Public Engagement through Engaged Scholarship, Community Outreach, and Service Learning is an essential component of the land-grant mission of the University of Connecticut.

The Office of Public Engagement coordinates, advocates, and builds capacity for all facets of engagement: scholarship, community based learning, civic engagement, and community outreach. The work of OPE is through and with others across all disciplines and all campuses.

RELEVANT RESPONSIBLE RECIPROCAL

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Happy Spring (whenever it arrives). UConn Engaged we are...increasingly so as an office and as a university.

As you may recall, President Herbst signed the Campus Compact 30th Anniversary Action statement in 2015. In part, the statements states:

“To advance the public purposes of higher education, we affirm the following statements, which characterize our current commitments and name the ideals toward which we will work with renewed dedication, focus, and vigor.

We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus-nearby and around the world.

We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.

We embrace our responsibilities as place based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.

We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.

We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement." (compact.org/actionstatement/)

OPE along with representatives from the university (Gina DeVivo-Brassaw, David Gregorio, Brendan Kane, and Michael O’Neill) drafted the UConn Civic Action Plan (found in this newsletter) as an outcome of President Herbst’s action. The plan is a broad outline of what UConn can and should do. Your thoughts are welcome and we will host a dialogue about this plan later in the Spring.

UConn has been designated as “A community engagement institution” by the Carnegie Foundation for the Advancement of Teaching since 2010. When Provost Designate Kennedy arrives, we will discuss with him whether we will apply for redesignation with the application due in Spring 2019.

Service learning courses, as a form of engagement, have grown significantly. The pedagogy enhances the classroom and facilitates sustained learning for our students while meeting our communities’ defined needs.

Increasingly, NGOs, not for profits and other groups desire UConn’s involvement in their communities. While time intensive, it does bring the university’s intellectual capital to change the lives of individuals through community and civic action. For example, I serve on the steering leadership council of the North Hartford Triple Aim Collaborative, a place based initiative, which aims to promote and enhance the health and well-being as well as economic development of the Promise Zone in Hartford. This is one of many examples found throughout our university in almost every school. Hartford Campus Director Mark Overmyer-Velazquez and I will be meeting shortly to discuss his campus priorities, and how engagement activities will facilitate the achievement of the desired outcomes for the community, our students and our scholarship.

The Museum of Natural History has a new pilot organizational structure with Janine Caira, Distinguished Professor EEB, and PI for the NSF Ants project, as its Director. She and the BOD are writing a strategic plan for the museum, which increases its visibility and place within UConn and all our campuses.

Please read our stories in this newsletter and let us know how we can facilitate your engagement priorities throughout Connecticut. Engagement enhances learning, increases job satisfaction, and meets the stated needs of our communities.
UConn’s Promise

Co-creating a Climate of Well-being through Civic Action
Civic engagement is working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

(Ehrlich, American Association of Colleges and Universities, 2000)

Vision:

UConn works with, and on behalf of, the public-at-large to promote responsibility and benefit in achieving a just, satisfying and sustainable community.

We will realize this vision by working toward:
- enriching the economic, social and cultural capital of our state's residents;
- reducing disparities of opportunity and life experiences across communities;
- promoting civil discourse that respects various cultural, social, technological and philosophical perspectives;
- encouraging critical thinking, civic awareness, oral, written and visual literacy;
- fostering occasions to experience visual and performing arts; and
- building sustainable partnerships and strategies for shared decision-making.

Our promise affirms the statements of the 30th anniversary action statement of Campus Compact, which characterizes our current commitment and ideals toward which we will work with renewed dedication, focus, and vigor. Through this commitment our ideals align with the Campus Compact statements:

We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus-nearby and around the world.

We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.

We embrace our responsibilities as place based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.

We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.

We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.

UConn Civic Action Plan
**Historical Roots of UConn's Civic Action:**

The establishment of UConn as our State’s land grant institution in 1881 was predicated on an expectation that collective prosperity and well-being would be assured through the practical education of our citizenry. The evidence-based, experiential learning pedagogy of Cooperative Extension demonstrated the public good of higher education. That spirit of connecting learners across the spectrum in collaborative problem-solving is at the heart of creating a Civic Action Plan. As our state’s flagship public University, a land, sea, and space grant institution, we take this opportunity to renew our promise to the citizens that UConn will continue to foster a culture of intellectual and practical engagement, promoting the health and well-being of citizens across the state and on our campuses.

UConn is dedicated to excellence, demonstrated through national and international recognition of our research, teaching, service, and outreach. Our spirit of academic inquiry and expression allows us to create and disseminate knowledge, embraces diversity and cultivates leadership, integrity, and engaged citizenry of students, faculty, staff, and alumni. Our focus on teaching and learning enables every student to grow intellectually and interpersonally, to become a contributing member of the state, national, and world communities.

**Meeting the Promise:**

UConn supports the development of engaged citizens through coordination, advocacy and capacity building for engagement activities. Civic engagement, service learning, engaged scholarship, university assisted community schools, strategic partnerships, and communities as partners and collaborators are examples of engaged work at UConn.

UConn provides resources for faculty, professional staff and students to integrate engaged scholarship into their academic, research and service programs, and maximize the University's impact on the communities with whom it engages by facilitating interdisciplinary connections and forming long-term community partnerships.

UConn's history in civic engagement is extensive and diverse. Below, we document examples of our ongoing engagement with communities across the state. We present our civic actions as being **relevant** to our partners, **reciprocal** in effort and **responsible** to our global community. Excerpts illustrate these principles.
RELEVANT Examples

UConn and Greater Hartford Harm Reduction Coalition Fight Opioids Together

Objective: To utilize and leverage the resources of the University as it relates to reducing opioid addiction across the state.

Approach: Link the Greater Hartford Harm Reduction Coalition with departments and schools across the University through Service Learning courses, research, and other activities to leverage resources to address opioid abuse throughout the state of Connecticut.

Community Partners: Greater Hartford Harm Reduction Coalition, Hartford Police Department, Connecticut State Troopers, City of Torrington, City of Hartford

Intended Outcomes: The organic chemistry classes taught at the Hartford Campus will participate in education and advocacy work in collaboration with the Greater Hartford Harm Reduction Coalition (GHHRC).

The School of Pharmacy is creating an opioid reduction curriculum for the city of Torrington which can be utilized in other locations. The School also is planning to engage students in the education and support of opioid usage across the state of CT and plan to make this epidemic central to the curriculum within the School.

Faculty members from the School of Nursing and the Department of Human Development and Family Studies are conducting opioid research which can lead to increased funding for initiatives surrounding the epidemic.

The Department of Kinesiology Physical Therapy Program will offer those working with GHHRC physical therapy treatment for pain through their Boundless Clinic. Finding new solutions to deal with pain can prevent opioid use and ultimately addiction.
Professional Development:
Archaeology Field School for Educators

Objective: The Archaeology Field School for Educators is designed to give educators who teach history or social science in a classroom or museum setting a deeper appreciation of the importance of archaeology as a tool for learning about Connecticut's fascinating past.

Approach: The Archaeology Field School for Educators program is coordinated by the Connecticut State Museum of Natural History at UConn and led by Dr. Brian Jones. Participants experience an authentic and significant week-long archaeological investigation, working with primary sources at a historic site. The field school covers the basics of field methods, paperwork, data management, and artifact identification. Learning proper archaeological methods also develops the participant's understanding of the ethical aspects of archaeology and the archaeologist's responsibility to preserve the data they retrieve so that it will remain available to future researchers.

