Helping Your Student
Enjoy Education Outside
the Classroom

Centers of Excellence
and Opportunity

Diversity from a Culinary
Perspective

Keep Your Student on Track
with Summer Session
Mission Statement
The UConn Parents Association will support the University by involving parents in the college experience for the purpose of improving and advancing the University of Connecticut.

Executive Board
Susan Camenker, President
Caroline Chapman, Vice President
Eugenie Williams, Secretary
Cathy Rebai, Past President/Interim Treasurer

Meetings
The Executive Board meets two to three times each semester, or more if necessary.

About UConn Parent Talk
UConn Parent Talk is produced by the University of Connecticut Parents Association in conjunction with the Division of Enrollment Management and Planning and the University of Connecticut Foundation, Inc. Parents/Guardians of undergraduate students receive UConn Parent Talk three times each year (August, January, and May). We welcome your comments and suggestions. Please direct all correspondence to Maria A. Sedotti, Coordinator of Orientation Services/Liaison UConn Parents Association at the following address:

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Design by University Communications.

Articles for this issue were compiled by Kristen Glines, Graduate Assistant, Office of Orientation Services

This issue was mailed and posted on the Parents Association website in mid-December. All UCPA LISTSERV members were notified of the posting. We are not responsible for the late receipt of this newsletter. Parents can join the UCPA LISTSERV at parents.uconn.edu

Students Today. Huskies Forever.
Happy 2012 to all. While we are in the middle of the long, cold winter there is much to anticipate. I hope you will join me in reading Half the Sky: Turning Oppression into Opportunity for Women Worldwide, the inaugural book of the UConn Reads initiative. President Susan Herbst wants to engage all of us within our UConn community in discussions and intellectual events centered on this nonfiction bestseller. Written by Pulitzer Prize winners Nicholas D. Kristof and Sheryl WuDunn, the book was selected by a University-wide committee. We’re also at the height of the basketball season and all the excitement that comes with cheering on our Huskies, both the men’s and women’s teams. I hope to see you at a game.

And I encourage all of our December graduates to stay connected—attending sporting events, visiting the William Benton Museum of Art, or seeing shows at the Jorgensen Center for the Performing Arts. Most importantly, I hope all graduates will join the UConn Alumni Association, sponsor of the Husky Alumni Network. This expanded online community offers free services for UConn alumni—and students—including a permanent UConn email address, class notes, job and résumé postings, and info about events. It also includes CareerNet, a networking tool for students, facilitating viewing and contacting UConn alumni volunteers who’ll share their expertise about a vast array of professions and relocation destinations. On behalf of the UConn Parents Association, best wishes to our December graduates for much happiness and success in the coming years. Remember you will always be a Husky!

Cathy Rebai,
Past President/Interim Treasurer, UConn Parents Association

Helping your student enjoy education outside the classroom

A university education is much more than classrooms and exams. Every student has an array of opportunities available to broaden their individual educational experience. Part of the University of Connecticut’s renewed efforts in internationalization is to emphasize these opportunities.

Over the past few years, there has been a fundamental shift in our outlook on internationalization, and we have made a number of significant advances and noteworthy accomplishments. I urge you to discuss these opportunities with your UConn student so that your son or daughter may plan a richer and more rewarding University career.

• UConn is a member of Universitas 21, an international network of leading research-intensive universities in 13 countries. UConn is one of only two U.S. universities in a network which comprises major institutions of higher education in the United Kingdom, China, Australia, Singapore, India, Mexico, and Sweden, among other locales.
• Seven UConn students and seven faculty members were chosen to participate in the Fulbright Program this past year.
• UConn Study Abroad has programs in 65 countries on six continents. Students learn a new language, experience a new culture, and gain an invaluable advantage in the competitive job market.
• The School of Nursing sends undergraduate students each year to South Africa to spend a semester working on maternity and pediatric nursing.
• The School of Pharmacy has a partnership with Peking Medical University, where students travel to learn traditional Chinese medicine.
• The School of Fine Arts manages an art and art history program in Florence, Italy at the UConn Palazzo Rucelai.

These are a few examples of UConn’s internationalization efforts. The internationalization of our research, teaching, and public engagement is a fundamental component of the University’s academic goals.

