policy
- Marcia Roth Tucci, Program Assistant, Psychology

### **Campus Renovations**

- Six standard classrooms were renovated over winter session into tech ready rooms. These classrooms feature a wall mounted touch screen controller that sends signals from a desktop computer, laptop, DVD or VHS VCR to an overhead LCD projector. Built in sound support rounds out the system.
- The student/ visitor parking lot on Trout Brook Drive was resurfaced and repaved during the summer.

### **Student Advising and FYE**

- Created new orientation to meet the specific needs of transfer students.
- Continue to refine summer advising and registration process for all first year students to ensure one on one advising.
- Continue to build working relationships with IMJR, Honors Program and Study Abroad to bring more enrichment programming to our campus.
- We are in the process of designing a program to ease the transition process for students with disabilities who are moving from Hartford to Storrs.
- Continue to build a strong FYE program with emphasis on academic skills, computer competencies and resources.

### **Greater Hartford Campus Information Technology Center (GHCIT)**

- GHCIT continues to support the daily technology operations and networking of all programs residing on the Greater Hartford Campus
- Developed Virtual tours for the Greater Hartford and Torrington campuses in conjunction with the NEASC accreditation efforts
- Adopted and fully migrated to the UITS helpdesk system (USD)
- Collaborated with campus based ITL personnel to bring training and resources to Hartford campus faculty. Training so far has included Microsoft PowerPoint, the University Vista e-learning system, and Web Design using Adobe Dreamweaver
- Orchestrated Microsoft Office Application training for campus staff
- Training for students on the University Computer competency requirements
- Supported the technology needs of the many special events hosted on the campus
- Collaborated with UCIMT in phase 1 of bringing wireless technology to the campus
- In the process of preparing to become test site for TOEFL examinations

### **W and Q Center**

- This year the W and Q Center conducted 493 writing sessions, an increase of more than 200 writing sessions over last year. The center also conducted 235 sessions in quantitative subjects including Math, Statistics, Accounting, Chemistry, and Biology. The W and Q Center staff continued to expand their presence on campus, particularly working on community-building within the center, increasing contact with faculty, and raising visibility with students. These efforts resulted in more appointments, more resource development, material-sharing by instructors for our files, and invitations to visit 18 classes to speak about the center and writing-related issues.
- The W and Q Center assisted in the Writing Coordinator's assessment of Freshman English in the fall. Sample papers were collected from thirteen sections of Freshman

English and are now archived in the center, available to all instructors. We also continued our ongoing surveys of students regarding our own presence on campus.

- Writing associates and peer tutors participated in a variety of professional development activities including bi-weekly meetings, resource development projects, a panel at the Northeastern Writing Centers' Association conference, and generating additions to the W and Q Center handbook.
- One instructor participated in a W partnership both semesters, working with tutors to enhance writing instruction in her classroom. At this point the tutors and this instructor have collaboratively developed a variety of materials for use in her writing course.
- The W and Q Center has recently opened its doors to faculty, inviting them to drop by Monday afternoons for tea and conversation. This community-building is a natural extension of the Writing Fellows program which has offered another forum for this kind of contact between faculty of various disciplines and levels of involvement in the university.
- We have continued to build the Hartford Writing Program Webpage, and we also constructed a MySpace for the center in order to offer a more interactive web presence to students. Our online tutoring saw an increase in hits, particularly from graduate students enrolled in the School of Social Work, though to date those online contacts total just 12.
- The center has continued its efforts to encourage students to value their writing. Students have already begun to submit their entries to this year's Academic Exploratory Essay Contest. In the spring, writing associates also began conducting a weekly creative writing workshop for interested students.

### **Special Events, Concerts and Exhibits**

- The University of Connecticut Greater Hartford Campus celebrated the University's 125<sup>th</sup> anniversary and the Greater Hartford Campus' 60<sup>th</sup> anniversary with a variety of activities.
- The Associated Student Government (ASG) has been active this year, sponsoring community-building socials, game show contests, barbecues, and bus trips. Among this year's "new" things are: sending a busload of loud Huskies fans to the Homecoming Game vs. West Virginia, celebrating the 60th/125th Anniversaries with Storrs Ice Cream products, Mardi Gras '07, Fall Harvest Festival (carnival) and a number of initiatives stretching across campus to other programs. ASG teamed with the Graduate Social Work students to bring to campus author Tim Wise. His topic here was *Katrina: The Aftermath* examining the role of both benign and deliberate racism in the events surrounding the 2005 hurricane tragedy. The first fifteen graduate and undergraduates to attend received copies of Mr. Wise's previous book, "*White Like Me*", funded by the respective program's student governments. This event laid the groundwork for additional long-desired collaboration with SSW on voter registration, anti-war rally, and "*Healthcare4all*" initiatives.

ASG also was most generous in funding new clubs: UConn Human Rights Organization, Ski & SnowBoard Club, World (Geography Club, ConnPIRG, Muslim Student Association and a Pro-Life Club, among others. ConnPIRG paired with the Urban & Community Studies program to work on Community Service and CureChief days. The Human Rights club has raised awareness and funds around issues in Darfur, AIDS

awareness and Hunger here in Connecticut. The Pro-Life Club planted an "All souls" Cemetery of the Unborn. 2 seasons of play were funded for the Indoor Soccer Club. Other events included two New York City bus trips, Black History Month movie series, American Red Cross Blood Drives, breakfast socials, Week of Welcome Hypnosis Shows, and recreational play in flag football. ASG is concluding the year with the sale of subsidized Six Flags Season passes, and a concert by a performer who bills himself as "the Human iPod". Elections in April and September will bring enthusiastic new event planners and leaders into the fold.

- In celebration of the 60<sup>th</sup> Anniversary of the Greater Hartford Campus, the UConn Maxwell Shepherd Concert series offered a concert featuring pianist Ryo Yanagitani, followed by an art exhibition featuring the work of A. Walter Kendra and Roger Crossgrove. The series also offered a concert in the Fall with Conga-Bop and in the Spring with the UConn Jazz Band. We hosted The Connecticut Classical Guitar Society, featuring East Guitar Quarter in January.
- The Annual Noche Latina featured musical performances by Viva Quetzal! and the Val Ramos Flamenco Ensemble celebration along with a month long art exhibit featuring the work of Marcelina Sierra.
- West Hartford Mayor Scott Slifka spoke in February to the campus community with an update on major projects and other items of interest
- The Campus Hot Issues Forum series has continued to cover a variety of issues. R. Kent Newmyer spoke on the Supreme Court and the Constitution, Michelle Caldera on "Seeking Asylum in America", Robert Thorson, on the conflicts between science and opinion writing. The spring programs, featured, Susan Eaton, author of the Children in Room 4E, Laurence Cohen, and "Conservatives on Campus: How to Protect the Endangered Species, and Lawrence Goodheart on Capital Punishment and Witchcraft in Connecticut.
- The Urban and Community Studies Program (UCS) at the Greater Hartford Campus sponsored their 3<sup>rd</sup> Annual United Way Day of Caring (students volunteered at three non-profit organizations in the Greater Hartford area), and a Curechief event in both the fall and the spring semesters (which gave students, staff and faculty the opportunity to make the kerchiefs, create cards and package items for individuals who had lost their hair due to cancer treatment or Alopecia).
- The Department of Public Policy Speaker Series included speakers Robert Genuario, State Budget Director, speaking on current fiscal issues facing Connecticut. Professor Delia Furtado presented her research on "Cross-Nativity Marriages, Gender and Human Capital", James Defillippis spoke about subsidized housing in NYC, Jennifer Imazeki from San Diego State University described methods used to determine the costs of K-12 education, Steven Chamberlin of the IRS discussed municipal bonds, Randall Reback, "Staying Ahead of the Jones: Fiscal Competition between School Districts", Nancy Wyman, Connecticut State Controller spoke in February, Peter Siegelman spoke on employment discrimination law and Susan Gaffney on "Federalism and the Finance Office in the 21<sup>st</sup> Century".

### **Outreach and Civic Engagement**

- Fall 2006: Urban & Community Studies and the UCONN School of Social Work hosted a two-day, video-streamed ACORN event. Scholars and/or leaders in the field of

community organizing shared new ideas/papers and participated in an open to the community panel event. (A book of the papers shared soon to be published.)

- Fall 2006: Worked in conjunction with the ConnPIRG group to create an event for National Hunger & Homelessness Awareness Week. A panel consisting of faculty, community experts and clients addressed students/faculty/staff who all took their places at the “Have” or “Have Not” tables.
- Spring 2007: UCS coordinated the campus’ fall service in conjunction with The United Way Day of Caring. The event’s participants were larger in number than the previous year. Students, faculty and staff all gave days of service to three separate, assigned community sites.
- Each semester from Fall 2005 – Spring 2007, the UCS Program Manager has identified, coordinated and facilitated service-learning sites from the UCS’ Introduction to Urban & Community Studies course. Working with junior faculty to institute on-going sites for students interested in, but new to, service learning.
- Fall 2006 & Spring 2007: The UCS program has brought to the UCONN/Greater Hartford Campus, an in-house service opportunity. Working with the CureChief Foundation, the UCS program has created a warm sense of campus community by having faculty, administration, students and staff contribute collectively to a program for cancer patients.
- Fall 2006/Spring 2007: The UCS Program Manager, in conjunction with the Student Support Service Program of the University, coordinated a new community initiative with the Hispanic Health Council (HHC) in Hartford. The HHC received a small grant from St. Paul/Travelers Insurance Foundation for tutoring and leadership development. The UCS program solicited interested students from the campus and from the UCS pool of majors. Eight students - - representing seven varied countries and speaking nine languages were chosen to participate in a (thus far) one-time tutoring/leadership development effort at the HHC. Each afternoon for two hours during the spring semester, these UCONN students tutor and work with the HHC’s programming staff in an on-site location, working with high school youth from Hartford. Leadership development and (frequent bi-lingual) tutoring in math, English and science is made available to selected high school students. In an effort to ensure a greater likelihood of academic success for the high school students, UCS Program Manager generated a curriculum meeting with the selected UCONN students, HHC staff and appropriate faculty from the high schools.
- Additionally, the Program Manager kept the spirit of outreach alive by working with UCS majors, particularly seniors, in securing significant internship sites in the community. For several years, the Program Manager and the Director, in an admirable pairing of academic and program energies, combined their efforts to make the internships meaningful by meeting jointly with interns – discussing the personal reactions of students, their professional experiences, and considering researchable attributes of each site. The program Manager facilitated placements of students in the following agencies for service learning and /or internships:

The Hispanic Health Council  
 Big Y Food, Inc.  
 The City of Enfield, Town Planner's Office  
 Catholic Charities, Youth Justice Program  
 Hartford Jewish Coalition for Literacy  
 Prudence Crandall Center, Inc. (Domestic Violence Shelter)  
 CT AIDS Resource Coalition  
 Y-US (Foster Children Program)  
 The Hartford Choice Program/Hartford Street Youth Project  
 Girls, Inc.  
 Gifts of Love  
 Charter Oak Cultural Center  
 Foodshare  
 Mercy Housing & Shelter, Inc.  
 Partners for a Strong Community  
 Cathedral Day Care  
 Mi Casa  
 Oak Hill – Senior Program  
 Westmoor Park  
 AIDS Project/Hartford  
 My Sister's Place Shelter II  
 Grow Hartford  
 Farmington Senior Center  
 Avery Heights Nursing Home  
 MANNA Soup Kitchen  
 CureChief Foundation

- The Greater Hartford Campus co-sponsored the 2<sup>nd</sup> Annual Human Rights Convocation- The U.S. in World Human Rights: Where do You Stand? on Friday, April 20, 2007 at Manchester Community College

### **UConn Greater Hartford Partnerships**

- Foundation for Excellent Schools  
 Foundation for Excellent Schools (FES) is a nonprofit that helps underserved students take steps to access, prepare for and succeed in college. Nationwide FES works with 130 schools, each of which has a college partner. Students in these partnerships participate in five practices – mentoring, goal setting, leadership through service, pathways to college and families as partners. The Greater Hartford campus has joined in partnership with Hartford Public High School through FES. The role of Greater Hartford campus is to work with the Hartford Public High School students who have been selected to participate in the Foundation for Excellent Schools Century Program. The campus provides new opportunities and mentoring support to these students as they prepare for college and a career after high school. Examples of workshops and activities provided for these FES students include an Application Workshop (apply-online), hosting and participating in the Career Beginnings Financial Aid Workshop for seniors, and “HPHS Students Come to College”, which is a program and picnic for sophomore and junior students that includes participation by staff, several agency program coordinators, and the Greater Hartford Campus community. In addition, frequent visits are made to HPHS by the campus admissions counselor in support of students applying to post secondary schools.

- INROADS/New England Region

INROADS began in 1970 as a vision inspired by Dr. Martin Luther King, Jr.'s "I Have a Dream" speech. Realizing there were few people of color in corporate management, the late Father Frank C. Carr founded the INROADS organization. His idea was to teach inner-city youth corporate survival skills, while helping them gain work experience. Carr's concept has evolved into the current INROADS model: multi-year, salaried internships with training in leadership and business.

The Hartford Office in the INROADS/New England Region has approximately 150 interns sponsored by 34 companies in Hartford, Middlesex, Tolland, New London, Windham, and Litchfield Counties and the northern portion of New Haven County, in Connecticut and Hamden, Hampshire, Franklin, and Berkshire Counties in Massachusetts. Beginning with the first Hartford INROADS graduating class in 1991, over 260 students have successfully completed the INROADS process, joining more than 12,000 INROADS alumni across the country. Students from the three high schools in Hartford and surrounding communities participate in the INROADS program.

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

JUMPSTART (University of Connecticut Health Center

Jumpstart is a pre-collegiate program in place at the UConn Greater Hartford campus. The University of Connecticut Health Center's Department of Health Career Opportunity Programs has a unique relationship with Hartford Public Schools, the University of Connecticut-Storrs, Central Connecticut University, and Wesleyan University – the Health Professions Partnership Initiative (HPPI). The purpose of HPPI is to provide access and preparation for students interested in health professions who come from backgrounds where they are the first in their family to earn a four-year degree, come from modest family means, and/or are from backgrounds traditionally under-represented in healthcare. Jumpstart has two components: a six week summer program and a twelve week academic year program.

9<sup>th</sup>-11<sup>th</sup> grade students enrolled at Bulkeley and Weaver High Schools participate in Jumpstart. This academic enrichment program includes instruction in college preparatory courses with a focus on math, science, and language arts development through classroom and hands-on activities – a JUMPSTART on topics and materials presented during the year. Participants are offered the opportunity to grow academically, socially, and emotionally through a rigorous program that requires students to achieve their personal best.

The six week summer program is hosted by the Greater Hartford campus. Students are eligible to earn a stipend, and there is no cost to their parents or guardians. The Jumpstart program is funded by the University of Connecticut Health Center, Aetna, Massachusetts

Mutual Foundation, and Connecticut Department of Higher Education's Collegiate Awareness and Preparation Program.

Following the summer program, Jumpstart participants fold into a 20 week Saturday Academy series, also held at the Greater Hartford campus. The Saturday Academy meets twenty designated Saturdays from 8:30 a.m. – 2:30 p.m. during the academic year and includes multiple field trips to educational conferences in New England, incorporates parent conferencing, and involves families.

The goal of the University of Connecticut Greater Hartford campus, as a liaison to the community, is to provide a place for these students to further their academic progress, and to make these programs available to a greater percentage of area high school students. UConn Greater Hartford is growing and is now a place for students to earn an UConn degree without having to leave the metropolitan area. As the campus is able to provide more degree options to the community, we are reaching out and working together with the Hartford Public High School students, offering direction, encouragement, inspiration, and the knowledge to change the status quo, leading the way to attaining their dreams.

- The Juniors Doctors Academy (UConn Health Center)  
The Juniors Doctors Academy is a new program of the Health Professions Partnership Initiative (HPPI). HPPI is a cooperative program of the University of Connecticut Schools of Medicine and Dental Medicine, Central Connecticut State University, and the University of Connecticut Storrs including the Schools of Nursing, Allied Health and Pharmacy, Wesleyan University, the Hartford Public Schools District, Connecticut Pre Engineering and University of Connecticut Greater Hartford Campus. It is designed to enrich the participants' knowledge of and experiences in health careers, and to enhance their understanding and awareness of language arts and mathematics.

The Juniors Doctors Academy is a thirty-week Saturday academic year program, starting Fall 2006 through the Spring 2007. The academic components focus on math, language arts and proven test-taking strategies to increase SAT scores. Student participants will be registered to take the SAT, with clear emphasis on career and college preparation.

The Juniors Doctors Academy is targeted for underrepresented and disadvantaged students entering the 11<sup>th</sup> grade.

The criteria used to select students will be based on the following: Minimum of B-average in science, mathematics and language arts; Shown interest in health careers; Currently entering 11th grade; Submission of a type written 150 word essay explaining your interest in joining the program; Two letters of recommendation

Students admitted to the program must be mature, self-disciplined and have the potential to be successful. HPPI Programs are designed to help increase the number of underrepresented and disadvantaged populations entering the health profession careers.



Students are eligible to earn a stipend for their participation. The Juniors Doctors Academy is sponsored by Mass Mutual Foundation.

- Hartford Consortium for Higher Education

The UConn Greater Hartford campus is an active member of the Hartford Consortium for Higher Education. The Consortium is a collaborative endeavor of twelve colleges, universities, graduate centers, and institutions clustered in the Greater Hartford area. The Consortium fosters collaborative endeavors among higher education institutions to explore new academic directions, serve as a catalyst for innovative educational initiatives, encourage educational excellence through the lifespan, and assert the role of higher education in the economic, cultural, and social life of Hartford and the region.

The UConn Greater Hartford campus actively participates in the Consortium's Career Beginnings Program. This program is an educational initiative for Hartford high schools. A.I. Prince Regional Vocational Technical High School, and East Hartford High School. Career Beginnings links higher education, public high schools, businesses, community volunteers, and parents in a coordinated effort to increase the percentage of Hartford teenagers who graduate from high school, pursue higher education, and fulfill their career goals. Career Beginnings does this by providing mentoring, workshops, and student support services to approximately 200 students per year.

- In addition, UConn Greater Hartford campus participates in the Consortium's Fifth Graders Go To College Program. This program provides Hartford elementary students with an enrichment experience that promotes an interest in career exploration and higher education. More than 150 fifth graders annual visit a college campus and attend classes and programs specifically designed for them. During these visits, college students provide information about college life. Participating schools include Barnard-Brown, Dwight, Martin Luther King, and Moylan elementary schools in Hartford.

- Membership of the Consortium:

Capital Community College  
 Central Connecticut State University  
 Goodwin College  
 Hartford Seminary  
 Rensselaer at Hartford  
 Saint Joseph College  
 Trinity College  
 University of Connecticut  
 University of Hartford

- Human Development and Family Studies Course for High School Students.

The HDFS 190: Individual and Family Development Course is offered at two Hartford high schools, Bulkeley and Hartford High School.

The course provides three college credits at the University of Connecticut for students who make a C+ or better and complete 40 hours of internship/shadow experience at

various levels of the lifespan as taught in the course. The course is offered thru the Early College Experience Program at the University of Connecticut.

The program is to introduce students to the careers of teaching and health or geriatric fields. The class provides a required UConn course for education, health, and human development and family studies majors. Students use the same text as that of the University of Connecticut course but meet in a supportive environment of a Hartford high school class of 18 to 20 students.

- Town of West Hartford Leisure Services

The UConn Greater Hartford Campus has partnered with the Town of West Hartford in order to create a community recreational facility. Improvements will include a playground, a basketball court, a Challenger T-Ball field, and three youth baseball/softball fields on campus property at the corner of Troutbrook Drive and Asylum Avenue. The Greater Hartford Campus and the Town of West Hartford have agreed to a lease arrangement in which the Town of West Hartford, through funding from the state of Connecticut, will upgrade and improve the property to better serve the recreational needs of the community. All parking will be provided by UConn Greater Hartford Campus.

## **UConn Stamford Campus 2006-07 Summary Report**

### Enrollment

In Fall 2006, 1281 undergraduate students and 332 graduate students (MBA and EMBA) were enrolled at the Stamford Campus. The number of first time freshmen increased from 209 to 232, but the average SAT score took a sharp drop (996 compared to 1024 in Fall 2005) , with class rank remaining at 65 for both Fall 2005 and Fall 2006. In the BGS program, there were 286 students enrolled in Fall 2006, a decrease of 16 students compared to Fall 2005.