Community Partner(s): Capital Region Education Council (CREC), East Lyme High School, East Shore Middle School, Milford; Lauralton Hall, Milford; Academy of Our Lady of Mercy, Milford; Manchester Public Schools, Meriden Public Schools, New Milford High School, North Haven Public Schools, Regional District 4: Chester, Deep River, Essex, Regional District 17: Haddam and Killingworth, Somers Public Schools, Torrington Public Schools
Volunteers with the Friends of the Office of State Archaeology (FOSA) assist the State Archaeologist in helping the participants with field methods, paperwork, data management, and artifact identification.

The Natural Resources Conservation Service (USDA) has a reciprocal relationship with the Office of State Archaeology, and uses their Ground Penetrating Radar (GPR) technology and expertise to help map our potential underground archaeological features as well as demonstrate to the participants how the technology works.

Intended Outcomes: These lessons provided a first step for the teachers toward developing the skills needed to undertake their own archaeological investigations with students at their respective schools. Additionally, participants also learn about the role of the Connecticut Office of State Archaeology and how it can be an important resource in developing archeological lessons and activities for students.
**Initiative on Campus Dialogues**

**Objective:** The Initiative on Campus Dialogues links academic research and teaching in the humanities with the practice of community building and productive conversation across difference. Participants learn different approaches to dialogue and deliberation, and develop skills for organizing dialogic events based on their academic areas of expertise and aimed at improving "real world" problems and challenges. ICD is hosted primarily by the Humanities Institute, as part of the Humility & Conviction in Public Life project, but is supported by a wide range of campus partners.

**Approach:** ICD meetings focus on training, network-building and sharing of best practices. Meetings are open to students, staff, faculty and community partners. In Academic Year 2017-18, ICD launched its Fellows program, initiated to support a cohort of researcher-practitioner teams seeking to address community challenges throughout the state. ICD also hosts facilitator training sessions (typically once per semester) and partners with the "Encounters" program to bring humanities researchers into dialogue with members of the Hartford community (this in partnership with the Hartford Public Library, The Wadsworth Atheneum, The Amistad Center and the Old State House). The program also runs a campus-centered series of conversations, "Small Talks," which promotes students' skills for discussing difficult subjects.

**Community Partner(s):** ICD collaborates with institutional partners in offering the "Encounters Series," an ongoing public dialogue project aimed at improving the tenor and tone, and deepening the content base, of public discourse.

**Institutional partners:**
- Amistad Center
- Hartford Public Library
- Mashantucket Pequot Museum
- Old State House
- Wadsworth Atheneum

ICD partners with dialogue professionals to co-host events, run facilitator training and explore innovations in teaching and pedagogy.

**Practitioner partners/collaborators:**
- Campus Compact
- Community Capacity Builders
- Everyday Democracy
- Essential Partners
- Kettering Foundation/National Issues Forum
- Narrative 4

ICD is a partner in the Neag School of Education’s Professional Develop workshops whereby CT high school teachers are taught the skills of dialogue and work to integrate them into their classrooms.

**Secondary education partners:**
- E.O. Smith High School
- Manchester Public Schools
- West Hartford Public Schools

**Intended Outcomes:** The linking of content-area research and teaching aims to put scholarship in the public service. The development of dialogue skills, and the experience of being able to productively converse with people of different viewpoint about divisive issues, are among the most powerful tools of citizenship.

*UConn Civic Action Plan*
RECIPROCAL Examples

People Empowering People (UConn PEP)

Objective: The UConn PEP program provides facilitator training to programs that support targeted adult populations to make changes in their lives and in their communities. The program identifies natural leaders - those that others turn to in times of trouble, draw them into the program, and enhance their skills. These recruited leaders are provided with training that focuses on information and skills to help them understand and communicate with each other, analyze and solve problems, and build and sustain relationships. Participants engage in individual and/or group projects, designed and implemented by them to achieve personal or community goals.

Approach: Parent leadership has long been recognized in the state of Connecticut as a way to improve the health, safety and learning of Connecticut’s children. By developing the leadership skills of parents to make real change in schools, communities and state and local government, parents impact the present and future for their children. Parents are the best advocates for their children because they know what they need. The state of Connecticut and the Graustein Memorial Fund provide funds for the Parent Trust Fund that allows local agencies to apply for funding to offer UConn PEP in their communities. The Parent Trust Fund is a Connecticut family civics initiative established through legislation passed in 2001. It supports parent engagement and leadership training to improve the health, safety, and education of children across Connecticut.

Community Partners: Waterbury Hospital, New London Youth Affairs, Plymouth Family Resource Center, Enfield Key Initiatives to Early Learning, Greenwich Discovery Program, West Hartford Bridge Family Resource Center, Bristol Family Resource Center, Danbury Children First, Hartford Catholic Charities, Hartford Mount Olive Child Development Center, Stamford Parent Leadership, Torrington Early Childhood, EASTCONN Head Start, Alliance for Bloomfield's Children

Intended Outcomes: UConn PEP facilitator trainings were offered three times enrolling a total of 50 facilitators from across the state. Each program had seven to ten participants who were predominantly female and approximately 50 percent diverse.

The Parent Trust Fund awarded grants to 21 agencies in which trained facilitators offered the UConn PEP Program. Each program grant varied but an average of $9,000 was spent by each agency to deliver the UConn PEP program to local communities.

Participants in the local UConn PEP programs volunteered for over 600 hours of community service that served over 7,000 community members.

Through a partnership with the Center for Applied Research in Human Development, the participants in the UConn PEP program completed a pre- and post-test evaluation of the UConn PEP program. A total of 347 participants from 19 sites participated. Repeated measure analyses revealed significant positive changes at three levels: individual (e.g., self-assertive efficacy, the sense of mastery), relationships (e.g., parent-child relationships, family problem-solving skills), and community (e.g., engagement). In other words, participants reported increases in their ability to express themselves confidently toward others and the sense of control over oneself and one’s environment. Also, participants reported significant increases in parenting satisfaction, family problem-solving skills, and community engagement.

UConn Civic Action Plan
Community Outreach, Programs, Services, and Initiatives

Objective: Community Outreach’s mission is to engage students in meaningful service activities that enrich their learning and enhance the quality of life for others in our local, national and international communities. Community Outreach works in collaboration with our community partners to create change in our community and support the development of global citizens.

Undergraduate students take on leadership roles for all service and operational functions of the office. The students design and implement activities that recruit, train, and supervise volunteers and work-study employees to best meet the identified needs of the community partners and clients. The office currently works with over two thousand three hundred students and over one hundred and fifty non-profit agencies.

Approach: Community Outreach works in a reciprocal relationship with our community partners in creating programs, services and initiatives that meet their identified needs while also providing a range of programs for UConn students to participate in. The office supports four main program areas; one time service projects, semester long experience, alternative break trips and democracy and political engagement initiatives. The office also provides a variety of educational events and trainings to support student development, and learning stressing the importance of reflection and reorientation to the work.