Peter J. Nicholls, Ph.D.
Provost and Executive Vice President for Academic Affairs
The connections between Mark Boxer ’87, MBA, and UConn are both wide-ranging and deep. As a life member of the UConn Alumni Association; an alumnus of the part-time MBA, graduate of the executive program in managed care, and participant in the public health Ph.D. program; advisor to and adjunct faculty member in the School of Business; and board member of the UConn Foundation, Boxer has experienced the University from numerous perspectives.

This fall, he’s gaining a new and personal one, as his eldest daughter joins the UConn freshman class in Storrs.

Boxer and his wife, Michelle, have long supported the University with private giving, and are now encouraging other UConn parents to consider the role of philanthropy in supporting their own students’ UConn experience. Together, they are pledging to match, dollar-for-dollar, gifts made by current UConn parents, until giving from parents, along with the dollar-for-dollar match from the Boxers, reaches $250,000.

“We wanted to find a special way to inspire others to consider donating. Parents pay tuition already, but we also know that tuition only covers part of the cost of a UConn education,” says Mark Boxer.

Adds Michelle, “We have to find ways to provide not only the basics for our students, but also those unique programs that make UConn such a special place for our children. That’s a great role for philanthropy, whether donations are for scholarships, study abroad programs, athletics, or in other areas.”

Mark credits his UConn education for his later success in business. And in his current role as executive vice president and global chief information officer for CIGNA, he sees a strategic need for the state’s flagship public University to thrive.

“I want my state’s University to have a national reputation for academic excellence and research, attracting top talent to the state and then providing the skilled workforce that we need to grow. The University helps to power the very economy that our students will graduate into.”

The Boxers hope their offer of a match inspires other parents to contribute toward that UConn vision.

“It’s not the amount of the gift that truly matters. Parents should find a niche at UConn that is especially meaningful to them or to their student. If they’ve donated before, we’d welcome them to make another gift this year, which we’ll match. If they’ve never donated, we’d ask them to make their first step and we will match that as well. We can all leave a legacy that sustains the University into the future, which in turn helps everyone.”

All gifts for the benefit of UConn should be made payable to The University of Connecticut Foundation, Inc. and sent to 2390 Alumni Drive Unit 3206, Storrs, Connecticut 06269-3206.

Karen Santasiere, Director of Annual Giving
UConn Foundation, Inc.

Just before Thanksgiving I returned to UConn, having served here as director of undergraduate admissions from 1998 to 2001. I’m extremely fortunate to return to this great University, and I’m thrilled to rejoin under the outstanding educational leadership of President Susan Herbst.

During my time away, I’ve been engaged in enrollment management for the State University of New York (SUNY) system, most recently as SUNY-Albany’s vice provost for enrollment management. Now that I’m back, I’m thankful to have this opportunity to boost student success, especially helping to ensure on-time graduation. I’ll be working closely with the University of Connecticut Parents Association as well as with faculty, staff, and students to further advance UConn’s reputation as a premier public research University.

As we cooperate to help students achieve their goals, please consider providing us with feedback on UConn Parent Talk, including topics you would like addressed in future editions.

Wayne Locust
Vice President for Enrollment Planning and Management
Centers of Excellence and Opportunity

Greetings from UConn’s Cultural Centers, in the Division of Student Affairs. The missions, constituencies, and programmatic initiatives vary from Center to Center, but all are committed to supporting the mission of the University to promote academic excellence and support ALL students in developing to their fullest potential. The Cultural Centers provide many opportunities for exposing the University community to widely diverse people, cultures, ideas, and viewpoints and to an increasingly globalized workplace and society. The six Cultural Centers are located on the 3rd and 4th floors of the Student Union. We invite you to visit us early in the spring semester.

UConn’s Cultural Centers

H. Fred Simons African American Cultural Center (AACC)
Willena Kimpson Price, Ph.D., Director
aacc.uconn.edu
860-486-3433, aacc@uconn.edu
Mon.-Thur.: 8:30 a.m.-11 p.m., Fri.: 8:30 a.m.-9:30 p.m.
Sat.: Scheduled Events, Sun.: As Scheduled

Established on the Storrs campus in 1968, the mission of the AACC is to promote academic excellence, cultural preservation, and quality leadership through a unique approach to cultural advocacy, academic support, and community outreach to middle schools, high schools, and community organizations and institutions in the State of Connecticut and across the region. The Center assists students in navigating the many resources of the University and accessing Information and assistance in academic support, financial aid, career services, mental health/counseling services, student employment, Office of Student Services and Advocacy, the Office of Student Activities, and other campus offices, schools, and departments.

