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Institute for Students Success
Office of First Year Programs & Learning Communities
University of Connecticut
Storrs, Connecticut
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<tr>
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Apply to be a fall 2016 FYE Mentor
ACKNOWLEDGMENTS

This text would not have been possible without support, encouragement, and contributions from the entire University of Connecticut community. First, I would like to recognize the full First Year Programs & Learning Communities team, the First Year Programs & Learning Communities Faculty Oversight Board, the Office of the Provost, and the FYE family of instructors for their insights, encouragement, and feedback that shaped this project from the early stages through the final edits.

I also want to acknowledge each University office that provided details about their resources for first-year students. This information forms the core of the UConn FYE Student Success Guidebook, and I know that it will help our new Huskies navigate their first year successfully. Thank you for your contributions.

- Academic Achievement Center, First Year Programs & Learning Communities
- The African American Cultural Center
- The Asian American Cultural Center (AsACC)
- Ballard Institute and Museum of Puppetry (BIMP)
- Bursar’s Office
- Center for Students with Disabilities
- Community Outreach (CO)
- Community Standards
- Counseling and Mental Health
- Dean of Students Office
- Education Abroad
- Office of Financial Aid Services
- Homer Babbidge Library
- Honors
- Leadership Office
- Learning Communities, First Year Programs & Learning Communities
- Puerto Rican/Latin American Cultural Center (PRLACC)
- Quantitative Learning “Q” Center
- The Rainbow Center
- Office of the Registrar
- Student Administrative Support Center
- StudyGroup.uconn.edu
- Transportation and Parking Services
- University Communications
- The UConn Academic Vision
Most importantly, I would like to thank my Undergraduate and Graduate Editorial Assistants, Katarina Moroch and Jennifer Artruc, respectively. First Year Experience is a student-centered program, so any text we produced would not be complete without student contributions and inspiration. Thank you for giving this book a student voice, for our many coffee meetings, and for your commitment to student success. Furthermore, it’s important to recognize how your insights, administrative support, and enthusiasm kept the project moving even in the busiest times of the year. It would never have ever been completed without you.

And finally, I want to thank my family, my husband and my sister, for their inspiration, tireless support, and feedback on this project. As always, they were behind the best of everything I have to offer.
Welcome to your first year at the University of Connecticut! Whether this is your first semester in college right out of high school, you’re transferring campuses or universities, or you’re a non-traditional student coming back to school, our First Year Experience (FYE) is made for you. In FYE we recognize that it’s a challenge to navigate the university, but we know that every UConn student can succeed. So we’re dedicated to aiding all your endeavors at UConn, from providing resources, to answering important questions, or encouraging you to make the most of your college experience.

Come visit us in Rowe 235! Our doors are always open, and students will always remain our first priority.

David T. Ouimette  
Executive Director, FYP&LC

Shawna M. Lesseur  
Assistant Director, FYP&LC

FYE Program & Curriculum Manager

“Try everything, and don’t let the fear of the unknown stop you. We’re all beginners at some point!”

~ Jennifer Birchwale, FYE Peer Mentor  
Psychology & Communications  
Double Major  
Class of 2016
STARTING LINE CHECK-IN

UCONN FYE SELF-ASSESSMENT
The University of Connecticut is a research-intensive institution. This means that all of our faculty, staff, and students regularly engage in groundbreaking research, contributing to our understanding of everything from biology to business. First Year Experience is no exception. Follow this [LINK](https://www.surveymonkey.com/r/FYE15Pre) to complete the research survey online. We ask that you do so we can continue to learn how to best serve first-year students in the future. Even if you choose not to participate in this study, we encourage you to complete this check-in for yourself.