Community Partners: Academy of Art and Learning; Columbia Public Schools; Community Children’s Center, Coventry School District; Eastern Area Health Education Center, Hartford Hospital, Hartford Public Schools, Holy Family Shelter, Horizons Inc., Manchester Area Conference of Churches, Manchester YWCA, Mansfield Board of Education, Mansfield Discovery Depot, Mansfield Nursing Home and Rehabilitation Center, Mansfield Public Schools, Nutmeg Big Brothers Big Sisters, Petey Green Program, Preschool at Willow House, Rockville YMCA, Special Olympics Inc., Town of Mansfield, Trinity Health of New England, UConn Extension, UConn School of Nursing, Vernon Regional Adult Basic Education, Vesta Corp., Willington Public Schools, Willow House, Windham Area Interfaith Ministries, Windham Public Schools, Windham Regional Community Council, Windham Region No Freeze Shelter

Intended Outcomes: The connection of our students and faculty to communities for varied service delivery promotes enhanced understanding of diversity, a sense of belonging and a commitment to action.

UConn Civic Action Plan
RESPONSIBLE Examples

UConn's Master of Public Health Program

Student Practicum Projects

Objective: UConn's Master of Public Health Program requires all students to participate in field experience during which time they work within local and state health departments as well as non-governmental organizations addressing a range of population health concerns.

Approach: Students meet (in teams or as individuals) with community stakeholders to define local concerns, articulate student involvement and anticipate project deliverables. Students commit 135-hours of field experience, completion of project tasks and submit reflective essays on public health practice competencies demonstrated through the experience.


Intended Outcomes: Students demonstrate their capacity as inter-professional public health practitioners through real-life, real-time problem solving.

Sustainable Food Systems

Objective: Contemporary food systems are shaped to generate profits and power for those who can maximize sales via the large-scale production and distribution of inexpensive food. The problem is this system places far less value in the principles of sustainability: environmental integrity, economic vitality, and social equity. A Sustainable Food System can meet our needs for fresh, healthy, affordable food today without jeopardizing the ability of future generations from doing the same. This is a global issue that we are tackling locally, statewide, and regionally in New England.

Approach: Our core impacts areas are 1) Advancing business models and practices that will help food producers succeed and be profitable; 2) Helping consumers connect to fresh, healthy, affordable food through local food system practices and consumer education; 3) Developing the next generation of food system leaders through training, internships, and service learning; and 4) Supporting stakeholder networks that are working on strategies that support the values sustainability in our food system.

UConn Civic Action Plan
At its essence, this work is guided by the values of democratic empowerment and sustainability, where we care equally for ecosystems and people to ensure our quality of life in the future. While the conventional food system continues to grow, our investment in smaller units of our food system such as community gardens, school cafeterias, and CSA farms helps to safeguard the connection residents have to sources of their food. In so doing, we connect residents to the geography, land, and resources essential to support human populations. Small farm owners that are motivated by ecological values and the desire to feed their own community are central pillars to this approach.

**Community Partners:**
Campus Compact, CitySeed, CLICK, Common Ground, Community Health Services, Community Renewal Team, Cooking Matters, Council of Churches of Greater Bridgeport, CT Food Bank, End Hunger CT!, Foodshare, FoodCorps CT, FRESH New London, Green Village Initiative, GROW Windham, Hartford Food System, Knox, Ledge Light Health District, Massaro Community Farm, New Britain Roots, New Haven Farms, Norwalk Grows, South Windsor Food Alliance, TEEG.

School Nutrition Association of CT and the Public School Food Service offices of Coventry, East Hartford, Groton, Hartford, Mansfield, Meriden, Middletown, Norwich, New Haven, New London, Waterbury, and Windham

American Farmland Trust, Community Farm of Simsbury, CT Farmland Trust, CT NOFA, CT Farm Bureau Association, Killingly Agri-Science School, Land for Good, New CT Farmers Alliance, USDA/FSA, USDA/NRCS, Working Lands Alliance,

CT Food Policy Council, CT Food System Alliance

CT Dept. of Agriculture, CT Dept. of Education, CT Dept. of Energy and Environmental Protection, Corporation for National and Community Service (state office)

Food Solutions New England, Farm to Institution New England, North East Sustainable Agriculture Working Group (NESAWG),

Discovery Center, Institute for Social Change, VISIONS, Inc.
Kendall Foundation, JF Merck Foundation, Merck Family Fund

**Intended Outcomes:** Put Local on Your Tray - A new program with CT Dept. of Education designed to promote local food in school cafeterias. The program completed the design of a full suite of graphics (posters for dairy, greens, seeds, seedlings, beets, carrots, zucchini, berries, and corn), and also implemented a pilot harvest-of-the-month program with 4 school districts (Region #4, East Hartford, Middletown, and Windham).
Solid Ground - A federally funded 3-year training project for new farmers (those who have been farming for less than 10 years) that launched in August 2016. The program recruited staff, consultants, and gathered 8 organizational partners to prepare for winter 2016-2017 core trainings and events.

BuyCTGrown/10% Campaign - A collaborative effort with CitySeed to build consumer awareness about buying local agriculture products and helping residents discover Connecticut agriculture through the website buyctgrown.com. The program continued to promote its public engagement tool (CT 10% Campaign), developed a mobile app for Android (iOS is complete), and raised funds for future research on consumer perceptions (conducted in Feb-Apr 2017).

Reported Outcomes:

- 14 producers gain new knowledge and skills in Tractor Operation, Safety & Maintenance
- 80 farmers acquired new knowledge about financial management systems to improve profitability
- 45 farmers acquired new knowledge about selling to institutions
- 90 producers/distributors were engaged in selling to schools
- 600+ farmers receive digital copy 2015 CSA Price Study
- 600+ farm and food businesses have reduced marketing risk through better access to new buyers through the buyctgrown.com website and the CT 10% Campaign
- 12,011 school children have improved knowledge of healthy, nutritious eating through programming led by FoodCorps Service Members
- 178 tasting events held in school cafeterias by FoodCorps Service Members
- 3,000 school children have improved knowledge of local food though taste tests in the Put Local On Your Tray pilot program
- 21 tasting events held in school cafeterias through the Put Local On Your Tray program
- 69 enrichment events held at summer meal sites through the Summer Meals Outreach Team VISTA Project
- 60 school gardens supported, 10 community gardens supported through FoodCorps programming
- 495 new participants in free summer meals through the Summer Meals Outreach Team VISTA Project
- 16,000 free summer meals were served with assistance through the Summer Meals Outreach Team VISTA Project
- 557 volunteers recruited to assist with education, outreach and referrals in food justice programming
- 319 volunteers recruited to assist with healthy school environments and school gardens
- 132 organizations across Connecticut have increased capacity to work with their community and address issues of food insecurity through CT Food Justice VISTA Project
- 50 adult individuals are better able to serve their organization and community as a result of service learning, training, and internship opportunities in the field
- 1200 individuals and 250 businesses have increased awareness and commitment to buying locally grown products
Moving Forward:

1. Support community involvement with the University by:
   a. Increasing public access around the state to campuses and educational programs
   b. Building opportunities for community members, agencies and businesses to work across disciplines
   c. Providing social media access to University programs, services and initiatives
   d. Expanding opportunities for inclusion of underrepresented/underserved for students, faculty and staff

2. Align teaching, learning and research to Civic Action for:
   a. General Education Requirements and or (CORE Classes in discipline)
   b. Promotion, Tenure, Reappointment and Merit metrics
   c. Civic Action Minor
   d. Transcript recognition for civic action activities

3. Create shared best practices of Civic Engagement initiatives by
   a. Inventorying courses, programs and partnerships that address civic action, global citizenship, and/or dialogue
   b. Promoting civic action through awareness campaign
   c. Supporting Faculty engagement in civic action initiatives to ensure mutually beneficial relationships

4. Create a permanent task force on Civic Action through the Provost Office charged with
   a. Supporting increased knowledge and support of continued work on campus
   b. Supporting Community Partner involvement in committee
   c. Securing fiscal resources to support civic action activities
   d. Recruiting and retaining faculty and staff who prioritize civic action in their teaching, research and

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Garret Zastoupil
Graduate Intern, Office of Public Engagement
The 12th Annual Provost Awards for Excellence in Public Engagement were celebrated on Tuesday, November 14th in the Great Hall at the Alumni Center, UConn Storrs Campus. Provost and Executive Vice President for Academic Affairs Jeremy Teitelbaum and Director of Public Engagement Carol Polifroni hosted the reception and ceremony. Kevin Dieckhaus, M.D. Chief of Infectious Diseases Division at UConn Health and the Director of Global Health and International Studies at UConn’s School of Medicine served as Master of Ceremonies.