Asian American Cultural Center (AsACC)
Angela Rola, Director
asacc.uconn.edu
860-486-0830, asacc@uconn.edu
Mon.-Fri.: 8:30 a.m.-10 p.m., Sat.: Scheduled Events, Sun.: Scheduled Events

AsACC provides resources to enhance the University’s diversity commitment through its recruitment and retention efforts, teaching service, and outreach to the Asian American community on campus and beyond. Central to all its programming, the AsACC assists students in exploring and defining their cultural identity in multicultural America. The AsACC provides a supportive environment for students, faculty, and staff that encourages academic excellence, personal development, community engagement, and professional leadership. Employment and volunteer opportunities are available for undergraduate students.

Puerto Rican/Latin American Cultural Center (PRLACC)
Gladys M. Santiago-Tosado, Ph.D., Director
latino.uconn.edu
860-486-1135, prlacc@uconn.edu
Mon.-Thur.: 8 a.m.-9 p.m., Fri.: 8 a.m.-6 p.m.

Established in 1972, PRLACC’s mission is to improve the status of Latinos and to promote awareness, understanding, and appreciation of the richness and diversity of Latinos and Latin American cultures. We serve as an advocate for Latinos and provide support for students, staff, and faculty. PRLACC works independently and collaboratively with University departments and community organizations to sponsor educational and cultural programs, provide services and leadership opportunities, foster connections, and educate the University and extended community about Latino issues. Our services and programs seek to enhance and support student, faculty, and staff recruitment and retention, as well as enrich the multicultural climate of our community.

Rainbow Center
Fleurette King, Director
rainbowcenter.uconn.edu
860-486-5821, rainbowcenter@uconn.edu
Mon.-Fri.: 9 a.m.-9 p.m., Sat. & Sun.: Scheduled Events

The mission of the Rainbow Center is to serve the diversity of the Gay, Lesbian, Bisexual, Transgender, Queer, Questioning, and Heterosexual Ally community and to provide resources and services to the wider community of students, faculty, staff, and local residents; to ensure that everyone has the opportunity to learn, work, and grow in a supportive and safe environment; to act as an accessible and safe space for reporting incidents of harassment and discrimination; and to diminish the effects of alienation experienced by community members by reducing negative, oppressive, and harmful behaviors and/or attitudes towards the GLBTQ community through the use of education and advocacy. Everyone is welcome regardless of sexual orientation, gender identity, and expression!

Women’s Center
Kathleen Holgerson, Director
womenscenter.uconn.edu
860-486-4738, womensctr@uconn.edu
Mon.-Thur.: 8 a.m.-9 p.m., Fri.: 8 a.m.-5 p.m.

Celebrating our 40th anniversary this year, the mission of the Women’s Center is to educate, advocate, and provide support services for the achievement of women’s equity at the University and within the community at large. Special attention is focused on, but not limited to, women who face additional challenges due to their race, ethnicity, socioeconomic class, sexual identity, religion, age, and physical or mental ability. Our major activities are concentrated in three core, yet interconnected, areas: education (programs focused on raising awareness on issues related to gender); advocacy (assisting individuals who experience violence and/or discrimination and assisting various campus departments in creating more equitable and inclusive policies and practices); and support services (referrals and crisis interventions). Our Violence Against Women Prevention Program is the point program on campus for addressing sexual assault, intimate partner violence, and stalking. Through our employment/internship/volunteer opportunities, our library, and our day-to-day discussions, the Center provides a unique environment in which people are encouraged to explore the connections between what they learn in the classroom and how they can make a difference in the world. Our educational programs and collaborations create opportunities for personal growth that enhance the professional and academic experience of students. The Women’s Center is an exciting and energy-filled place reflected in the community of people, from a variety of backgrounds, disciplines, and responsibilities... the place where all the pieces fit together.