WEEK ONE PRE-ASSESSMENT

<p>| 1. How connected to the University of Connecticut do you personally feel? |</p>
<table>
<thead>
<tr>
<th>Not at All Connected</th>
<th>Somewhat Connected</th>
<th>Unsure</th>
<th>Connected</th>
<th>Very Connected</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. How many student support services/resources can you list (e.g. Writing Center, Violence Against Women Prevention)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
</tr>
<tr>
<td>3-4</td>
</tr>
<tr>
<td>5-6</td>
</tr>
<tr>
<td>7-8</td>
</tr>
<tr>
<td>9+</td>
</tr>
</tbody>
</table>

<p>| 3. How confident are you interacting professionally with faculty, staff, and others at the University? |</p>
<table>
<thead>
<tr>
<th>Not at All Confident</th>
<th>Somewhat Confident</th>
<th>Unsure</th>
<th>Confident</th>
<th>Very Confident</th>
</tr>
</thead>
</table>

<p>| 4. How confident are you in describing your strengths and weaknesses? |</p>
<table>
<thead>
<tr>
<th>Not at All Confident</th>
<th>Somewhat Confident</th>
<th>Unsure</th>
<th>Confident</th>
<th>Very Confident</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5. How many study strategies do you have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
</tr>
<tr>
<td>3-5</td>
</tr>
<tr>
<td>6-8</td>
</tr>
<tr>
<td>9-11</td>
</tr>
<tr>
<td>12 or More</td>
</tr>
</tbody>
</table>

<p>| 6. How likely are you to visit a tutoring center on campus (Writing Center, Q Center, Academic Achievement Center etc.)? |</p>
<table>
<thead>
<tr>
<th>Very Unlikely</th>
<th>Unlikely</th>
<th>Unsure</th>
<th>Likely</th>
<th>Very Likely</th>
</tr>
</thead>
</table>

<p>| 7. How confident are you that you can submit a strong resume for an application? |</p>
<table>
<thead>
<tr>
<th>Not at All Confident</th>
<th>Somewhat Confident</th>
<th>Unsure</th>
<th>Confident</th>
<th>Very Confident</th>
</tr>
</thead>
</table>

<p>| 8. How confident are you that you know what to do if you or someone around you is in danger of gender-based violence? |</p>
<table>
<thead>
<tr>
<th>Not at All Confident</th>
<th>Somewhat Confident</th>
<th>Unsure</th>
<th>Confident</th>
<th>Very Confident</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>9. How frequently do you spend time with people of different backgrounds from yourself (racial, ethnic, financial, or sexuality based)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
</tr>
<tr>
<td>Rarely</td>
</tr>
<tr>
<td>Unsure</td>
</tr>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>Always</td>
</tr>
</tbody>
</table>

<p>| 10. Are you comfortable making snap judgments when making decisions, or do you require time to think? |</p>
<table>
<thead>
<tr>
<th>Not at All Comfortable</th>
<th>Somewhat Comfortable</th>
<th>Unsure</th>
<th>Comfortable</th>
<th>Very Comfortable</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>11. How often do you think about the ways in which your choices have an impact on the global community?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
</tr>
<tr>
<td>Rarely</td>
</tr>
<tr>
<td>Unsure</td>
</tr>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>Always</td>
</tr>
</tbody>
</table>
CHAPTER ONE: UCONN 101

Introduction

In some senses, the last twelve years of hard academic work have culminated in this moment. You applied yourself and succeeded from K – 12, underwent a trying college application process, and made the (wonderful) choice to attend the University of Connecticut. Yet now a new journey begins, and with it comes new and rewarding challenges. While this may seem daunting, your FYE instructor and Peer Mentor are committed to being by your side throughout. But so too is the wider UConn community; your FYE class and this text will introduce you to many other dedicated faculty and professionals on campus who are on your team.

The mission of the First Year Experience (FYE) course suite is to assist new students with the transition to college at the University of Connecticut and to engage them with the academic, social, and cultural dimensions of the UConn early in their academic careers. These FYE courses serve as the core of the First Year Programs & Learning Communities (FYP&LC) approach to holistic student development. What does this mean for you as an FYE student? It means that this class is about you! FYE is a personalized academic experience meant to help each student find their own definition of success as a scholar, as a member of the University community, as a global community member, and as an individual.

“Keep your door open for the first few weeks. People from the floor are bound to stop by. Just be genuine and you're bound to find people you can be good friends with.”

~ Matthew Doll
Computer Engineering Class of 2018
1 UConn, Storrs Campus Map
“UConn has almost every resource available to students to excel in their classes and prepare them for their careers. I would highly recommend taking an FYE class your freshman year to learn about these resources.”