Since 2006, the Provost’s Awards for Excellence have honored faculty, staff, students, alumni, programs and teams that engage the public to address critical societal issues. The criteria for all of the awards include sustained leadership in working with the public and/or with external organizations; innovative ways of working for the well-being of citizens and communities; documented excellence in extending University knowledge; and demonstrated intellectual, professional and/or career growth because of the experience.

Each of the awardees has contributed to strengthening the scholarship of the engagement mission of UConn. These award recipients have demonstrated the spirit and ideals of UConn’s Office of Public Engagement’s goal to develop scholarship, programs and partnerships that are Relevant, Reciprocal and Responsible.
Emily Keller, an advanced degree student in the School of Dental Medicine, personifies the "UConn Engaged" mission. She has made fundamentally important contributions to advance oral health and the quality of life in local and global communities through her various activities in service, engagement, research, and education.

Emily is an Urban Health Scholar in the Connecticut Area Health Education Center Urban Service Track program. Participants in this program represent a select group of students enrolled in the University of Connecticut Schools of Dental Medicine, Medicine, Nursing, Pharmacy, Social Work and Quinnipiac University’s Physician Assistant program. The Urban Service Track program is a nationally recognized service-teaching model designed to produce a cadre of well-qualified health care professionals committed to serving Connecticut’s urban underserved populations. Emily has been engaged in the training and activities of the Urban Scholars throughout Connecticut from day 1 of dental school.

Quite remarkably, in the midst of being a student fully entrenched in the curriculum of the School of Dental Medicine and as an Urban Health Scholar, she has successfully maintained her role as the Co-Director of Cosechando Felicidad Inc. - Harvesting Happiness, a 501c3 nonprofit organization. Located in Santa Maria de Jesús, Guatemala, Emily and her friend Brennan McMillen founded the organization 2014. She has been able to dedicate the time needed to continue to run this program and fundraise while in dental school. The organization has grown from serving a few elderly 3 meals a day, to providing more than 27,000 meals for the elderly in 2016 alone. They continue to expand their feeding program, but now have added many other programs to serve the community including medical assistance, grocery aid for families in need and for single mothers, formula assistance, scholarships for volunteers, and 2 full-time employees. These programs served over 2,000 people in 2016.

Over the past summer, Emily took a major step forward at the intersection of her studies at the University and her nonprofit organization. She designed a research project to evaluate the oral health of young adults in Santa Maria de Jesus, Sacatepequez, Guatemala; the community that is home to her nonprofit organization. With Dr. Dieckhaus as her mentor, Emily executed an observational cross sectional study where 150 young people, ages 18-28, completed the WHO oral health questionnaire. To follow up on the summer research project, Emily plans to bring her findings to local nonprofits and the town mayor of Santa Maria de Jesus to begin planning to apply the knowledge gained to improve the oral health status of the community. Thus, her scholarly work is likely to be the beginning of positive change for good. In addition, Emily has been working with the School of Dental Medicine faculty to include the community that she knows so well into the existing dental service trip for third year students to Guatemala. Emily’s data showing the general oral health status and risk of this village community will guide UConn students and dentists in how best to approach the treatment of the population residing in this Guatemalan village.
Jenna Stone serves as a Coordinator for the Jumpstart Corps within Community Outreach. Prior to holding the position as Coordinator, she was the Jumpstart Volunteer Coordinator (2016-2017) and as a Jumpstart Team Leader (2015-2016).

Each of these roles is considered a student leadership position within Community Outreach. During her freshman year, she served as a Corps member with Jumpstart. She has consistently proven herself to be a competent, dedicated, and compassionate student and future teacher.

Jumpstart is an early childhood education program that partners college students with local preschoolers for a supplemental language and literacy program. The program is immersive and oftentimes demanding, given the time requirement for student volunteers (300 hours over the course of the academic year). It demands organization, determination and a positive mindset. The role can be challenging and occasionally stressful, though overall rewarding. If one were only to observe Jenna, however, you might only see the reward. Jenna has served approximately 10-12 hours per week with Jumpstart since her freshman year. In the 2015-2016 year, Jenna completed two full terms of service with the program, serving over 600 hours from September 2015 - June 2016. In the 2016-2017, Jenna was able to spearhead a book drive in collaboration with local schools in which Jumpstart received over 500 unique book donations. Jenna was not asked to do this -- she saw an opportunity and responded to a need. Through her efforts, Jenna has helped to build strong relationships in the community and improve the quality of not only the Jumpstart UConn program, but the classrooms with which the program partners with.

Jenna has maintained her poise as a leader even when situations proved more complicated than intended. She was patient with the children in her classroom and the members of her team as a Team Leader and showed exceptional forethought and creativity as a volunteer coordinator and a Community Outreach coordinator. Jenna exudes professionalism that exceeds many of her peers.
multinational business negotiation project; her cross-cultural teaching of attorneys in and from other nations; and her role in establishing a new Connecticut law and court processes around advocacy in animal cruelty cases, recognizing the often unseen role that animal cruelty plays in undiagnosed mental illness and domestic abuse.

Recognizing the need for stronger negotiation skills among lawyers and business leaders in negotiation, Jessica created a Negotiation and Dispute Resolution Society for students, which in its first year sent UConn Law teams to three national competitions. She then organized and hosted two competitions with 150 participants from the U.S. and Canada. She then conceived, created and now hosts the Annual UConn Business Law Negotiation Competition, joining law students and business students together to negotiate business deals. There is no comparable business/law negotiation competition in the United States; therefore, Jessica plans to open the competition to the national market.

Jessica’s engagement also reaches the international community. She has taught in Turkey with human rights activists from Africa, the Middle East and Southeast Asia under the auspices of George Soros’ Open Society Foundation. Here at UConn, Jessica works with our international graduate students, engaging and building their connections with the University. She was instrumental in teaching a group of 12 Turkish judges that attended UConn Law’s graduate program 4 years ago. Last summer, when 11 of them were imprisoned by the Turkish government, she advocated for them. She researched the conditions relating to their arrests and imprisonment, and that information was used to develop the University’s position and its briefing of our federal officials.

Jessica’s third major area of engagement relates to animal advocacy. Several years ago legislative and community leaders sought Jessica’s assistance addressing Connecticut’s history of failing to aggressively prosecute and sentence defendants accused of committing animal cruelty. This longstanding problem was returning offenders to communities, often without any records of their offenses, leaving them at risk for repeating violent behavior towards animals and/or escalating violence to reach human victims. While many prosecutors and judges have wanted to handle these cases aggressively, they struggled under resource and training constraints. Jessica worked tirelessly over several years with state legislators, judges, prosecutors and advocates to create a Connecticut law, Public Act 16-30, which enables judges to appoint law students to advocate in cases of animal cruelty.