International Center
Robert Chudy, Director
disp.uconn.edu
860-486-3855, disp@uconn.edu
Mon.-Fri.: 8:30 a.m.-9 p.m.

The Office of Global Programs-International Center provides a supportive environment for international students, scholars, and their dependents that are experiencing cultural adjustment issues. Coupled with these adjustment issues, the International Center provides a wide array of activities ranging from weekly country theme coffee hours to women’s groups meetings to bus trips. The International Center is a place where international students can meet and exchange ideas.

Join the UConn Parents Association LISTSERV at parents.uconn.edu.
As Jesse Jackson observed, “America is not like a blanket—one piece of unbroken cloth. America is more like a quilt—many patches, many pieces, many colors, many sizes, all woven together by a common thread.” The wealth of America’s diversity can also provide a unique culinary experience at UConn’s main campus in Storrs, one of the nation’s top public campuses.

Ethnic restaurants, popular with American consumers today, often introduce us to foods from different cultures. Many ethnic dishes are becoming part of the mainstream of America’s food culture, and others are seeing a tremendous boost in familiarity, acceptance, and consumption.

Some ethnic foods have been incorporated into everyday life and many others are growing in consumer recognition and popularity. About 75 percent of consumers are familiar with China’s Hunan, Mandarin, and Szechwan dishes, Cajun/Creole and soul food, and German, French, Greek, Japanese, Indian, Scandinavian, Caribbean, and Spanish cuisines. The reason for the popularity of these cuisines is immigration to the United States by diverse cultures. As ethnic groups grow larger, more restaurants offer the tastes of that group’s homeland, and offer more dining gateways for everyone to experience that group’s culture.

If we were to take a snapshot of the University’s current dining options we would find foods that satisfy many desires. Students can savor traditional comfort food. Vegetarians and vegans have choices. Our young people can make healthy choices, including eating food sourced from local farmers. Baked items are prepared at our own “Not Just Desserts Bakery.” Kosher and Halal menu selections are available. And we have options that meet individuals’ specific dietary needs, such as wheat-free items.

While meeting the needs of a population with varied tastes and requests is challenging, it does not speak to the meaning of a diverse menu in the truest sense. We are all emotional eaters. Our meal choices are based on how we feel or what is appropriate for the time and place. We may fall back into our comfort zone, perhaps choosing some menu item that brings memories from our youth or maybe a memorable meal enjoyed long ago. Where do our international students find their comfort foods to get through the bumps in the road of academic life?

As Dining Services moves forward in creating new menu options we are planning on broadening our approach to reflect the University’s increasingly diverse community. In March, UConn Dining is beginning a renovation of the McMahon Dining Hall’s serving and seating areas, adding diversity to our menus by creating an international theme. With input from UConn’s students who come here from around the world we will be featuring those comfort dishes that our international student population wants. And this venture’s double reward benefits students who have not had the opportunity to travel and taste dishes from around the world. Such students will now be able to learn about cultural diversity and respect for cultural differences through the foods available in the McMahon Dining Hall. We hope to create a marriage that brings comforting meals throughout the day for international students together with a learning experience for all students.
Like the insurance commercial says, life comes at you fast. And when it comes to your students’ education, it’s always best to be prepared. Whether it’s studying abroad, changing a major, or having a semester of rigorous courses, students occasionally get sidetracked from graduating on time. However, academic exploration and challenging courses don’t mean your students’ GPA or graduation goals have to suffer. Or that your college fund has to take an unnecessarily hard hit. UConn’s summer session courses are increasingly becoming a valuable tool that helps students stay on schedule, earn their degree, and potentially save some money in the process.

Our summer session program gives students the opportunity to earn college credits in a variety of accelerated courses without sacrificing their summer plans. Classes are offered May–August and can be completed in three or six week intervals. Course offerings include many of the general education, writing, and math courses that are required for graduation. Some majors also offer upper-division courses.

As the new semester begins, I encourage you to chat with your student and learn if their UConn experience could benefit from summer session courses. Chances are it could.