### Organization and Management

The Executive Team is the management group for the Stamford Campus. During the past year, two UCPEA employees of the Executive Team were promoted to management status: Sharon White became the Director of Student Services, and Sheila Moore became the Director of Administration and External Affairs. These changes were made to create a management structure that is parallel to the Storrs administrative operation, and provides a distinctive separation from being a member of a collective bargaining unit.

A shuttle bus service was initiated in January 2007. The shuttle bus service provides free rides to and from the Stamford Train Station, Monday through Friday, from 7:00 a.m. to 10:30 p.m. There is an average of 135 passengers that are utilizing the shuttle bus service daily.

The BGS program was integrated into the Stamford Campus administrative structure in January 2007, with the program staff now reporting to Sharon White, Director of Student Services. Although the transition to the new structure has been a challenge for everyone involved, Dr. White has provided strong leadership to make it successful.

### Curriculum and Research

The UConn Center for Globalization and Commerce at Stamford Campus was formally approved by the Board of Trustees in November 2005. The Center has made strides to establish a foundation from which to conduct research related to globalization and commerce. The Oversight Committee has been engaged in discussions to identify key research questions. The current status of the Center is that funding is pending to hire a full-time Program Manager, who will be able to engage in full time efforts to seek grant funding to actualize the research projects.

The School of Nursing is exploring the development of its MbeIN program at the Stamford Campus. Interim Dean Carol Polifrino conducted focus group discussions with representatives from Stamford Hospital, Norwalk Hospital, and Greenwich Hospital, and there is expressed interest in starting the MbeIN program at the Stamford Campus. In order to begin the program, there are two requirements to be met: space for a clinical lab space, and funds to purchase the equipment for the lab. The first issue is being explored with Stamford Hospital offering space at one their off-site locations, and Interim Dean Polifrino is looking into this option. The cost to equip the lab is approximately \$350,000, and there have been discussions with the CEOs of Stamford Hospital, Norwalk Hospital and Greenwich Hospital, to seek their financial support to equip the lab. An information session was held in March 2007, and additional sessions are scheduled in May and August. The MbeIN could potentially start as early as January 2008, if the equipment funds are raised and there is demonstrated student interest in the program.

Exploratory discussions with the School of Social Work continued during this past year about offering of the MSW degree at the Stamford Campus. There is still considerable interest in the Fairfield County social work community to support the start-up of the MSW degree program, which will be a self-support program. Dean Kay Davidson and I have been attempting to identify a fee structure that could be approved by DHE and the Board of Trustees. The degree program could possibly start in Fall 2008, once the fee structure issue is resolved,

The School of Business at the Stamford Campus initiated exploratory discussions with the financial investment and hedge fund community in Fairfield County about developing an undergraduate degree in Finance and Risk Management. The proposed program would be initiated through self-support funding.

#### Scholarly/Professional Activities and Achievements

The Stamford Campus successfully completed a tenure-track search in English/Writing Coordinator, and pleased that Serkan Gorkemli will be joining the English Department in Fall 2007.

The Stamford Campus faculty continue to be outstanding scholars and professionals in their respective disciplines. During the past year, the faculty published 22 refereed articles, delivered 47 refereed presentations at professional meetings, completed 32 non-refereed publications and presentations, secured 11 external grants, actively participated on 16 university-wide committees, served on 31 professional boards or committees, and engaged in 21 community service activities.

#### Town and Gown Activities

The Campus Art Gallery continues to be active in the local arts scene in the City of Stamford and the Fairfield County region. The 2007 calendar is filled with a wide range of exhibits, and the Art Exhibition Committee is shaping the 2008 calendar.

The Fairfield County Sports Hall of Fame installed its second group of honorees in the hallway of the Stamford Campus in January 2007. A new section will be introduced that features UConn athletes who excelled in sports in Fairfield County, prior to becoming UConn stars. This section of the Hall will be completed in May 2007.

The Stamford Campus participated in the university's 125<sup>th</sup> anniversary with several activities. First, along with the UConn community, we placed a Husky Dog in the campus concourse, and was given the name of Pup Quiz. The Husky Dog was painted with 25 images that represent the past and present of the UConn Stamford. A brochure has been developed that is located at the base of Pup Quiz, where visitors can learn about the UConn Stamford Campus, past and present. In addition, a commemorative Pup Quiz paint brush was created, and distributed to the UConn Board of Trustees during their meeting on our campus. Second, an alumni and friends celebration was held in December 2006 to acknowledge the 125<sup>th</sup> Anniversary, and there were over 130 attendees at the event.

**UNIVERSITY OF CONNECTICUT  
TORRINGTON CAMPUS**

**REPORT TO THE SENATE  
2006-2007**

The Torrington campus continues to grow—in terms of new programs, new initiatives, and new organizational efficiencies. As has become the annual custom, we have assessed the value of standing committees and reporting lines, and made changes where necessary. Most significant of these changes has been the twofold reorganization of the Bachelor of General Studies program and staff (formerly reporting directly to the Center for Continuing Studies at the Storrs campus) into the organizational hierarchy of the campus—and further, the newly created grouping of staff (undergraduate admissions, student leadership and development, and BGS counselors) charged with providing a comprehensive approach to student admissions, advising, and retention for the campus as a whole. Judy DiLaurenzio, associate campus director, has assumed leadership for this group, and is working to bring about greater collaboration and cooperation, all aimed at increasing student enrollment and retention at the campus—among traditional freshmen and transfer, as well as non-traditional transfer student populations. By merging more fully our emphasis on traditional and non-traditional students, faculty and staff will be able to deliver a high level of support to all students who enter the campus, regardless of program affiliation. This effort builds on the reorganization of the Center for Continuing Studies announced last year, and will help the campus, faculty and staff, and most especially students.

We continue to focus on ways of increasing enrollments at the campus. Working in partnership with the new Superintendent of Torrington schools, as well as the new Principal at Torrington High School, we implemented a Student Support Services pilot project, with the stated goal of recruiting 15 first-generation, low income, underrepresented students to the Torrington campus for a six-week summer session, and full admission to the campus for fall of 2006. Our partners in this effort, beyond the local school administration, have been the University Admissions office, the Center for Academic Programs, and other support services. Torrington now joins all other UConn campuses with an SSS program, which provides new and important opportunities for students in northwestern Connecticut that were formerly unavailable. The pilot project was a resounding success with 10 students admitted and completing the summer program. In support of the SSS students, the Torrington Campus implemented an UConn Connects program in the spring of 2007. UConn Connects pairs faculty and staff facilitators with students in need of additional mentoring.

For the fourth year, under the guidance of Cheryl Della Pelle, about 10 of our students are serving as tutors and mentors for at-risk students at Torrington Middle School. We are working to integrate this unique partnership more fully with the Mayor's reinvigorated Standing Committee on Youth for the city.

We have spent a great deal of time and energy developing recruitment strategies at the campus, and applications for the past year, as well as the coming year, have increased. Dana Forchette, Senior Admissions Counselor, continues to work closely with area schools, students, and community organizations to ensure that citizens of Litchfield County are aware of the many opportunities available at the campus. The incoming freshman class for the fall 2007 was the largest in the history of the campus.

Dana served on the Northwest Connecticut Chamber of Commerce Youth Services Committee and assisted in the planning of the Chamber's WOW! forum. UConn Torrington hosted a luncheon for 200 high school seniors during the WOW! forum, providing the young women with information about UConn and the admission process. In addition, Dana continues to work with the Highlander Transition Academy—a local group that provides guidance as high school students with special needs make their way into the workforce. This partnership allows Highlander students to work on the campus several days per week, with guidance from their job coaches. This is a great service to the community, and a wonderful opportunity for University faculty, staff, and students to work with diverse populations.

The Litchfield County Writers Project continues to develop as the centerpiece of the Torrington campus. Davyne Verstandig, director of the Project, has prepared an ambitious schedule of readings, performances, and lectures for the coming year—we continue to receive strong community support (both locally and from Storrs colleagues), and turnout at LCWP events is consistent, due to a loyal and enthusiastic following, and continues to grow. The project also continues to receive several small monetary donations from supporters throughout the year. We are developing our partnerships with local arts organizations such as the Warner Theater and the Bantam cinema as well as with Wisdom House, the Litchfield County Times and the City of Torrington, whose mayor seeks greater partnership with the campus. Many exciting possibilities exist along these lines.

Many public events have been held—often co-sponsored by the Litchfield County Writers Project. An English 217 course (“Writers of Litchfield County Non-fiction and Memoir” in fall 2006) and a Drama 251 course (“Filmmakers of Litchfield County” in spring 2007) were offered to the public and very well received. Other LCWP sponsored events this year were:

- Anne Chamberlain (pianist) and Peter Zay (cellist) concert, June 10<sup>th</sup>, 2006
- “Mark Twain in his own words”—Charles Van Doren reads the poetry of Mark Twain (July 21, 2006)
- “Of mice and women: Sentimental Encounters in the work of Robert Burns and Laurence Stern” – lecture by Ken Simpson, Scottish Scholar (October 19, 2006)
- “Breaking open Japan” – George Feifer, author and journalist discussed his latest book (February 5<sup>th</sup>, 2007, co-sponsored by Asian American Studies Institute)
- To celebrate National Poetry Month the LCWP brought Taylor Mali, performance/slam poet, back to campus for an evening event and also held Creative Sustenance, a food and money drive for three local shelters, both of these

events had proved successful in 2006. LCWP also partnered with the Community Outreach Committee to create a new event, poetrydreamflags.

Many facilities updates have occurred on the campus in the past year: painting of classroom spaces, more technology for teaching and student research, and more attention to common areas throughout the campus. In addition, we have been working with University Libraries leadership and staff to help bring the Torrington campus library up-to-date, both in terms of technology and the creation of a learning commons area. This summer, the campus will undergo major renovations to the front entry, the main administrative offices, rest rooms, and the auditorium (as well as some minor renovations to faculty and staff offices) aimed at making the campus more accessible to individuals with disabilities. These renovations will prove invaluable as the campus continues to attract greater numbers of individuals—both students and members of the community at large.

In response to the Provost's charge that each regional campus determine areas of excellence and emphasize these areas, a campus committee is in the process of reviewing and editing a new academic plan aimed at establishing more fully the Torrington campus's focus on interdisciplinary and humanities majors. This document, written by a faculty committee chaired by Gerry Van Doren and Patrick Heidkamp, will be distributed for comment during the spring semester, and a final draft will be available before the start of the fall semester.