Jessica has led the training of state officials to work with the new law, including educational sessions for law enforcement personnel and prosecutors, to improve investigation and prosecution of animal cruelty cases. She has further built an animal advocacy program at UConn Law School by which students appear in court to represent the interests of justice, and the public benefits from students through vigorous prosecution which, in turn, makes communities safer. She has also partnered with the UConn School of Social Work and the State’s Attorney’s Office to develop a program to diagnose and treat cruelty offenders.
Dr. Kenneth Noll is a professor and microbiologist in the Department of Molecular and Cell Biology. He has strong records of research accomplishment and external funding and has demonstrated excellence in the classroom. He is able to use his research experience to gather both modern and historic aspects of his subject and presenting them in a comprehensible and engaging manner.

Dr. Noll has developed and offered numerous educational activities presented through the Connecticut State Museum of Natural History, the Graduate School, the College of Liberal Arts and Sciences, and his department, MCB. These activities have enriched the public’s understandings of the natural world and science as well as showcased UConn’s research, scholarship, and teaching. Some of the activities have included: Wild Microscopic World in Your Backyard, Kitchen Germ Safari, The Artificial Termite Gut: A Hi-Tech Exploration of Microbes and Biofuels, Life in The Deep Sea as Seen from Alvin, and UConn’s Kids Are Scientists & Engineers Too (K.A.S.E.T.) program.

Dr. Noll is creating new courses to help graduate students develop better communication skills. Now focusing on students in science and engineering, he is branching out to other fields since effective communication with people outside one’s field is essential for all disciplines. He has worked for many years with the Graduate School’s Three Minute Thesis (3MT) competition providing training in distilling a thesis topic to a concise, clear and interesting message. He uses his experience with storytelling to demonstrate how to connect with listeners. Drawing on his 3MT activities and personal experience in improvisational theater, he is working with the Graduate School to develop a broad graduate student professional development program in communication.

Dr. Noll’s outreach efforts extend beyond the University. For 10 years he was an instructor and organizing committee planner for the ASM’s Kadner Institute, a 5-day intensive professional development program held each summer for advanced graduate students and postdoctoral researchers. The Institute taught participants about employment options and helped them develop professional skills for their careers. The interactions between the Institute faculty and participants were beyond those that typically take place in a graduate program. Faculty members conveyed the human side of their professions along with descriptions of their daily activities.

Collaborating with the Connecticut State Museum of Natural History, Dr. Noll has recently developed outreach programs at schools and community events portraying Charles Darwin. He has developed the character of Mr. Darwin to portray the scientific aspects of his work and, importantly, the humanity of the man. He uses storytelling to better connect audiences with Mr. Darwin and to make the topics memorable. In this interpretive presentation, Dr. Noll portrays Charles Darwin sharing his life story on topics that include Darwin’s voyage on the HMS Beagle, the importance of his family, his experience in school, and the role religion played in his life.

Dr. Noll is the creator, author and layout artist of the MCB departmental publications MCB News and Expression. These publications highlight the research, teaching and professional training activities of MCB for public audiences. Through interviews of faculty and students and background research, he brings these technical subjects to his audience in comprehensible terms and in a manner that engages their interest.
Programs and Partnerships, Patricia leads in the facilitation of school time and out of school time collaborations within the North End Hartford. She works alongside students, families, teachers, staff, and partners to uplift voices and align interests, strengths, and needs to fit with the planning and delivery of all Husky Sport related efforts. Patricia integrates her many leadership skills as an innovator and advocate for diversity and justice through her everyday work to build consistent and positive relationships amongst the many stakeholders within Husky Sport’s campus-community partnership.

Patricia is a leader in service-learning and professional development of UConn staff, students, and volunteers. She builds upon theory and scholarship to facilitate experiential learning and community engagement opportunities for UConn personnel while ensuring that the work of Husky Sport still centers community-based stakeholders’ experiences and expertise and strengths.

Patricia brings a high level of courtesy, patience, passion, and drive that sets the tone for the hundreds of everyday participants living and working within the settings of Husky Sport. The scope of people in which she leads and supports, as well as programs and partners in which she facilitates, requires such a high level of professional skill, coordination, and cross-organizational alignment. Patricia excels in her full-time staff roles with Husky Sport, and has done so dating back to her time as a student-volunteer since 2009. Her story and her accomplishments are important and impactful, both at UConn and beyond the campus community.
Intergrated Pest Management (IPM) Team

Leanne Pundt (greenhouse), Victoria Wallace (school, turf, and landscape), Candace Bartholomew (pesticide safety education), Donna Ellis (IPM Program Coordinator, Invasive Species, Curriculum, Nursery, and School IPM), Jude Boucher (vegetable), Mary Concklin (fruit), Joan Allen (plant diagnostic laboratory) and Ana Legrand (invasive species, turf and landscape). Alejandro Chiriboga (nursery).

Integrated Pest Management (IPM) applies multiple tactics in a variety of settings through the selection of appropriate tools and the education of members of the agricultural industry and Connecticut citizens to provide sustainable, science-based approaches for the management of plant pests (insects, mites, diseases, wildlife, and weeds, including invasive plants). The UConn IPM Program incorporates all possible pest management strategies through knowledgeable decision making, utilizing the most efficient landscape and on-farm resources, and integrating cultural and biological controls. Program objectives include maintaining the economic viability of agricultural and green industry businesses, enhancing and conserving environmental quality and natural resources, educating participants on the effective use of biological control agents, and educating pesticide users about the safe use and handling of pesticide products.

The goal of IPM is to reduce the dependence of agricultural producers and green industry professionals, Connecticut citizens, and schools on pesticides while maintaining or improving productivity, crop quality, and quality of life. Since its inception in 1980, the Connecticut IPM Program has made great strides in developing and implementing more sustainable methods for pest control throughout Connecticut. The IPM Program has educated growers statewide about the judicious use of pesticides and alternative pest control methods.

IPM Program team members conduct intensive on-site educational training for fruit and vegetable producers, garden center owners, greenhouse growers, nursery producers and retailers, and turf and landscape professionals. Growers and green industry professionals receive information on the current status of and recommendations for important plant pests and training via pest messages, email alerts, webinars, newsletters, articles in national trade journals, management guides, websites, social media, consultations and counseling via phone, site visits to their operations, workshops, conferences, exhibits, and short courses. IPM programs are evaluated through pre- and/or post-program surveys and evaluations, needs assessment surveys, focus groups, key informant interviews, testimonials, and unsolicited comments.

Broader adoption of IPM practices enhances responsible pest management and reduced management and production costs; minimizes adverse environmental and economic effects from pests; results in improved ecosystem quality and plant performance; and improves plant health, quality, yields, and aesthetics. The use of IPM includes cultural controls, biological control agents, biological fungicides, physical and mechanical controls, chemical controls, the use of resistant cultivars, regulatory controls, and behavioral modification. IPM partners and collaborators include State and Federal agricultural and environmental/non-governmental agencies and organizations; State, New England, and Northeastern fruit, greenhouse, grounds keepers, nursery, turf, landscape, and vegetable associations; industry suppliers/dealers; regional universities; educators; schools and municipalities; individual growers, farmers, and producers; Master Gardeners; and the general public.