Save Cash with Summer Session
Weighing the costs, a few summer session courses are more affordable than paying for an extra year at UConn. Our summer courses offer the same University of Connecticut quality, but at a real savings. Instead of paying the expenses associated with an additional semester or two of full tuition to meet graduation requirements, summer session classes are charged on a per credit basis. All summer session courses are also offered at a fixed rate regardless of your residency. This makes summer session a true economic value for the families of out-of-state students. This is the second year students will have a new incentive to stay on campus and take classes during the summer: UConn now offers University housing at half price during summer sessions—all in air-conditioned residence halls. Dining fees are also reduced.

Put Your Student Ahead of the Curve
Many students use summer session as an opportunity to get ahead on their college studies. Perhaps your student is double majoring, planning to study abroad, or would like to finish their undergraduate degree ahead of schedule. Summer session is a convenient alternative to heavy course loads during the fall and spring semesters. During the summer, students also have access to courses that often fill up fast during the traditional academic year.

Customize Their Schedule
Many students enjoy the flexibility that summer session offers. Classes are offered at a variety of times during the day and allow students to still pursue summer internships and other plans.

Also, in addition to being offered at our main campus in Storrs, summer session courses are scheduled at each of our five regional campuses. Students can take courses at a location that’s convenient to them. Parents, there’s added cost savings if your student takes summer courses at a regional campus and lives at home, rather than paying for summer housing at the Storrs campus.
The Department of Residential Life at the University of Connecticut currently houses more than 12,600 undergraduate and graduate students attending the Storrs campus. The process used by returning undergraduate residents to select housing for the 2012-2013 academic year begins in December 2011 with the 2012-2013 On-Campus Housing Application, and concludes in the spring of 2012 with an on-line housing selection process. This guide will help parents become familiar with the housing application and selection process.

What should current residents do to obtain on-campus housing for the 2012-13 academic year?

1. Submit the 2012-2013 On-Campus Housing Application, available online at reslife.uconn.edu, by the deadline of January 25, 2012.

2. Submit verification of receipt of the meningitis vaccination to Student Health Services by January 25, 2012. Spring 2012 residents who submit a housing application by January 25, 2012, but are missing meningitis vaccination verification, will be placed on the waiting list for 2012-2013 housing. Students can view the vaccination information Student Health Services has on file by following the directions below.
   a) Log-in to myhealth.uconn.edu
   b) Hover over My Profile—a menu will drop down
   c) Select Immunization History
   d) The report can be saved/printed by using the appropriate icons

3. If eligible, participate in the 2012-2013 Online Housing Selection Process during the spring 2012 semester. More details about housing selection will be available in February/March 2012.

4. Pay all student fees, including room and board, on time.

Who is eligible to participate in the Online Housing Selection Process?

1. Continuing residents who submit a housing application by the deadline of January 25, 2012 and who have lived on campus less than 8 semesters.

2. Campus Change students who meet the application deadline and have their campus change approved by the posted deadline and who have not previously lived on the Storrs campus.


How are medical needs considered in determining housing assignments?

Students who have documented disabilities that may impact their living environment are encouraged to request a housing accommodation with the Center for Students with Disabilities (CSD). Students who need a housing accommodation must meet all Residential Life deadlines and must complete a Housing Accommodations Request Form (available through CSD). The CSD staff determines if an accommodation is necessary and, if so, makes a recommendation to the Department of Residential Life. For more information, please visit csd.uconn.edu. Students are encouraged to request an accommodation as soon as possible, and no later than March 1, 2012.

What is the Housing Waiting List and who is on it?

Students are placed on the Housing Waiting List and not guaranteed housing if they are in any of the following categories:

- Commuter students;
- Current residents who submit a housing application after January 25, 2012;
- Campus Change students who have previously lived on campus, or who do not meet the deadlines for Campus Change approval or housing application submission;
- Readmitted students;
- Students who have lived on campus for 8 or more semesters; and
- Students who do not pay the Room Reservation Fee on time after selecting or being assigned to a room.

Is there a Housing Deposit/Reservation Fee?

Yes, a $300 non-refundable Room Reservation Fee is required to retain 2012-2013 housing, and is payable after a student selects a room. Students are emailed payment instructions after an assignment is made.

Are there penalties for cancelling housing during the summer?