In support of the American Studies program, the History department and the Torrington campus have recently hired Robert Forbes as tenure-track Assistant Professor. Rob will begin at Torrington in the fall, and will help build the American Studies program, support community history and scholarship activities, and work with the Beecher House Society on educational programs.

We continue to collaborate with our neighbors on campus, the Litchfield County Cooperative Extension System, which offers many outreach programs for the community. The Master Gardener program, which is now offered by virtually all land grant universities across the country, is one such program. The Connecticut Cooperative Extension System implemented the program in 1978 and since then over 3,000 state residents have completed the training. These Master Gardeners have offered countless hours of educational service to meet the needs of hundreds of thousands of our fellow residents around the state. Locally, Litchfield and Hartford counties work together to offer the classes to fifty people a year at either the West Hartford or Torrington campuses.

**UNIVERSITY OF CONNECTICUT  
WATERBURY CAMPUS**

**REPORT TO THE SENATE**  
**2006-2007**

**Introduction**

The Waterbury campus continues to grow and thrive. From fall 2005 to fall 2006 freshman applications increased over 6%. Freshmen enrollment also rose from 237 in fall 2005 to 276 in 2006, a 16.5% increase. Attendance at our open house and yield events continues to remain high; UConn Waterbury is becoming a first-choice campus for many students. In addition, the campus's four year programs in American Studies, Business and Technology, General Studies, Human Development and Family Studies, Psychology, and Urban and Community Studies continue to flourish.

The Waterbury campus continues to expand its services to students and faculty. The campus' Math Tutoring Center hired additional staff to expand learning resource support to campus students. Also new this year, the campus now offers students the opportunity to perform with the Waterbury campus UConn singers under the direction of our part-time Choral Director and music instructor, Christopher Shay. The Waterbury campus UConn singers performed at events such as Open Houses and Awards Ceremonies. In partnership with the Institute for Teaching and Learning, the campus hired a faculty liaison to provide a wide variety of instructional support to campus faculty.

The Waterbury Campus continues to expand its connection with the community to meet our land grant mission and provide outreach opportunities. The campus established the Waterbury Campus Osher Lifelong Learning Institute with the awarding of the Osher Lifelong Learning grant late in 2006.

**Enrollment**

Enrollment continues to grow at the Waterbury campus. Total enrollment in Waterbury for the fall 2006 semester was 1003 students. The 2006/2007 academic year saw an increase in undergraduate FTE's from 689 in the fall of 2005 to 711 in the fall of 2006. In addition, our graduate programs grew from 82 students in fall 2005 to 113 students in fall 2006; an increase of almost 38%. The undergraduate enrollment increased at the Waterbury Campus from a total of 786 students in the spring of 2006 to 815 students in the spring of 2007. Because of our modern downtown campus, our continued efforts in recruiting regional students, and our effort to support more four degree programs, we continue to be a strong regional campus.

**Student Affairs**

The Waterbury campus Student Affairs Office assisted with and/or organized major campus programs including Fall and Spring Open Houses, New Student and Parent Orientations, an Annual Award Ceremony, oversaw the structuring and implementation of the Tri-Campus Freshman Year Experience program, headed up the redesign and introduction of the new Waterbury web page, created a virtual tour of the Waterbury Campus for the web page, and produced a series of video pod casts for entering students that could be utilized throughout the University system.



## **Student Support Services (CAP)**

SSS students at the Waterbury campus continue to thrive academically, culturally, and socially. The goal of SSS is to increase college retention and graduate rates of low-income and first generation students. Students are exhibiting their commitment to the University community as well as the outside community through the Associated Student Government, Osher Lifelong Learning actives, Peer Tutoring and Mentoring Programs, and other ethnic and academic organizations on campus. We are happy to report that one of our SSS students graduated with a Bachelor of Arts degree in Psychology in three years within the Tri-campus Psychology degree program.

## **Student Services**

The UCONN Waterbury campus's student services suite is designed to accommodate all student and faculty needs. Within the structure of the suite you will find registration services, bursar services, financial aid, advisors, admissions, student employment and veteran services. The staff is cross-trained to enable student/faculty needs to be met in a timely and efficient manner. A faculty member may order supplies or request a parking decal while students can be advised, pay their bill, register for a class, inquire about employment, etc. It is "one-stop" shopping for the betterment of student/faculty services and is very successful mainly due to the friendly atmosphere and helpful administrative staff.

## **Information Technology**

The classroom technology used on the Waterbury Campus is a routine part of a students' school experience. Technology plays an important role in attracting students to the subject matter. All of our Waterbury Hi-Tech and Distance Learning Classrooms are being utilized to their fullest. These are eight state-of-the-art AV multi-media learning environments that are being used 14 hours per day in addition to our nine traditional classrooms. As faculty demand for these rooms increases appropriate onsite technical support and equipment upgrades are needed. Faculty classroom instructional design is partially being supported by the ITL group in Storrs and daily support is handled locally at the regional campus level. We get excellent feedback from faculty for this type of support. Local IT multi-media services coupled with PC/Desktop support and training of the highest quality, dependability and consistency, are important. Quality local support at the regional level allows instructors to focus on teaching.

## **Faculty Services and Events**

UConn-Waterbury continues to provide a variety of services to full-time and part-time faculty to help their academic life run smoother and their experience be more positive and productive on the Waterbury campus. The campus has a full-time permanent position staffed by a person dedicated to faculty services. Some of the seminars coordinated for faculty during the past year included the following:

- "Choosing and Using Formative Feedback" - Spring '07
- "Discovering the power in PowerPoint" - Fall '06
- VISTA Training - Fall '06

The Faculty Services Office working with the Program Specialist from the Institute for Teaching and Learning also makes arrangements for faculty to work one on one with the Program Specialist on a wide variety of instructional technology needs. The Program Specialist is a new position based at the

Hartford campus which provides technical support to the Waterbury, Torrington, and Hartford campuses from the Institute for Teaching and Learning.

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

The ITL/Faculty Liaison position is new to the campus this year. A survey was distributed asking faculty to indicate what kinds of support and resources this office should provide. While the surveys made clear that there is interest in many kinds of teaching resources, two items stood out: assistance with instructional technology and opportunities to meet with other instructors to discuss teaching strategies. In response to those needs, several things have been done. In order to assist faculty with the use of instructional technology (and to encourage others to incorporate technology in their teaching), a program was started to recruit students to provide on site support, a program similar to ITL's SETA Program. The faculty liaison has also made an effort to educate adjunct faculty in the technology available to them on the Waterbury campus. In addition, several programs have been investigated to bring faculty together around the issue of teaching. To that end, a lunchtime program has been created called "Teaching Moments" which offers the opportunity for faculty to share successful teaching strategies as well as seek ideas about how to meet challenges. While each of the "Teaching Moments" has a particular focus, discussion offers a chance to hear about some of the best practices of other faculty. As a follow up to "Teaching Moments," a newsletter is in the works, one that makes available to those that could not attend the presentation the ideas that emerge during "Teaching Moments." Finally, it is the hope of the faculty liaison to have Waterbury host a conference dedicated to a teaching issue.

### **Outreach Initiatives**

- The University of Connecticut--Waterbury hired a full-time permanent Director of Outreach, Dr. Brian Chapman.
- UCONN Waterbury was awarded a grant to establish an Osher Lifelong Learning Institute; this is the first Osher Institute in Connecticut and one of only approximately one hundred (100) in the nation.
- Dr. Kimberli Treadwell of the Department of Psychology lectures and does research projects in local schools on adolescent anxiety and elementary school social interactions. The latter area of study is currently being done in collaboration with a local elementary school in one of Waterbury's poorer neighborhoods and is geared not only to providing publications for Dr. Treadwell but for developing new local programs to reduce the incidence of bullying in this school.
- Dr. Rachael Lynch of the Department of English has just instituted a writing internship program, in which students engage in practical writing projects at a variety of sites, including a local museum, a local theater, and a nature conservancy.
- Dr. Ruth Glasser of the Urban and Community Studies Program has the students in her introductory course engage in service learning projects at a variety of sites, including a soup kitchen/food pantry, a Girl Scouts branch, a charter school for troubled children, and a coalition involved with neighborhoods and community development.
- Ms. Catherine Casey, Director of Student Services, has coordinated a jobs program for students. The students are paid tutors at a local inner-city elementary school.

## Lifelong Learning

Since the start of lifelong learning discussion and activities at the University of Connecticut—Waterbury (initiated by the Leever Foundation Grant), the University has been awarded an Osher Lifelong Learning Grant from the Bernard Osher Foundation in late 2006. As stipulated in the grant the formal name of the program is “The Osher Lifelong Learning Institute (OLLI) at the University of Connecticut.” The Outreach Director is responsible for campus outreach activities, but has been charged primarily with establishing and directing OLLI at UConn at the present time.

An OLLI “Kick-off Event” in October, 2006 featured the Connecticut premiere of a documentary film (“Been Rich All My Life”) and appearances by the filmmaker and characters in the film. The event was enormously successful with over two-hundred and fifty (250) people in attendance from over fifteen (15) area towns. Over seventy (70) percent of attendees had never attended a UConn—Waterbury campus event before. Community interest surveys were administered at this event. A set of free sampler programs and lectures were offered from October through December, 2006.

The following goals have been fully or partially achieved during the first grant cycle:

- Establishment and Development of OLLI Council, Structure, and Guidelines
- Establishment of a UCONN OLLI Website and Newsletter
- Offering at least ten courses for the Inaugural Spring 2007 Semester (April 27-June 29, 2007)
- Development of a Health and Wellness Lunch and Learn Series, and Special Events
- Establishment of a “Visiting Osher Scholars Program” - This program provides learning activities facilitated by accomplished scholars, professionals, artists, and authors who are visiting the area for a limited amount of time.
- Initial Planning for Partnerships and Intergenerational Programming
- Offering at least twenty courses in Fall 2007 Semester

**ATTACHMENT #47****Commencement Committee Report  
to the University Senate  
April 30, 2007**

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

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

Particularly, I would like to recognize the work of Shirley Rakos, from the UConn Coop, who has taken on the task of, not only, supplying caps and gowns to over 2600 students, but also of issuing, of the order of 20,000 guests' tickets. The Coop, as well as the registrar's office and the graduate school, provides me with the detailed estimated attendance data, on a day-by-day basis, that allows me to plan seating and guest ticket allocations. As the undergraduate graduating class increases in size, the problem of providing enough tickets, as requested, in an equitable manner becomes even greater.