~ Cindy Guo - Pre-Pharmacy - Class of 2018

How to Use this Text
This is not your average textbook. It’s not a book that you need to read from cover to cover straight through. And it’s not a book that attempts to give you all of the answers. Instead, it’s our hope that this text will serve as a guide for you in your first year and beyond, prompting you to consider important questions and encouraging you to reach out to real people on campus for additional support. In each chapter of this UConn FYE Student Success Guidebook you can expect to find

- **INTRODUCTION:** A brief primer on the theme of each chapter.
- **CAMPUS RESOURCES:** Messages and tips written specifically for first-year students from offices around campus, as well as lists of specific services many of these offices provide to students.
- **APPLY TO YOUR COLLEGE SUCCESS:** Tools from FYE to help you reflect on and plan for your college experience.

On behalf of First Year Programs & Learning Communities, welcome to your next great challenge. With this campus-wide network of support and your hard work we know that you will have an amazing academic, social, and personal experience at the University of Connecticut. And when you hit bumps in the road we’ll all be right here alongside you to aid you.

---
3 FYP&LC social media images created by Andrew Hill Business Management Class of 2016

FOLLOW FYP&LC!

Twitter: @UConn FYPLC

Instagram: uconnfyp

Need advice? #AskAMentor
Campus Resources
TRANSPORTATION AND PARKING SERVICES

Contact Information:
Visit us on the web: Twitter: @UConnshuttle; Facebook: uconntranspo

UCONN Transportation’s Top Ten Transit Tips

1. Shuttle bus route and schedule information can be found at transpo.uconn.edu, or by downloading the RideSystems® app.

2. Follow us on Facebook and Twitter for the most up-to-date information about service updates.

3. The buses run from 7:00am-midnight Monday-Thursday, 7:00am-10:00pm Friday, 11:00-6:00pm on Saturday, and 6:00pm-midnight on Sunday. Late Night runs on Friday and Saturday nights 10:00pm-2:00am.

4. Our Accessible Van Service (AVS) is available to anyone with specific mobility needs. Please contact the Center for Students with Disabilities, or 860.486.4991 for more information.

5. Husky Safe Rides provides a safe ride home from either an on-campus or off-campus location. We provide one ride a night to a residence within one mile of the campus. Call 860.486.4809 for more information, or to schedule a ride.

6. Transportation offers shuttles that can take you to Bradley Airport, New London Ferry, and Hartford Train Station. We ask rides be booked 1 week in advance. Call 860.486.6902 for more information.

7. We operate 13 buses across our seven routes every day of the week. If a bus does not appear on the GPS app, the Transportation Dispatcher is available to answer any service related questions. They can be reached at 860.486.1448

8. Thinking of going to New York or Boston for the weekend? Peter Pan charter buses are available from the Storrs Transportation Center, and the UCONN CO-OP. Visit peterpan.com to plan your next trip.

9. UCONN students and staff are eligible to ride the WRTD buses for free with a valid UCONN ID. WRTD services Willimantic, East Brook Mall, and the 195 corridor. Visit WRTD.net for schedule information.

10. Transportation is always hiring! Visit transpo.uconn.edu and fill out an application for consideration to become a student driver.
**Parking**

Q: I’m a commuter, where can I park my car on campus?

A: If you commute to college from home, you are eligible to get a commuter parking permit. Please visit [http://park.uconn.edu/stupurch.html](http://park.uconn.edu/stupurch.html) for further information about purchasing a parking permit.

Q: When can I purchase a resident parking pass.

A: You can only purchase a resident parking pass if you have 54 or more credits. Please visit [http://www.offcampus.uconn.edu/resources_park.html](http://www.offcampus.uconn.edu/resources_park.html) if you have any further questions about off-campus parking options.

Q: My friend is coming to visit. Where can he/she park?

A: During regular business hours (Monday – Friday, 7 AM – 5 PM), visitors must park in either the South or North Garage and pay the hourly rates (up to $12/day). On the weekends and between the hours of 5 PM and 7 AM during the week, visitors may park in any unrestricted legal space. Many areas are restricted 24/7. Visitor parking is available for a limited time at the Charter Oak, Hilltop, and Northwood apartments.