Yes, there is a cancellation fee. Specific information about the cancellation fee is found in the On-Campus Housing Contract on the Residential Life webpage, reslife.uconn.edu.
Students are better prepared to engage successfully in a complex, messy, and diverse world after they learn to navigate what can seem like UConn’s overwhelming number of opportunities and experiences.

Learning Communities facilitate this process by bringing together students with similar interests and diverse backgrounds within a residence hall. Here, academic content is integrated with regular interactions among students, faculty, and staff living and working together. Students enhance their learning experience by exploring a topic, such as their major, public health, or sustainability, in the context of a close-knit community.

Last year the students who belong to the Community Service House, EcoHouse, and Public Health House learning communities clocked 14,000 hours of service-learning work. Some EcoHouse students moved to Spring Valley Farm to manage organic gardens that supply Dining Services on the Storrs campus—visit Chuck & Augie’s to taste their work. First-year students in the Business Connections House learning community visited Paris, meeting alumni, touring organizations, and taking a cooking class to learn about international business. Recently, Alfred Uhry, Pulitzer Prize and Tony award-winning playwright known for “Driving Miss Daisy” and “Mystic Pizza,” visited students in The Arts Communities learning community.

During the inaugural year of the learning community known as Humanities House, Faculty Director Cathy Schlund-Vials is encouraging students to explore their coming-of-age experiences during today’s profound international conflicts. Set against the tenth anniversary of 9/11, this theme enables students to commemorate and contemplate the ways artists past and present have dealt with questions of humanity and violence. Operating under the sponsorship of both Learning Communities and the Humanities Institute, students are urged to fulfill their scholarly potential by applying for research funds to complete a project.

Students who apply to live in a Learning Community on their Housing Application will have many similar opportunities to gain knowledge and skills.

Eurotech students visit Germany

Students abroad and internships in Germany prepare our students for successful global careers. Students of UConn’s dual degree program in German Studies and Engineering, Eurotech, visited companies and research institutes in southwest Germany. This past year, a group of Eurotech students in the Eurotech Program learning community visited Trumpf Headquarters in Stuttgart, Germany. Trumpf is a leading manufacturer of laser and precision tools with a branch in Farmington, Connecticut. The study trip was supported by a grant of the German Academic Exchange Service.

To receive updates about learning communities, share your email address with livelearn@uconn.edu.
Parents tell us it is difficult to allow all the space necessary for a child returning home who is becoming or has become a more independent adult. Parents tell us that as soon as their child comes back home, all the old rules, ways of behaving, and family roles seem to go right back into place as if their child had never been away. Allowing or even encouraging these old ways to come back typically incurs wrath from your semi-independent or independent child; tempers flare, patience runs low, distance is sought, and parents and children wonder just what has gone wrong.

Your child originally left as your “child” and is returning as an increasingly independent (and sometimes painfully) free thinking “adult.” You may struggle to support as well as separate from your child, each time they come and go from home. The psychological term “separation and individuation” describes this process that occurs between children and parents. This phenomenon creates complications each time your child returns home over breaks and everyone falls back into the old dance steps of rules and expectations. Though our children separate from us and become their own individuals, they also return, at times, to the nest. Their separation and return is a good thing, even if it feels like you are going nuts with their contradictory and simultaneous demands for freedom and for attention.

The message we most want to get across to you is that “You can do this!” You got through this before when your child was two and ran from you only to look back to make sure you were still there or when your child sat with you one evening pleasantly talking and then became upset when you seemingly said one word wrong. While it may feel like you are dancing the steps of the separation/individuation process as fast as you can, in the end you gain a more mature adult. It’s a new adventure in parenting that, while painful at times, is definitely rewarding overall! Here are some ideas for making the return home during break as pleasant for everyone as possible:

House Rules are for Poker
Understand that from this point on, your relationship with your children will work best if it is based on mutual respect rather than control. Sure, there is “my house, my rules” and some things as a “curfew.” But frankly, this could be a major point of unnecessary contention that could ruin the visit. Some absolutes are best replaced with a “standard of consideration.” It is considerate to simply be informed about where your child will be rather than to demand a return home time negotiated from an old set of rules.