For the May 2006 commencement, we made a slight change in the ceremony by having the banners from each school or college brought down onto the main floor during the processional, which added a little more flair to the ceremony. We had 2,708 students attend the ceremonies in May of 2006, which represents about 78% of those eligible. I would especially like to thank Dr. Keith Barker for re-assuming the role of Marshal for that ceremony, as I was attending my daughters graduation in Utah.

This past year the University held its fourth December undergraduate Commencement. It was held in the Gampel Pavilion and was attended by more than 550 students. The ceremony went well, running about one hour and thirty five minutes in length.

For May 2007 we have made a few more changes in how commencement will be carried out. On Saturday, May 6 the PharmD candidates will receive their degrees in the Rome Ballroom at 10 am while all other graduate students will receive their degrees at 2 pm in Gampel.

Due to the increasing number of graduands, the undergraduate ceremonies have been split into four ceremonies for May 2007. At 10 am Fine Arts will hold their ceremony in Jorgensen, while CANR, Business, CCS, Engineering, Nursing, and Pharmacy will be in Gampel. At 2:00 pm Education will hold their ceremony in Jorgensen and at 3:00 pm CLAS will be in Gampel. This will mean a larger role for faculty in supporting these separate ceremonies.

The sense of organization and dignity with which the ceremonies are carried out could not have been accomplished without the assistance of another dedicated group of individuals – the marshals. These are drawn from across the campuses and help to line up the students, march them to Gampel, seat them and control the lines for presentation. In addition they have the awesome task of organizing the faculty lines and leading the processions. They dutifully practice in the days before the ceremonies and wear the funny blue hats.

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

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

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

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

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

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

Commencement Committee Membership:

Keith Barker, ITL	David Mills, Music
John Bennett, Mechanical Engineering	Tina Modzelewski, Communications
Ronald Blicher, Public Safety	Jennifer Morenus, Provost's Office
James Bourbeau, Graduate Student Senate	Tom Peters, Graduate School
Mike Bourey, Facilities	Willena Price, African American Cultural Center
Preston Britner, Family Studies	Shirley Rakos, Co-op
Michael Darre, <b>Chair</b> , Commencement Office	Sally Reis, Education
Ann Denny, Parking	Mark Roy, Communications
Dan Doerr, SYE	Ronald Schurin, President's Office
Barbara Drouin, Communications	Kathy Shipton, Registrar's Office
Janet Freniere, Transportation	Alex Shvartsman, CSE
John Hatfield, Undergraduate Student Government	Michael Stenko, Alumni Association
James Henkel, Graduate School	Richard Veilleux, Communications
Donna Korbel, Students with Disabilities	Jeff von Munkwitz-Smith, Registrar's Office
Susan Locke, President's Office	Vaughn Williams, Athletics
Robert McDonald, Dramatic Arts	Cara Workman, Events
Sam Miller, Student Affairs	

## ATTACHMENT #48

**Report to the Senate  
Provost's/COO's  
Work/Life Oversight Committee  
April 2007**

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**I. OVER-ARCHING GOAL**

To recruit and retain the best faculty, staff, and students through a supportive environment that allows each individual to attain her or his best potential. This Committee participates in the goals of the Provost's Academic Plan by promoting Workforce Development here at UConn.

**II. Mission, Charge, and Members**

The **Work/Life Oversight Committee** reports to the Provost, Peter J. Nicholls, and to the Chief Operating Officer, Barry Feldman, and meets twice a semester. Its mission is to promote a culture of balanced work and life for the University of Connecticut faculty, staff, and students, through the review, development, and implementation of policies and programs. It is charged with monitoring childcare and other work/life needs, exploring joint projects with the Town of Mansfield, directing concerns and problems about work/life issues to the correct recipient, and taking other actions or making recommendations at its discretion.

**COMMITTEE MEMBERS:**

**Veronica Makowsky** (co-chair), Vice Provost for Undergraduate Education and Regional Campus Administration

**Terri Dominguez** (co-chair), Manager, Department of Environmental Health & Safety

**Karen Bresciano**, Assistant Dean of Students

**Jane Goldman**, Associate Professor, Department of Human Development and Family Studies

**Carol Millette**, Administrative Assistant, Women's Center

**Kathy Sanner**, Nurse Coordinator, Student Health Services

**Lori Vivian**, Manager of Human Resources Benefits Administration

**III. Accomplishments**

**A.** Finalized personal service agreements with Mansfield Discovery Depot, Willow House, and Community Children's Center for 2006; working on PSAs for 2007.

- B. Creation of Work/Life Website [www.worklife.uconn.edu](http://www.worklife.uconn.edu).
- C. Work/Life Statement reissued by Provost and COO:

*It is a constant challenge to balance the many facets of our lives. The University of Connecticut is committed to providing an educational and working environment for students, faculty, and staff that recognizes the demands of study, work, and personal life, and promotes flexibility in meeting these demands. While the University must fulfill its mission of striving for excellence, it also is committed to fostering an environment that is responsive to employees' and students' personal obligations and commitments. Flexibility that does not diminish operating standards and the achievement of academic goals is not only possible, but desirable. The University benefits in improved recruiting and retention, reduced absenteeism, and increased levels of productivity, motivation, and morale, all of which contribute toward excellence.*

*The University demonstrates its support for work-life flexibility through the implementation of established policies, procedures, practices, and contractual agreements, as found in union contracts and at [www.policy.uconn.edu](http://www.policy.uconn.edu). Faculty and staff in managerial or supervisory positions should be familiar with such contracts and policies, as well as with programs and procedures available to assist employees, including student employees, and should, to the extent possible, implement these policies and procedures. Additionally, faculty should be aware of the work-life demands upon graduate assistants and, where to the extent possible, provide flexibility, while maintaining academic standards.*

*Peter J. Nicholls, Provost and Executive Vice President for Academic Affairs*

*Barry Feldman, Vice President and Chief Operating Officer*

- D. Report made to Provost and Chief Operating Officer in February 2007
- E. Renovations/Changes to UConn's Child Labs structure: The CDL is now fully staffed, including four Assistant Teacher positions. Architect Joe Leone at Architectural and Engineering Services (AES) is looking at the feasibility of renovating the existing part-day preschool space to also include a part-day toddler program. For next year CDL will have 2 full-day preschools with some part-day slots for the morning. Depending on Joe's calculations, costs, etc., CDL might be able to offer a part-day Toddler program in the 2008-2009 school year.
- F. Meeting with Susan Abramson, Work/Life Coordinator from Yale on best practices in childcare, eldercare, stress management/meditation, and desktop wellness.
- G. UConn representative appointed as liaison with Mansfield Discovery Depot: Senator Jane Goldman
- H. Town of Mansfield's Mansfield Advocates for Children
  1. With support from Senator Jane Goldman, worked with UConn Residential Life staff to organize informational sessions and activities for children and families at the Northwood Apartments.

2. Recognition ceremony for State Representative Denise Merrill for her work supporting legislation promoting children and families.

- I. Committee representatives attended a Work/Life Balance Conference at Southern Connecticut State University that emphasized best practices, family-friendly policies and how to balance work and family.

**IV. Goals for 2007/2008**

- A. Hiring Work/Life Coordinator for FY08
- B. Educating supervisors including faculty, on flex time policies and other Work/Life issues.
- C. Exploring pilot programs that promote Work/Life flexibility along with productivity (e.g. floater workforce to facilitate flextime or extended leaves).
- D. Continuing research on best practices at comparable universities
- E. Monitoring changing area childcare opportunities to ensure and enhance the availability, affordability, and quality of childcare (particularly infant and toddler):
- F. Pursuing further opportunities with the Town of Mansfield: Mansfield Advocates for Children:
  1. Investigating ways to increase spaces for infants and toddlers in the Mansfield Community, based on information provided from the PCIC report to the Provost
  2. Continuing to work with Residential Life staff at Northwood Apartments.
- G. Working to identify the needs of graduate students, especially international students, regarding information about the education system in Connecticut, child care, and parenting issues. MAC is also working with representatives from Residential Life on this.
- H. Enhancing the visibility of the Work/Life website and updating resources.

**V. NEEDS**

- A. **Continued Leadership and Support from Provost and COO.**
- B. **Education and training, particularly of managers, about implementing work/life policies in the spirit of the Work/Life Flexibility Statement.**
- C. **Work/Life Coordinator for FY08**



**ATTACHMENT #49**

**Provost's Library Advisory Committee  
Annual Report to the University Senate  
April 30, 2007**

The committee's principal activities during this academic year were:

- Recommending an increase in faculty loan periods from 3 month charges with 3 online renewals to six month charges with five online renewals. This was in response to AAUP concerns about having to physically return materials after a year. Starting July 1, 2007, faculty will not have to physically return materials for three years if they renew online unless the materials are recalled
- Resolving to urge faculty to retain their copyright, use an author's addendum to publisher agreements when publishing their work, and deposit their intellectual output in the [DigitalCommons@UConn](#) whenever possible.
- Reviewing the library budget and strategizing on ways to address the fact that price increases for scholarly publications (currently 7-9%) outpace the CPI and the University's budgetary support for its library collections. The committee took a strong position on this issue and its members signed and delivered a petition to the Provost asking that a minimum of \$250,000 be restored to the University's collections budget to help offset no increases in FY 2004 and FY 2006. The committee also called on the Provost to increase the University's collections budget annually by 7% for the next three years to maintain the collections budget at approximately its current level.

Provost Nicholls met with the committee on April 9<sup>th</sup> and described how both UConn 2000 and 21<sup>st</sup> Century UConn had line items for library acquisitions (as well as technology) and explained that the University is trying to be proactive in moving library collections funding off bond-funded revenue sources to tuition funding before those lines run out in 2015 or 2016.

Provost Nicholls explained that new library collections money would have to come from somewhere and that next year he thinks we are looking at a level budget at best from the State – we won't know until June. He is hoping the State funds current services and expects the 6% tuition increase to go towards salary increases. The various deans' searches also present costs. Provost Nicholls indicated that his highest priority is 175 new faculty over the next five years and accompanying support positions. He explained that there had been library issues at Northern Illinois, KSU, and CSU when he was there and that we need to retain the UConn Libraries' standing among ARL libraries. He stated that the would reflect on the Committee's petition – he thinks it is unlikely the University can fully fund the Committee's request, and in that case the Committee would have to help the library decide what to cut.