The IPM program is a collaboration between UConn Extension and the Department of Plant Science & Landscape Architecture. The IPM program team also has support from the following Federal, State, and private funding sources: Connecticut Department of Agriculture, Connecticut Department of Energy and Environmental Protection (DEEP), Connecticut School IPM Coalition, Grower donors and municipal and school grounds research participants throughout Connecticut, Multi-state Hatch Project NE-1032, National Plant Diagnostic Network (NPDN), New England Grows, New England Vegetable & Berry Growers’ Association, Northeastern IPM Center (NEIPMC), Connecticut Agricultural Experiment Station (CAES), UConn, US Department of Agriculture (USDA) Animal and Plant Health Inspection Service (APHIS), USDA National Institute of Food and Agriculture (NIFA) Crop Protection and Pest Management (CPPM), Extension Implementation Program (EIP), Beginning Farmer & Rancher Development Program, USDA Northeast Region IR-4 Program, USDA Northeast Sustainable Agriculture Research & Education (SARE) Program, USDA Risk Management Agency (RMA), and USDA Specialty Crop Block Grant (SCBG) Program.
Spring 2018 Public Programs & Activities

Recent Discoveries from the Office of State Archaeology
Dr. Brian Jones, State Archaeologist, UConn
Saturday, January 20, 3:00 pm - Free
Biology/Physics Building, Rm 130, UConn

Day Trip: Museum of Science, Boston
Bus will leave Storrs at 8 am. Museum admission not included.
Saturday, January 27, Bus Fee $50
Boston, MA

Teale Lecture: Giving the Future a Chance
Dr. Elke U. Weber, Psychology, Princeton University
Thursday, February 1, 4:00 pm - Free
Dodd Research Center, UConn

Mission to Mars: Human Space Exploration
Dr. John Mathieu, School of Business, UConn
Saturday, February 10, 3:00 pm - Free
Biology/Physics Building, Rm 130, UConn

Community Event: Connecticut Flower & Garden Show
Museum exhibit in Federated Garden Club area
Thu - Sun, Feb 22 – 25
Connecticut Convention Center, Hartford

Teale Lecture: Rolling Back Environmental Regulation
Dr. Cary Coglianese, Law School, University of Pennsylvania
Thursday, March 8, 4:00 pm - Free
Dodd Research Center, UConn

Traits That Make Plants Irresistible to Pollinators – Talk & Tour
Dr. Matthew Opel and Clinton Morse, EEB Greenhouses, UConn
Saturday, March 10, 10:00 am - Free
Torrey Life Science, Rm 154, UConn

Morning Tea with Mr. Darwin: Faith, Religion, and Science
Dr. Kenneth Noll, Molecular and Cell Biology, UConn
Saturday, March 24, 10:00 am - Free
Biology/Physics Building, Rm 130, UConn

Recent archaeological finds at the Pilgrim’s First Settlement
Dr. Christa M. Beranek, Fiske Center, University of Massachusetts
Saturday, March 24, 2:00 pm - $10
Farmington High School, Farmington, CT

Teale Lecture: Multispecies Justice
Subhankar Banerjee, Art & Art History, University of New Mexico
Thursday, April 5, 4:00 pm - Free
Dodd Research Center, UConn

Spring Seedlings Workshop
Julia Cartabiano, Farm Manager, and Spring Valley Farm Students*Advanced registration required.
Saturday, April 7, 10 am – Free

Special Series: Exploring Connecticut’s Towns – Norwich!
Regan Miner, Consultant for the Norwich Historical Society
Saturday, April 2, 10 am - $15
*Advanced registration required.

Ancient Technologies Workshop: Flint Knapping
Dr. Brian Jones, State Archaeologist and Scott Brady, FOSA
Saturday, May 19, 1 pm - $50
*Advanced registration required.

For additional or registration information visit
www.mnh.uconn.edu/mhcurrentcalendar.html
Spotlight on Sara C. Bronin
UConn School of Law Professor
By Tugba Pazarbasi

The UConn Office of Public Engagement is excited to bring the latest news from Sara C. Bronin, a professor at the UConn School of Law who utilizes Service Learning in her courses. Professor Bronin is also the Thomas F. Gallivan Chair in Real Property Law and Faculty Director of the Center for Energy and Environmental Law. Bronin is a Mexican-American architect and attorney whose engaged scholarship focuses on property, land use, historic preservation, green building, and renewable energy law. As the Gallivan Chair, she organizes annual public conferences and speaks frequently throughout the United States and internationally. She has been elected to membership in the American Law Institute and is the lead author of the land use and servitude volumes of the forthcoming Fourth Restatement of Property.

In addition to her teaching and scholarship responsibilities, she serves as faculty director for the Law School’s Center for Energy & Environmental Law. Professor Bronin serves as an expert witness and consultant to cities, state agencies, and private firms. Among other projects, she served as one of the lead attorneys and development strategists for the 360 State Street project, a mixed-use, transit-oriented, LEED Platinum project in New Haven. As chair of the City of Hartford’s Planning & Zoning Commission, she has overseen award-winning changes to the zoning, subdivision, and inland wetlands regulations for the benefit of the city of Hartford. As chair of the Hartford Climate Stewardship Council, she led a collaborative effort to draft and adopt the city’s first Climate Action Plan. Professor Bronin also chairs the city’s Energy Improvement District Board and serves in the leadership of the Connecticut Trust for Historic Preservation.
OPE: What is your background? What led you to where you are today on your career and personal interests? Is there any one circumstance that made your path very clear?

SCB: As an undergraduate, I attended architecture school, enrolling in a 5-year program leading up to a professional degree. In that program, I realized that the built environment is influenced not only by design, but also by rules like zoning regulations and building codes. I knew I needed to learn more about law and policy, which led me on the path to a masters degree and then law school.

OPE: How are you balancing academia, legal/architectural practice, and public service?

SCB: Of course, my full-time job is as a professor at UConn, specializing in property, land use, and historic preservation law. I also run UConn Law’s Center for Energy and Environmental Law, which is a sprawling enterprise that oversees a full curriculum leading to a JD certificate or an LLM, offers conferences and symposia, and employs research assistants and a legal fellow doing work on sea level rise. After hours, I've been involved in public service at the state and local levels, which ties directly to my research interests. In 2007, for example, I became a commissioner on the City of Hartford's Historic Properties Commission, and that experience really informed my work, including two books on historic preservation law that have since published. So I see public service as informing into my academic work, and vice versa. I also do some consulting work, usually related to land use or property legal matters.

OPE: What are your latest projects?

SCB: Outside the classroom, I’ve gotten much more involved recently with the Connecticut Trust for Historic Preservation. It is a nonprofit that advocates for the places we care about most, and facilitates preservation development. This year, I helped lead a strategic planning process that pushes the Trust to build on its strengths and identify opportunities for future growth. My latest leadership role is as chair of the energy improvement district for the City of Hartford. In that role, I try to help guide the city’s energy development efforts. Right now, we are finalizing a plan that identifies potential energy projects citywide, focusing on projects that would benefit low-income families. Incidentally, three former UConn Law students in one of my classes drafted the ordinance that created the energy improvement district.