The Ol’ Grab and Go!
Parents can expect some typical changes in their “emerging adults” each time they come home. First off, while you may be paying all that money for their college, it doesn’t really entitle you to special privileges. Expect that you are likely to be faced with the ol’ “Hi and Bye” pattern. That is, they are there long enough to drop laundry off, get some cash from you, grab a snack, and then take off to see friends. That may hardly seem fair to you, but it is important to let your child set his/her own schedule when home. After all, your child is setting their own pace all day, every day while at school. Don’t worry, you’ll have your time, too. Holiday dinner can primarily be a family time, at least until later in the evening!

“When Tio comes home, we all have to readjust. We are so excited to see him and he is excited to see us and we know his priorities lie elsewhere with friends and with old haunts. He is much easier going with us if we talk with him ahead of time about what we want from him while he is home over break. His sister is so excited to see him and we just want to make sure he is feeling as good about being home as we are to have him.”

All in the Timing
Of course your children are happy to see you, but they are even more excited to see their friends. Don’t take it personally. This is very normal. There’s so much to catch up on since they left! These reunions tend to be high on the priority list. If you want to see more than a glimpse of your son or daughter beyond the holiday dinner, you may want to offer that they invite their friends to come to hang out at your house for an evening. Allowing a friend to spend the night or offering good eats can be special enticements. Kids almost always come back home with hearty appetites after having residence hall food for a semester! Plus it will be fun for you to see their friends. After the quick “hi-bye” from you, (this pattern goes both ways) they will need their private space to visit with each other.

An Adult is an Adult is an Adult
Actively help while your child is at home by offering support through reminding your child of things they have to do, but then allow their independence by expecting that they do such tasks on their own. These can be tasks, such as: doctor’s appointments, paying bills, and so on.

Hang in there! Hopefully, it will be fabulous to have your child home again so they can share what they have been doing at UConn. As we like to say in psychology “it’s a process.” Keep working on the evolving dance as it can work out in the end.

And in the immortal words of Ogden Nash, “Parents were invented to make children happy by giving them something to ignore.” So let’s find the balance between asking for the attention and allowing them their space! Have a great break.
The Office of Student Financial Aid Services

Complete a 2012-2013 Free Application for Federal Student Aid (FAFSA) at fafsa.gov. The student, and parent of a dependent student, must use their own Federal Student Aid PIN (pin.ed.gov) to sign the FAFSA electronically.

Important Reminders
• Meet the on-time application deadline. Most forms of financial assistance are awarded only to eligible students whose FAFSA is received and logged in by the federal processor on or before March 1. If necessary, use estimated tax figures to meet the deadline.

• Encourage students to regularly check University email. All requests for information and communications regarding a student’s financial aid award are sent via University email.

• Promptly provide documentation. If the student’s FAFSA is selected by the federal processor for verification, additional documentation will be required. Visit financialaid.uconn.edu/verification for details.

NOTE: Continuing students are awarded financial aid AFTER all requested information is received. Funding is limited and awarded on a first-come, first-served basis. If documentation is not promptly submitted, students may miss the opportunity for financial aid funds that become depleted as the awarding cycle continues.

Students can access the View Financial Aid link in the Student Administration System (studentadmin.uconn.edu) to complete the following tasks:
• Review and/or complete required documentation
• Review and/or update student status
• Accept/decline awards
• Report outside awards
• Review changes to awards

Upcoming Changes
Financial aid recipients are required to maintain Satisfactory Academic Progress (SAP) to retain eligibility for most forms of aid. New federal regulations require the University to evaluate academic performance on a per term basis for financial aid recipients who are not maintaining SAP. Visit financialaid.uconn.edu/sap for details.

Phone-A-Freshman Campaign Listens for Concerns

Pam Fischl, Assistant to the Registrar for Retention and Graduate Outreach, Office of the Registrar

UConn’s annual Freshmen Telephone Campaign is a coordinated campus effort to identify and assist freshmen experiencing challenges as they settle in to college life. Trained volunteers call freshmen in late September, when the beginning-of-the-year excitement fades and there’s still time to address problems before they grow too large.

The people making the calls include orientation leaders, resident assistants, First Year Experience mentors, and campus tour guides. Callers ask each freshman a simple question: “How are things going so far?” Most report that they’re making a smooth-enough transition to UConn, but when needed callers answer questions, offer support, and direct students to campus resources. Students with more pressing problems are put in touch with professional staff, and all freshmen receive a follow-up email providing them with contact information for any future concerns.