Committee members offered several ideas – (1) start up money for library collections when the University embarked on new programs, (2) indirect cost funding for library

materials, and (3) supplementary funding for expensive materials similar to what the School of Business has done in recent years. A research scientist on the committee stressed that the University has done a tremendous job providing electronic resources for scientists and it needs to keep that funding going in order to recruit good research faculty and graduate students.

Provost Nicholls explained that adequate library support is required to start any new program and that any redirection of indirect cost money to the library would come out of another program's pocket. He concluded by saying he thought meeting with the Graduate Faculty Council was appropriate because research will suffer if we have to cancel significant amounts of library materials.

Respectfully submitted,

Richard Langlois, Chair  
Brinley Franklin, Vice Provost for University Libraries

**ATTACHMENT #50**

ANNUAL REPORT OF  
THE PARKING ADVISORY COMMITTEE  
TO THE UNIVERSITY OF CONNECTICUT SENATE  
April 30, 2007

The Parking Advisory Committee has met two times during Academic Year 2006-07, and a PAC subcommittee met twice over the summer of 2006.

The purpose of the PAC subcommittee was to obtain information concerning legal requirements for accommodation of handicapped parkers, and to review the University of Connecticut policies regarding parking in university campus areas by handicapped individuals. After a couple of meetings and input in the form of legal information from the Office of the Attorney General, the committee concluded that the handicap parking policies and parking permitting procedures that have been in place since 1999 comport with legal requirements and serve the university community and visitors adequately. Therefore, the subcommittee voted unanimously in favor of continuing the policies as they were adopted in 1999 with no changes. These policies are available for viewing on the University Parking Office's website under the topic, "Accessible Parking."

The Parking Advisory Committee has met twice this academic year (2006-07), with a last meeting of the year planned in the near future. Highlights of the October 19, 2006, meeting included an announcement of the recommendation to not alter the existing handicap parking policies, and a report by Donna Korbel, a PAC member and Director of the UConn Center for Students with Disabilities, on a survey her office conducted about the adequacy of AVS (handicap) van service. After extensive information gathering, the office has concluded that there is adequate AVS service and an appropriate number of vans to support the population presently using its services.

The primary topic at the February 27, 2007, meeting was increasing pedestrian safety in areas of pedestrian-vehicular interaction. An update on pedestrian safety on North Eagleville Road and its connection to Hunting Lodge Road was given by George Kraus, of the University Department of Architectural and Engineering Services, assisted in comments by Lon Hultgren, PAC ex-officio member and Director of the Town of Mansfield Public Works department. A number of traffic calming measures are being implemented on North Eagleville Road. Attention is being paid to pedestrian safety protection in the area where the sidewalk ends on North Eagleville Road before its intersection with Hunting Lodge Road. The PAC discussed options that have been developed about how to handle pedestrian and vehicular traffic in the area of the new building being constructed for Arjona/Monteith/classroom replacement building. Committee members identified a number of areas on campus that have an unacceptable level of pedestrian-vehicular interaction and expressed the hope that attention will be paid to these areas as development plans for the Storrs campus mature.

Respectfully submitted,  
Karla Fox  
Chair, University of Connecticut Parking Advisory Committee

## ATTACHMENT #51

*Proposed Resolution  
from Senate Faculty Standards Committee  
on University-Wide Tenure  
April 30, 2007*

Whereas, Late in the 2005-2006 academic year, a number of issues were raised at Senate meetings regarding the policy of “University-wide tenure.” Issues raised included, but were not limited to:

- Differential circumstances that exist across University campuses and their impact on the ability of tenure track faculty to cope with those circumstances while developing their research programs;
- Differential responsibilities that exist because of the type of appointment a tenure track faculty member might have, e.g., dual appointment or extension appointment.
- Whether University-wide tenure is defined as “equal standards” across campuses or differential standards depending on the situation.
- Discussion of the use of memorandums of understanding to define a faculty member’s responsibilities and PTR evaluation criteria.

Whereas, During the fall 2006 semester, the FSC met with both Provost Nicholls and Vice Provost Makowsky to get their views on this set of issues. After hearing their views, the FSC engaged in several monthly meetings worth of discussion and debate until we settled on the resolution.

Whereas, Although the University has a declared policy of University-wide tenure, the policy as implemented does not ensure equal or equitable assessment of faculty regardless of campus, institute or other unit.

*Resolved*, That the Senate strongly urges the University administration to lead a discussion with all Deans, Directors and Department Heads about the possibility of crafting “memorandums of understanding” and/or appointment letters that reflect the particular duties and expectations of individual faculty under their supervision. We request that the administration report back to the Senate by January 2008.

UNIVERSITY OF CONNECTICUT

PROMOTION, TENURE, AND  
REAPPOINTMENT

NAME: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_

SCHOOL/COLLEGE: \_\_\_\_\_

CAMPUS: \_\_\_\_\_

DATE OF HIRE: \_\_\_\_\_

DATE OF TENURE: \_\_\_\_\_

CANDIDATE FOR (Check all that apply):

\_\_\_\_\_ Promotion to: \_\_\_\_\_

\_\_\_\_\_ Tenure

\_\_\_\_\_ Reappointment in a position leading to tenure

\_\_\_\_\_ Reappointment in a position not leading to tenure

**International Faculty: It is the policy of the University of Connecticut to not grant tenure in the absence of permanent residency.** It is the obligation of the faculty member in a tenure-track position to pursue permanent residency status in a timely manner. It is important that the faculty member work with the Department of International Services and Programs to ensure that this is achieved during the probationary period.

## INSTRUCTIONS

- This PTR form is to be used for promotion, tenure and reappointment of tenure-track faculty in all schools/colleges. The form should also be used for the promotion of individuals who are in positions that do not lead to tenure and may be used for the reappointment of individuals who are not in tenure track positions.
- *Note: for a first year reappointment the candidate only needs to complete the Cover Page and Section One and the Department Head only needs to complete Section Three part B - VI: Recommendation of the Department Head.*

### **For the candidate:**

- The candidate is responsible for the completion of the Cover Page, Section One and Section Two. Candidates should consult with their Department Heads to ensure that the information in Sections One and Two of the form are complete and in the correct format. The accuracy and completeness of these sections are the responsibility of the candidate.
- For all chronological items (e.g. courses taught, advising, bibliography, grants, etc) list these from present to past (in a reverse chronological order). Do not use font smaller than 12-point to complete this form. Mark as “not applicable” any questions or sections of the form that fall into this category.
- All supplementary material, including student evaluations of teaching, letters of acceptance for publications, reviews, reprints, should be appropriately labeled and inserted as appendices after Section Three.
- After completing the relevant sections the candidate should submit the form to the Department Head and retain a copy for his/her files.
- Upon request, a candidate may review his/her PTR file at any step of the process. The PTR document may be updated by the candidate at any point in the process as appropriate.

### **For the Department Head:**

- The Department Head is responsible for ensuring the completion of Section Three part A and B. This should reflect as accurately as possible the opinion of the Department Head, as well as those of the candidate’s colleagues and students, and others whose opinions may be useful. The written report of the Departmental PTR Advisory Committee should be included as Section Three part A. In cases where the judgment of the Department Head differs from the advice he/she has received, all views should be recorded. The Department Head must inform the candidate in writing of substantive negative findings and of the reason for negative recommendations. External letters of reference (required for tenure and promotion) should be inserted after Section Three part D: Recommendation of the Dean.
- After making his/her recommendation the Department Head will forward the dossier to the dean.

### **For the Dean:**

- The Dean is responsible for ensuring the completion of Section Three part C and D and forwarding the dossier to the Provost.

*Note: Schools that are non-departmentalized (Law, Nursing and Social Work) may use a substitute mechanism for obtaining input from advisory committees other than a Departmental PTR Advisory Committee or a Department Head. This protocol should be disseminated to the faculty in the school.*

## **TABLE OF CONTENTS**

Section One: Professional Experience and Education	1.	Professional Experience and Education
Section Two: Teaching Scholarship and Service	2.	Undergraduate and Graduate Teaching
	3.	Scholarship and Creative Accomplishments
	4.	Academic and Professional Service
	5.	Joint Appointments (if applicable)
	6.	Statement by Faculty Member
	Section Three: Evaluation	7.
8.		Department Head Evaluation
9.		Dean's Advisory Council
10.		Recommendation of the Dean
11.		External Reference Letters (needed for tenure and promotion only)
Appendices	12.	All Supporting Materials Submitted by Candidate (appropriately labeled)

**SECTION ONE: PROFESSIONAL EXPERIENCE AND EDUCATION**

Full Name: \_\_\_\_\_

**SERVICE AT THE UNIVERSITY OF CONNECTICUT**

Present Rank: \_\_\_\_\_ Since: (mm/yy) \_\_\_\_\_

Previous Rank: \_\_\_\_\_ Since: (mm/yy) \_\_\_\_\_

Previous Rank: \_\_\_\_\_ Since: mm/yy) \_\_\_\_\_

**SERVICE PRIOR TO THE UNIVERSITY OF CONNECTICUT** (*limit to a period of 10 years*)

Title and organization: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Title and organization: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Title and organization: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

**EDUCATIONAL BACKGROUND**

Degree: \_\_\_\_\_ Field: \_\_\_\_\_ Institution: \_\_\_\_\_ Date: (mm/yy) \_\_\_\_\_

Degree: \_\_\_\_\_ Field: \_\_\_\_\_ Institution: \_\_\_\_\_ Date: (mm/yy) \_\_\_\_\_

Degree: \_\_\_\_\_ Field: \_\_\_\_\_ Institution: \_\_\_\_\_ Date: (mm/yy) \_\_\_\_\_



**SECTION TWO: TEACHING, SCHOLARSHIP AND SERVICE** (Faculty member should complete Section Two part A-E)

A UNDERGRADUATE AND GRADUATE TEACHING

1. Briefly (suggested length 300-500 words) describe your teaching philosophy, your goals relative to your instructional responsibilities, and any activities you have undertaken to enhance your pedagogical capabilities.

2. Briefly describe your teaching specialties.

3. List the courses you have taught at the University of Connecticut.(provide semester and year the course was taught, course number and title, whether it was solo or team taught and enrollment for each course) .