As for scholarship, I am the lead drafter for the land use and servitude volumes of the Fourth Restatement of Property Law. A Restatement aims to guide judges and others in the process of deciding cases in that area of law. It is a monumental effort, which happens once every thirty or forty years. Last fall, I finished the near-final draft of the land use volume and will hope to wrap that up in 2018. This month, the second edition of Historic Preservation Law in a Nutshell came out, which is exciting. I continue to serve as co-author of a zoning law treatise, and I just published a few “popular writing” pieces, like an article for Planning magazine, which goes out to every member of the American Planning Association, on the elimination of mandatory parking minimums.
OPE: What are parking minimums, and what do they mean for cities?

SCB: Nearly every zoning code in the country has strict provisions that require property owners to add a certain amount of parking when they build something new or change a use. Hartford’s Planning & Zoning Commission voted unanimously in December to amend our zoning code to drop all mandatory parking minimums. As you may know, UConn Professor Norman Garrick has been an important voice in this discussion. He and others have produced several studies highlighting the hidden financial costs of excessive parking, the relationship between parking and car use, and the negative impacts of parking on the experience of walkers and bikers. We have gotten national attention for this change, which keeps Hartford at the forefront of zoning innovation. We expect it will spur on more development and create a better urban experience for bikers and walkers. We also hope Hartford will see a reduction in impervious pavement, which will decrease the urban heat island effect.

OPE: Besides parking, can you discuss what you do with the City of Hartford's Planning & Zoning Commission?

SCB: Over the last few years we’ve primarily been engaged in reform of our zoning laws. In early 2016, we completely replaced our outdated zoning code with a new, form-based code that aims to create a more livable and sustainable city. Building on that effort, we convened the Climate Stewardship Council in April of 2016, to focus specifically on drafting a Climate Action Plan. We have the opportunity to incorporate that Climate Action Plan into the 2020 comprehensive plan of development for the city of Hartford. We’re starting to scope out that plan now - it is truly an exciting time.
**OPE:** Can you share with us the details of the Hartford Climate Action Plan? What kind of contributions are expected? Who should be involved in these projects and what are the potential outcomes?

**SCB:** The Climate Stewardship Council, which I just mentioned, is the group that drafted the Climate Action Plan (CAP). After robust community engagement, the CAP was formally adopted in January by the City Council, and we couldn’t be happier. The CAP is essentially a roadmap, providing goals and strategies for making Hartford a national leader in environmental stewardship and quality of life. It is organized around six focus areas: Energy, Food, Landscape, Transportation, Waste, & Water. For each focus area, the CAP enumerates specific strategies and provides suggestions to residents and businesses for actions they can take to help further each focus area of the plan. Overarching the entire document are our three core values: public health, economic development, and social equity. While Hartford has come a long way in the last few years, the CAP looks to take us even further by providing lofty goals.

Climate change is a huge issue, and it takes a coordinated effort to make progress. We’ll be most successful in our environmental stewardship efforts if we keep community organizations, residents, businesses, students, and public officials actively involved. If the CAP drafting process was any indication, there are a lot of people in the Hartford community willing to dedicate their time and effort toward making our city as sustainable as possible. We also now have a grant-funded Sustainability Office working full time to facilitate community outreach and implementation.

**OPE:** How should local universities be involved in this project?

**SCB:** We’ve found that when it comes to a major research undertaking like drafting a Climate Action Plan (CAP), local institutions of higher education are critical partners. UConn Law students provided research assistance and helped to draft early versions of the CAP. Student interns from other local colleges like Trinity and University of Hartford aided the CSC with research, grant-writing, communications, community outreach, administrative support, and graphic design. We were even able to secure the help of a group of Berkeley public policy grad students. Their cost-benefit analysis helped determine the strategies and goals that ultimately ended up in the CAP. We are looking to involving colleges and universities in the region in the implementation phase.

**OPE:** Have you involved UConn in implementation? What do you think about service learning courses?

**SCB:** UConn’s Office of Public Engagement is actively connecting students and professors with the Sustainability Office. Their work - tackling discrete “action items” in the Climate Action Plan - will help Hartford realize more of the Plan’s goals, more quickly. Of course, in general, I think service learning is really important. I am proud that UConn is more formally embracing public service through the Office of Public Engagement and exposing the students to opportunities to engage in service learning. The broad array of courses already being offered is promising. My hope is that it continues to increase and expand into different areas over time.
OPE: And what about service learning at the Law School?

SCB: The Law School prides itself on a culture of engagement that goes back decades. We were one of the first law schools to institute a “practice-based learning” requirement, which requires students to complete a semester-long activity, like an externship at a public agency, that applies their skills in practice. Students can also fulfill this requirement by serving as student interns, supervised by attorneys, in the Law School clinics. In the clinical program, law students serve real clients seeking assistance on a range of issues from criminal law to immigration law to intellectual property law. My experience with the clinical programs comes from the Connecticut Urban Legal Initiative, which I chaired for a few years and which provides top-notch, free or low-cost legal services to non-profit organizations and others, particularly for real estate projects. Another new initiative that the Law School has undertaken under the leadership of Dean Fisher is the Community Law Center, which pairs new attorneys who are seeking to start their own practices with people who might not otherwise have access to legal services. And the Law School has an impact through our lectures and conferences. These events often tackle some of the most pressing issues of our time, including criminal justice reform, environmental degradation, free speech rights, and constitutional questions. We attract about two hundred people, from all professions and backgrounds, at each conference. For the most part, the programs are free. So, in that sense the Law School provides an educational service that goes beyond just the classroom experience. Finally, as you know, professors often incorporate service learning into their classes.

OPE: You are one of those professors. What has been your favorite project that has involved service learning?

SCB: Certainly the most significant in terms of the number of students and impact has been the zoning code reform to the City of Hartford. A few dozen UConn Law students, enrolled in my classes over the course of a few years, worked on that project. The whole commission was impressed by their work to identify best practices in land use regulation and present that to the commission. At the same time, the students received a chance to apply their research in a real-life setting by making presentations in real time to decision makers who had the authority to act on their recommendations. And in fact, almost every student project that was presented to the commission was adopted by the commission. And so, you see the imprint of UConn Law research throughout the zoning code, to the long-term benefit of the people of the City of Hartford.
The AntU initiative celebrated another successful event with the opening of our newest exhibit in the Wilbur Cross Rotunda in December of 2017. “The Language of Army Ants & Their Guests” focuses on the ongoing collaborations between the departments of English and Ecology & Evolutionary Biology in two parts: one side of the Rotunda highlights selected poems by students of Bruce Cohen and Darcie Dennigan from the English Department, while the other side hosts a 50-foot long magnetic wall filled with army ant (and guest!) inspired vocabulary.

Our opening reception featured a poetry-slam-style match-up, during which teams of students from courses in Creative Writing and Medical Parasitology competed in three rounds of high-speed, on the spot poetry writing. The competition was decided by audience applause, with final determinations made by a panel of three judges. The exhibit was designed and constructed by Collin Harty of the Connecticut State Museum of Natural History.

We invite visitors to Wilbur Cross to find their own poetic inspiration in the language of army ants and their guests. If you are particularly proud of your poem, send a photo to AntUinfo@uconn.edu and the best submissions will be featured on our AntU Facebook page.
Walk for Water

By Sarah Dottor, AmeriCorps VISTA, and
Heather Allstrom, UConn BRAVE Chapter President

The UConn chapter of BRAVE Girls Leadership is working on a semester-long, Service Learning project this Spring to support efforts to alleviate the global water crisis. The global water crisis refers to the lack of access to clean water and sanitation, which contributes to health, poverty, and even education. It disproportionately affects women and children, who are usually responsible for collecting the water. In addition, many young girls drop out of school once they reach puberty if they do not have access to proper sanitation. BRAVE wants to do something about this. The chapter will be fundraising for change and spreading awareness about the global water crisis throughout February, March, and April.