The Campaign’s goal is to provide support to students during a critical time of transition and offer one more way to enhance the UConn experience, one student at a time.
After 10 years of dreaming, discussing, planning, and preparing for a downtown for Mansfield, the ceremonial groundbreaking for the first phase of Storrs Center was held on June 29, 2011. Storrs Center will be a mixed-use, pedestrian-oriented Main Street-style neighborhood that will serve Mansfield residents, University students, faculty, staff, and area visitors.

The first phase, scheduled to open in August, will include 27,000 square feet of shops, restaurants, and offices as well as 127 studio, one, two, and three bedroom rental apartments. As of fall 2011, the steel was up and the wood framing was underway for the buildings in this phase. Along with the work on the mixed-use buildings, the parking garage construction began in October, readying the site for pre-cast garage parts to arrive. The garage will serve both residents and visitors to Storrs Center.

The Mansfield Downtown Partnership continues to update its construction website on a regular basis to help keep the public informed about the Storrs Center project and the progress of construction. The website, storrscenterconstruction.blogspot.com, includes information regarding construction, notification of any possible traffic disruption, and general information about the project. Questions about construction may be directed to StorrsCenterInfo@mansfieldct.org. General questions and requests for information about the Partnership and Storrs Center may be emailed to mdp@mansfieldct.org.

UCONN CALENDAR

Winter/Spring 2012

Sunday, January 8
University fee bill due

Sunday, January 15
Residence halls open for the spring semester

Monday, January 16
Advising/class registration for students new to Storrs who have not registered for classes

Tuesday, January 17
Spring semester classes begin

Wednesday, January 25
Deadline to apply for fall 2012 on-campus housing

Mid-February through Mid-March

Midterms

Thursday, March 1
FAFSA due for financial aid
Note: It’s a good practice to file the FAFSA by Valentine’s Day—February 14—so it will be received on time, as March 1 is the absolute deadline

Saturday, March 10 - Sunday, March 18
Spring recess (residence halls will stay open)

Friday, April 27
Last day of spring semester classes

Monday, April 30 - Saturday, May 5
Final examinations

Sunday, May 6
Undergraduate commencement

May through August

Summer session

UConn Parent Talk is Going Green—May Issue Online Only!

To go eco-friendly, the May, 2012 issue of UConn Parent Talk will only be available online at the Parents Association website. Parents who are on the Parents Association LISTSERV will be notified when the May online issue is available. If you have not signed up for the LISTSERV, which is for announcements only, go to the top of the Parents Association web page at parents.uconn.edu, and click “Join our Mailing List” to sign up. You can sign up for, and sign off of, this LISTSERV when you no longer wish to receive messages from the UConn Parents Association.
Online bill pay and international wire transfers accepted

Glen O’Keefe, University Bursar & Associate Controller

The Office of the Bursar is pleased to offer two new services in our effort to continuously expand payment options for students and parents.

Online Bill Pay
If you like to do your banking electronically, you can now make payments to UConn through your own bank’s online bill paying system. Simply set up UConn the same way you would any other payee by selecting “UConn Fee Bill” from your bank's list of payees. If your bank does not use a pre-defined list then enter the name “UConn Fee Bill” as the payee. For the account number, carefully enter your student’s 7-digit UConn ID. If the bank also requires an address, enter “233 Glenbrook Road Unit 4100, Storrs, CT 06269-4100.” Please note that this is for routine fee bill payments only and should not be used for specialized deposits such as the room reservation fee or admissions deposit.

International Wire Transfers
A new online service that greatly simplifies international wire transfers is now available. This new service is primarily for the benefit of international students who wish to pay their UConn fee bill from their home country. Equally important, it can also be used by any student who needs to make a payment to UConn while outside the United States. The University is offering this service in partnership with Travelex, a world leader in international bank-to-bank transfers. Neither Travelex nor UConn charge a fee for this service, however you may be charged a transaction fee by your local bank. The exchange rate between the local currency and U.S. dollars is automatically calculated and remains in effect as long as you present the final document to your local bank within 72 hours.

It is our hope that these two new service enhancements will assist you in managing your UConn business.