<u>Semester &amp; Year</u>	<u>Course No. &amp; Title</u>	<u>Solo (Y/N)</u>	<u>Enrollment</u>
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*For each course taught insert a copy of the Office of Institutional Research (OIR) student evaluation as an Appendix (labeled "Student Evaluations of Teaching"). If there are formal departmental student evaluations, insert these after the OIR evaluations in this Appendix.*

4. Provide the number of undergraduate majors you have advised in each of the past five years.

<u>Year</u>	<u>Number of Advisees</u>
-------------	---------------------------

5. Briefly describe other advising or counseling duties with which you have been involved (e.g. advising Honors students, mentoring undergraduate research projects, advising non-majors, etc.).

6. If you are a member of the Graduate Faculty, provide date (mm/yy) of appointment:

\_\_\_\_\_

**MASTER'S DEGREE ADVISING**  
(since initial appointment or last promotion)

As Major Advisor:

Name of advisee      Year admitted      Year degree awarded

As Associate Advisor:

Name of advisee      Year degree awarded

**Ph.D. ADVISING**  
(since initial appointment or last promotion)

As Major Advisor:

Name of advisee      Year admitted      Year degree awarded

As Associate Advisor:

Name of advisee      Year degree awarded

**B. SCHOLARSHIP AND CREATIVE ACCOMPLISHMENTS** (including art exhibits, musical compositions, or dramatic productions)

1. Briefly (suggested length 300-500 words) outline your scholarly/creative goals for the next 5 to 10 years and the activities you have initiated to achieve them.
2. Scholarly/Creative Record. Provide full citations of your published work in the standard entry form used in your field for the categories listed below: (*Do not include work in progress, submitted for publication, or in press*).
  - a. Books, Monographs, Dissertation
  - b. Book Chapters
  - c. Textbooks
  - d. Refereed Journal Articles
  - e. Conference Proceedings
  - f. Miscellaneous Publications (including reviews, technical articles, and non-refereed journal articles)
  - g. Exhibits, Performances, Curatorial Activity
3. List published reviews of your scholarly work or creative accomplishments (if available attach copies as an appropriately labeled Appendix).
4. List unpublished or unreleased work (including where it was submitted/accepted).
  - a. Now accepted or in press (attach acceptance letter as an appropriately labeled Appendix).
  - b. Submitted for publication or dissemination (with date of submission)
5. List creative works or manuscripts currently under preparation. (If you wish work in progress to be part of your evaluation, tangible evidence of the work must be made available for review. Provide this as an appropriately labeled Appendix).
6. List unpublished papers or colloquia you have delivered before professional groups since your initial appointment (or your last promotion). Indicate whether the talk was invited or contributed and the name of the national, regional, or local organization or group.
7. List any internal or external grants or contracts for which you have applied (provide title, funding agency, funding status (funded, not funded, pending), funds received, and duration).
8. List any fellowships you have held, with dates.
9. List and briefly describe any professional honors (with dates) that you have received related to scholarship or creative accomplishments.

**C. ACADEMIC AND PROFESSIONAL SERVICE**

1. List departmental level committees on which you have served and any other departmental assignments you have undertaken. For each entry, provide name of committee or assignment and indicate dates of service.
2. List school or college level service activities. For each entry provide name of committee or describe the assignment, and indicate dates of service.
3. List University level service activities. For each entry provide name of committee or describe the assignment, and indicate dates of service.
4. For those professional organizations in which you are active describe the level of responsibility as evidenced by holding office, performing committee duties, etc. For each entry provide name of committee or describe the assignment, and indicate dates of service.
5. List your professional service contributions to the non-University community. For each entry provide name of committee or describe the assignment, and indicate dates of service.

**D. JOINT APPOINTMENTS**

If you hold a joint appointment and your work is supervised by individuals other than your Department Head (e.g. regional campus director or associate vice provost, institute director, head of department in which you hold a joint appointment), list their name(s) and title(s) and briefly describe your duties for their program(s).

**E. STATEMENT BY FACULTY MEMBER**

I certify that this information is complete and correct. I have added the items listed below to the folder (in an Appendix following Section Three), in order that they may be made part of the record to be reviewed as a part of the tenure and promotion review.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SECTION THREE: EVALUATION**

### **A. RECOMMENDATION OF THE DEPARTMENTAL PROMOTION, TENURE, AND REAPPOINTMENT ADVISORY COMMITTEE**

Provide an evaluation of the candidate together with supporting data and dissenting views, if any. What was the vote of the committee regarding its recommendation?

In addition, evaluations from others who supervise the candidate's work should be included here and labeled Other Evaluations.

### **B. DEPARTMENT HEAD'S RECOMMENDATION**

#### **I. UNDERGRADUATE AND GRADUATE TEACHING**

1. What is your estimate of the faculty member's competence as a teacher? What are his/her strengths and weaknesses? Do you believe that the student evaluations fairly reflect his/her teaching? Explain.
2. What other evidence do you have regarding the effectiveness of the faculty member's teaching? Add any supporting materials you believe are germane including peer evaluation through direct observation of the faculty member's teaching, his/ her contributions to the teaching activities of the department such as developing new courses, supervising independent study projects, etc.
3. What is your estimate of the faculty member's performance as an advisor of undergraduate majors?
4. What is your estimate of the faculty member's performance as a graduate advisor?

#### **II. SCHOLARSHIP**

1. Evaluate the quality of the faculty member's scholarly and creative activities. Identify the articles published in the major refereed journals in the field or other significant outlets relevant to the field. Where these are available, summarize or quote from reviewer's opinions.
2. Evaluate the quality of work the faculty member has awaiting release, in press or submitted for publication (see Section Two part B, item #4). What are your expectations of its value and ultimate reception?
3. Where appropriate, evaluate the activity of the faculty member in applying for, and securing external funding to support for her/his research.
4. Based on the candidate's objectives for scholarship or creative activity and work in progress (see Sections Two part B, items #1 and #4) evaluate the potential scholarly contribution of the candidate over the long term.

5. Do you consider the faculty member to have a national or international reputation in his/her field? For what specific scholarly contributions is the individual known outside the University?
6. For tenure and promotion to associate or full professor: Attach letters from four or more people in the faculty member's field outside of the University who can speak to his/her professional contribution to scholarship. It is important to solicit impartial evaluation of the candidate's scholarly contribution to the field. These letters should not be from close acquaintances, former mentors or collaborators. Indicate which of the letters is from the list of names suggested by the candidate, and which were suggested by you or the Departmental PTR Advisory Committee. Briefly summarize the affiliation and qualifications of the outside reviewer to evaluate the candidate.

### **III. ACADEMIC AND PROFESSIONAL SERVICE**

1. Evaluate the contributions of the candidate to the departmental committees on which he/she has served and any other departmental responsibilities he/she has undertaken.
2. Evaluate the contributions of the candidate to school/college and University committees or other activities in which he/she has participated.
3. Evaluate the candidate's contribution to professional organizations of which he/she is a member.
4. Evaluate the professional service contributions of the candidate outside the University community in which he/she has participated.

### **IV. ADVICE FROM COLLEAGUES**

Section Three A provides the Departmental PTR Advisory Committee's report on this faculty member along with the comments of others who supervise the candidate's work.

1. Describe the procedure for the selection of the Departmental PTR Advisory Committee, its composition and its procedures.
2. If there was a division of opinion on this recommendation within the PTR Committee, report the vote, the reasons for the division of opinion, and comment on any views taken by the committee with which your recommendation disagrees.
3. If you have consulted others besides the PTR Committee about this faculty member, list the individuals or ad hoc groups consulted and summarize their advice. Comment specifically on any views that differ from your own conclusions.

**V. ADDITIONAL COMMENTS**

Add any other evidence you feel is germane, and make any additional comments you believe should accompany your recommendation.

**VI. RECOMMENDATION OF THE DEPARTMENT HEAD**

This report contains the advice I have received from others and clearly states my own opinion.

I recommend that: \_\_\_\_\_  
(name of candidate)

Check all statements that apply:

\_\_\_\_\_ Be promoted to the rank of \_\_\_\_\_

\_\_\_\_\_ Be granted permanent academic tenure

\_\_\_\_\_ Be given a terminal appointment

\_\_\_\_\_ Be reappointed for another probationary year

\_\_\_\_\_ Be reappointed in a position not leading to tenure

\_\_\_\_\_ Not be promoted

\_\_\_\_\_ Not be reappointed

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: For a first year reappointment the Department Head only needs to complete this page (Section Three part B - VI: Recommendation of the Department Head).*

## VII. FOR SECOND AND SUBSEQUENT REAPPOINTMENTS

Please add any additional comments you deem necessary for each recommendation of a second or subsequent reappointment. Be certain that you check the appropriate statement in each cluster.

This faculty member was reappointed last year. At that time I checked the statement that judged him/her to be

\_\_\_\_\_ Performing in superior fashion

\_\_\_\_\_ Performing competently

\_\_\_\_\_ Not performing as well as expected

This year, in my judgment (check the statement that is appropriate):

\_\_\_\_\_ The faculty member is performing in a superior fashion; therefore, I recommend reappointment.

\_\_\_\_\_ The faculty member is performing competently; therefore, I recommend reappointment.

\_\_\_\_\_ The faculty member is not performing as expected; nonetheless, I recommend reappointment for another probationary year in hope that he/she may in that period overcome the weaknesses seen. At present I am in doubt as to whether he/ she will earn tenure in due course.

\_\_\_\_\_ The faculty member is not performing as expected; therefore I do not recommend reappointment.

*(This is the faculty member's \_\_\_\_\_ probationary year.)*

\_\_\_\_\_ This individual is not in a position leading to tenure; but funding permitting I recommend reappointment.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

***THE DEPARTMENT HEAD SHOULD GIVE A COPY OF THIS PAGE TO THE CANDIDATE***



**C. DEAN'S ADVISORY COUNCIL**

Provide an evaluation of the candidate together with supporting data. What was the vote of the Council regarding its recommendation? If there was a division of opinion regarding the recommendation, provide the reasons for this division of opinion.

**D. RECOMMENDATION OF THE DEAN**

Provide your recommendations regarding the candidate. Comment in detail on any aspects of the Department Head's recommendation and the advice of the Departmental PTR Advisory Committee or the Dean's Advisory Council with which you disagree.

*If there was an appeal at the Dean's level, please describe this and report on its outcome.*

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## ATTACHMENT #52

**Report of Senate Scholastic Standards Committee  
to the University Senate  
April 30, 2007**

**1. Motion to revise the Class Attendance section of the by-laws.****Background:**

The value that instructors place on attendance varies with the content, goals, expectations and presentation styles of their class meetings. The proposed motion will enable an instructor who considers a student's attendance to be an important component of the learning experience to factor the student's attendance into his or her grade.