This semester, BRAVE is teaming up with H2O for Life to help defend against the crippling water crisis so many parts of the world are currently facing. H2O for Life provides a Service Learning opportunity for organizations to raise awareness about the global water crisis while taking action to provide funds for water, sanitation, and hygiene education for a partner school in a developing country. Currently, over 2.5 billion people in the world lack access to proper sanitation resources. Millions of women and children spend hours each day collecting water, walking an average of 3 miles for 3 gallons of water. Often, this water is collected from polluted sources. Through fundraising, it is possible to raise money to create a sustainable water source at a school or community center in a developing country.

Our event, Walk for Water, will challenge participants to walk (or run) 3 miles, during which they will carry 1 gallon of water. Participation costs $10 and the goal is to have participants raise money through donors based on the numbers of laps they have completed. We have pledged $2,000 in order to help Erasmus Crèche, a tribal community in South Africa. With these funds, the community will be able to install water tanks with taps for accessing water and a pipe to supply water to the kitchen for lunch, as well as improvements to their toilets. Additionally, the project will enable all staff and students to receive hygiene education training, and the larger community will be invited to participate too. None of this will be possible without your support! Please join us!

The tentative date for this event is Sunday, April 15th. Please contact uconn@girlsarebrave.org for information on how you can get involved! BRAVE Girls Leadership is a nonprofit based at UConn in partnership with the Office of Public Engagement through the AmeriCorps VISTA program.

To learn more visit www.girlsarebrave.org/
https://www.h2oforlifeschools.org/projects/600
Think Globally, Dig Locally: Archaeology and Social Justice

Brian Jones, PhD. State Archaeologist

In 2008 my mind was opened to a very different understanding of what archaeology could be. I had just sat through a session of the Northeast Anthropological Association meeting held at UMass Amherst. The talks provided a retrospective on archaeological studies conducted through UMass Amherst over the past three decades, with a traditional UMass perspective emphasizing issues of colonialism, gender and social inequality. They had all been interesting, but UMass Anthropology faculty member Arthur Keene stole the show with a retrospective of his own career path, emphasizing his increasing dissatisfaction with his practice of archaeology through the 1980s that ultimately resulted in his shift toward developing a Service Learning program in order to engage students more directly with issues of social justice. Rather than being defeatist, his talk was inspiring, and he closed by challenging the audience to develop an archaeology of social justice for a new generation of students, scholars and activists. In short, he recommended that archaeology should be used as a tool to make the world a better place.

Public Archaeology, aimed largely at increasing the public awareness of history, had been going on since the 1970s. This movement matured through the 1980s and 90s toward more socially active approaches intended to bring voices to those of the past, largely through working with local and often descendent communities. The 1990 Native American Graves Protection and Repatriation Act for the first time gave a legally powerful voice to Native Americans in the way federally-funded projects were conducted and established a process for the repatriation of human remains and sacred items to descendent communities. In the 2000s, Community-Based archaeology, that is research conducted by and for

local, often indigenous communities was becoming a specialized practice within archaeology. So in many ways, Keene’s challenge to us a decade ago was in step with much broader changes in the field that had begun to consider how an archaeology of social justice could be conducted. So where do we stand today as a discipline? The idea for this essay was inspired in part by listening to a "Women in Archaeology Podcast" on a recent commute. The discussion focused on high points from the 2017 American Anthropology Association meeting held recently in Washington, D.C., in particular a session titled "Teaching Archaeology as Social Justice". One of the topics covered in that session included the use of Service Learning in the study of a Texas pauper cemetery. In this case, students worked closely with the community and living descendants to relocate unmarked burials and associate plots with the names of the deceased. Other talks emphasized issues of archaeological ethics, critical pedagogy, and the importance of local knowledge production.

Logo credit: Heidi Nielsen and Bonnie Plourde
For those further interested in the social justice movement in archaeology, a conference titled "Archaeology and Social Justice" will be held on March 2nd and 3rd at the Joukowsky Institute for Archaeology, Brown University, Providence, Rhode Island. The description of the meeting states: "Within the context of archaeology, we conceive of social justice as pertaining to issues of privilege and opportunity that affect the makeup of scholars in the field, efforts among archaeologists to engage with the public and with broader social and political discussions, and the degree to which archaeological scholarship and pedagogy intersect with or impact these issues. It also refers to the asymmetries of power and structural inequalities in society at large" (http://blogs.brown.edu/archaeology/workshops/sotf2018/).

As the State Archaeologist, and as part of the Office of Public Engagement, I find myself challenged to develop practical ways of conducting an archaeology of social justice. Some goals are relatively straightforward, such as attempting to reach out to a broader section of the community when developing archaeological programs. Finding locations to study that better reflect the diversity of Connecticut's past and present populations is also an important goal. But both of these efforts are top-down approaches. It is more challenging, and more important, to engage directly with socially and economically marginalized communities to better understand the types of research they themselves want to see conducted. This is the first step toward developing local knowledge production that actually benefits communities in ways that make sense to them. As historical archaeologist Charles Orser said in 1996 "think globally, dig locally." Ultimately I think this is exactly what Art Keene was challenging us to do that day my eyes were opened to a new direction for my work.
During the Fall of 2017 UCC has worked closely with the North Hartford Promise Zone (NHPZ) administration team to develop capacity between the north end of Hartford and the University of Connecticut. From these efforts, UCC has connected the university with over 30 North Hartford based community organizations. In November 2017 these community organizations, called community partners, convened with UConn faculty in the first NHPZ-UConn Community Partner Meeting. The NHPZ community partners will provide UConn students and faculty with a diverse set of community based research and teaching opportunities through their work in the North Hartford Promise Zone. In order to facilitate connection between the university and our community partners, UCC launched the NHPZ Project Proposal Application. This application provides community partners equitable access to university resources that can support their community-based projects.

Starting this spring semester, UCC has partnered with the Hartford Consortium for Higher Education and the All In! Network on a research project to increase the matriculation and retention rates of Hartford Public School graduates. UCC will be facilitating data collection efforts to inform an intervention that will be piloted this summer.
MORNING TEA WITH MR. DARWIN

Join Charles Darwin as he shares stories about his remarkable life as portrayed by Dr. Kenneth Noll
Department of Molecular and Cell Biology, UConn

**Faith, Religion and Science**
March 24, 2018, 10:00 am - 11:15 am
Darwin's personal struggles with religious faith and the religious context in which his work developed.

**Life and Times of Charles Darwin**
June 9, 2018, 10:00 am - 11:15 am
Discover Darwin's relation to political movements, poor laws, religious doctrines, slavery, vivisection, and spiritualism.

**Bees, Pigeons, Worms and Orchids**
August 11, 2018, 10:00 am - 11:15 am
Explore the world of Darwin's backyard and how the humble bees, pigeons, earthworms, orchids, climbing plants, and weeds influenced his ideas.

**The Big Book**
October 20, 2018, 10:00 am - 11:15 am
Darwin will walk you through his thoughts, his set-backs, his anxieties, and his eventual triumph on his famous book *On the Origin of Species*.

-Location-
UConn, Biology/Physics Building, Rm 130
91 N. Eagleville Road, Storrs CT 06269
FREE AND OPEN TO THE PUBLIC