**Current bylaw:**

E. Scholastic Standing  
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 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).

**Motion:** To revise the existing bylaw as follows:

Delete the text indicated with the 'strike thru':

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 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).

Replace the deleted text with:

Scholarship may be enhanced by the interactions that are fostered in the classroom. Instructors who consider class attendance essential to achieving the learning objectives of their course may include attendance among the criteria used for grading. At the beginning of any course instructors must inform students, in electronic or hard copy form, about any attendance policies that will be considered in determining grades. In formulating and administering their attendance policies, instructors should respect the multiple demands upon their students' time (which may include service to the university and activities that support their intellectual and personal growth), should accommodate illnesses, and should consider other extenuating circumstances.

Students should recognize that their attendance, with or without overt participation, may constitute a graded component of a course and therefore should understand the attendance policies, if any, for the courses in which they are enrolled. Students should inform instructors of attendance conflicts in advance, when possible. When prior notification is not possible the student should contact the instructor as soon after the absence as feasible.

Instructors are urged to accommodate student requests to complete work missed by absence when such accommodations would not dilute or preclude the requirements or learning outcomes for the course. Conflicts arising as a result of an instructor's attendance policy should be adjudicated within the instructor's department.

## **2. For information only**

The Senate Scholastic Standards Committee has approved S/U grading for the following courses:

SOCI 295 Internship: Field Experience (v)

INTD 196 Special Topics Seminar: Learning in the Discipline (1 credit)

INTD 196 Special Topics Seminar: Enhancing Academic Achievement (1 credit)

INTD 196 Special Topics Seminar: "Communicating Biology" (2 credits)

INTD 298 Special Topics: Issues in Higher Education/PA2SS Peer Mentor Program (1 credit)

INTD 298 Special Topics: Peer Advisement Program (Student Support Services) (2 credits)

## ATTACHMENT #53

**UNIVERSITY SENATE CURRICULA AND COURSES COMMITTEE**  
**Report to the Senate, April 30, 2007**

**I. Adding new 100s level course**

The Committee recommends approval to add the following course:

**A. AH 105: INTRODUCTION TO KARATE:**

Catalog copy: Introduction to Karate. One credit. Either semester. Introduction to the techniques and philosophy of traditional Shotokan karate.

**II. The Committee recommends approval to prerequisite change for the following courses:****A. CHEM 124Q Fundamentals of General Chemistry I**

Current copy: Either semester. Four credits. Three class periods and one 3-hour laboratory period. Not open to students who have passed CHEM 122, 127Q, 129Q, or 130Q.  
 Recommended preparation: MATH 101 or equivalent.

Revised copy: Either semester. Four credits. Three class periods and one 3-hour laboratory period. Not open to students who have passed CHEM 127Q, 129Q, or 137Q. Recommended preparation: MATH 104Q, MATH 101, or equivalent.

**B. CHEM 125Q Fundamentals of General Chemistry II**

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

Revised copy: Either semester. Three credits. Prerequisite: CHEM 124Q. Two class periods and one 3-hour laboratory period. Open by consent of instructor for only 1 credit to students who have passed CHEM 127Q, 129Q, or 137Q. Not open to students who have passed CHEM 128Q, 130Q, or 138Q. Follows CHEM 124Q...

**C. CHEM 127Q-128Q General Chemistry**

Current copy: Either semester. Four credits. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 122 will receive only 2 credits for CHEM 127 but 4 credits will be used for calculating the GPA. Very high standing in CHEM 122 may substitute for CHEM 127 with the consent of instructor. CHEM 127 is not open....

Revised copy: Either semester. Four credits. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 122 will receive only 2 credits for CHEM 127 but 4 credits will be used for calculating the GPA. CHEM 127 is not open...

**D. ENGL 130 Introduction to Shakespeare**

Current copy: Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Students may not receive credit for both ENGL 130 and 230 or 230W.

Revised copy: Either semester. Three credits. Prerequisite: ENGL 110, 111 or 250.

**III. Interdepartmental Special topics courses for approval to offer with topic title and credits as indicated. The Committee recommends approval of :**

- A. INTD 196 Special Topics Seminar: Section Title: Learning in the Discipline **1 credit**
- B. INTD 196 Special Topics Seminar: Enhancing Academic Achievement **1 credit**
- C. INTD 196 Special Topics Seminar: Communicating Biology **2 credits**

**IV. Reported here are 200 Level courses open to sophomore with the changes noted. The INTD special topics courses are approved for the title indicated:**

**ENGL 230/W Shakespeare I**

Current copy: Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250 or both 105 and 109. Open to sophomores or higher. Students may not receive credit for both ENGL 130 and 230 or 230W.

Revised copy: Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250. Open to sophomores or higher.

**CHEM 243 Organic Chemistry**

Current copy: Either semester. Three credits. (Two credits for students who have passed CHEM 141.) Prerequisite: CHEM 126 or 128 or 130 or 138. Introduction...

Revised copy: Either semester. Three credits. (Two credits for student who have passed CHEM 141.) Prerequisite: CHEM 128 or 130 or 138. Corequisite: CHEM 126Q. Introduction...

**INTD 241 Introduction to Diversity Studies in American Culture** (3 credits, rather than 4 credits previously approved)

**INTD 298 Special Topics: Section Title: Career Planning (Stamford Campus)** (1 credit)

**INTD 298 Special Topics: Section Title: Issues in Higher Education/PA<sup>2</sup>SS Peer Mentor Program** (1 credit)

**INTD 298 Special Topics: Section Title: Peer Advisement Program (Student Support Services)** (2 credits)

**INTD 298 Special Topics: Section Title: Tutoring Principles for Quantitative Learning** (1 credit)

**INTD 298 Special Topics: Section Title: Asian American Mentoring & Leadership** (3 credits)

**INTD 298 Special Topics: Section Title: Queer Studies in an Interdisciplinary Approach** (3 credits)

**V. New General Education courses forwarded from GEOC: The Committee recommends approval of the following courses and topics**

**A. C&C recommends approval of the following courses for inclusion in the W competency**

ENGL 235W Reading the American City

HDFS 205W Understanding Research Methods in HDFS (change in credits from 3 to 4 credits)

HIST 243W Colonial America: 1492-1760

HIST 248W Topics in U.S. Legal History

PSYC 250W Current Topics in Clinical Psychology

Respectfully submitted,

Laurie Best, Janice Clark, Anne D'Alleva, Michael Darre, Andrew DePalma, Jane Goldman Kathleen Labadorf, Steven Mlenak, Maria O'Donoghue, Eric Shultz, Lauren Smith, Jaci VanHeest, Katharina von Hammerstein, Robert G. Jeffers (Chair)

**ATTACHMENT #54**

**NOMINATING COMMITTEE REPORT**

April 30, 2007

1. We move the approval of the 2007/2008 standing committee membership slate as shown.
2. We move Hedley Freake to membership on the General Education Oversight Committee, term ending June 30, 2008.
3. We move Niloy Dutta, Jane Goldman, Felicia Pratto, and John Troyer to membership on the General Education Oversight Committee, term ending June 30, 2009.

Respectfully submitted,

Rajeev Bansal, Chair  
John DeWolf  
Harry Frank  
Karla Fox  
Anne Hiskes  
Robert Tilton

## ATTACHMENT #55

**University Senate Nominating Committee  
2007-2008 Standing Committee Membership  
April 30, 2007**

<b>Curricula &amp; Courses</b>	<b>Enrollment</b>	<b>Faculty Standards</b>
<b>*Michael Darre, Chair</b>	<b>*Robert Tilton, Chair</b>	<b>*Pamela Bramble, Chair</b>
Best, Laurie	Allchin, Lynn	Armstrong, Lawrence
Clark, Janice	*Caira, Janine	*Boyer, Mark
*D'Alleva, Anne	Cooke, Thomas	*Frank, Harry
DePalma, Andrew	*Croteau, Maureen	Gilbert, Harvey
Jeffers, Robert	*Eby, Clare	*Hiskes, Anne
*Kazerounian, Kazem	Gorbants, Eva	*Holgerson, Kathleen
Labadorf, Kathleen	Kaufman, Douglas	*Jordan, Eric
Lyons, Susan	Lin, Senjie	*Letendre, Joan
O'Donoghue, Maria Ana	*Rummel, Jeffrey	*Lowe, Charles
*Schultz, Eric	*Strausbaugh, Linda	Pollifroni, Carol
*Shoemaker, Nancy	Ulloa-Beal, Susana	*Reis, Sally
Stephens, Robert		*Schaefer, Carl
		*Silander, John
		*Thorpe, Judith
		*Tuchman, Gaye
		*Van Heest, Jaci
		*Wilson, Richard
<b>Scholastic Standards</b>	<b>Student Welfare</b>	<b>University Budget</b>
<b>*Andrew Moiseff, Chair</b>	<b>*Preston Britner, Chair</b>	<b>*Nancy Bull, Chair</b>
Bennett, John	Bresciano, Karen	Borden, Tracie
*DeFranco, Francine	*Chambers, Kim	Boster, James
*Dunne, Gerald	*Cobb, Casey	Clokey, David
Gianutsos, Gerald	*Deibler, Cora Lynn	*Facchinetti, Neil
Gramling, Lawrence	*Eisenhandler, Susan	Fontanella, Jennifer
Higgins, Katrina	*Kehrhahn, Marijke	Gilson, Lucy
*Lillo-Martin, Diane	*Kelly, Kristen	*Hart, Ian
Rong, Yuhang	*Korbel, Donna	*Holsinger, Kent
*von Munkwitz-Smith, Jeffrey	*Kurland, Michael	*Holzworth, Jim
*Wagner, David	*McCarthy, Robert	*Lipsky, Sue
Weiner, Robert	*Ratcliff, Kathryn	*Mannheim, Phillip
	*Sanner, Kathleen	*Marsden, James
	*Simmons, Robin	*Olson, Sherri
		*Ravishanker, Nalini
		*Smith, Winthrop
		Stolzenberg, Daniel
		<b>Growth &amp; Development</b>
		<b>*Karla Fox, Chair</b>
		*Beck, Cheryl
		*Clausen, John
		*Engel, Gerald
		Faustman, Cameron
		Guillard, Karl
		*O'Neill, Rachel
		*Silbart, Lawrence
		Stwalley, William
		*Weiss, Robert