---

4 Photo credit Mr. Matt Bevacqua
LEARNING COMMUNITIES

Contact Information
Web: LC.uconn.edu
Email: livelearn@uconn.edu
Phone: 860.486.0711

Description
If you were accepted to live in a Learning Community your first year, congratulations!

The UConn Learning Community Program encompasses 17 residential and 11 non-residential communities, across 13 different residence halls on campus. Over 2,500 students participate in a Learning Community, including 40% of the first year class. The Learning Community Program is tailored toward the first and second year experience and provides cohorts of students with opportunities, early on in their college experience. Students that participate have the opportunities to investigate areas of interest, either based on their major or an interdisciplinary topic, through guided courses and co-curricular activities. Learning Communities assist in developing knowledgeable, responsible, engaged citizens within the university community and beyond. While assisting students with their transition to academic life, Learning Communities offer a small college feel and a sense of place on a large campus; promote meaningful and sustained interactions with faculty, staff, and student leaders; and provide an effective structure for curricular coherence, deeper learning, student success, persistence, and engagement.

If you are not currently a member of a Learning Community and are interested in learning more, please contact us by email or by phone.
Apply to Your College Success

MAKING THE MOST OF YOUR FIRST WEEK
Happy week one, Husky! Use this checklist to help you get off to a great start at UConn. If there’s something missing from this list that you know you should do to set yourself up for success add it.

**Academic**
- Read your UConn email every day. This is an important habit to get into, **and some professors will send you important emails before you ever meet for class.**
- Check [HuskyCT](#) and look for course announcements.
- Double check all of your class information in PeopleSoft before you attend classes. **Room locations may have changed.**
- Read all of your syllabi carefully, and find a safe place to keep them for reference all semester long. **Syllabi are your road maps for success in each course.**

**Personal**
- Even if you feel stressed, remember to eat healthful meals and drink lots of water.
- Begin to plan ahead for a physically and emotionally health semester. And don’t be afraid to seek out reasonable accommodations; the staff at the Center for Students With Disabilities are strong advocates for students who need them. You can find them at [http://csd.uconn.edu/](http://csd.uconn.edu/).
- Look for times and ways that you can stay active all semester long. The Rec Center (next to Gampel Pavilion) is a great place to start. For ideas and motivation, follow them on Twitter: [@UConnRec](#).

**Social**
- Attend as many Husky WOW events as you can, even if you’re a commuter student; they’re great places to meet new friends and learn more about campus.
  You can find details at [http://huskywow.uconn.edu/](http://huskywow.uconn.edu/).
- If you live on campus, be sure to attend all of your RA’s floor meetings.
- Don’t forget to keep up with the people who care about you at home.
- If you have a smartphone or tablet download the [myUConn](#) app for all things UConn.

**COMMUNICATING WITH FACULTY 101**
In college you, not your parents, are responsible for communicating professionally with faculty, teaching assistants (TAs), and staff. Professional communication can be challenging, especially when you’re just starting to manage it for yourself. But the most important thing to keep in mind is that faculty, graduate students, staff, and everyone else on campus is a person, just like you, who deserves respect and civility.

**When to Contact Professors**
There are a variety of times when you may need to reach out to your faculty and/or TAs about a class. These include, but are not limited to, asking for a permission number to join a class, scheduling a meeting, requesting information about a grade, informing them that you will miss class due to illness or a serious emergency, or asking for clarification on an assignment. There are a few simple do’s and don’ts that you can remember to make sure these communications are as successful as possible.
## Basic Do’s and Don’ts

<table>
<thead>
<tr>
<th>Communication Do’s</th>
<th>Communication Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate early and often, talking to your faculty as soon as you have a question or anticipate an absence.</td>
<td>Don’t wait to reach out until it’s an emergency.</td>
</tr>
<tr>
<td>Follow up promptly to make sure you understand material and assignments covered if you ever have to miss a lesson.</td>
<td>Never ask “Did I miss anything important?” Your faculty work very hard to put together their lessons, and they have devoted their lives to the material they’re teaching. Therefore, everything is important.</td>
</tr>
<tr>
<td>Ask for clarification on any grades you don’t understand so that you can better master the material and so you can be more successful in future assignments/exams.</td>
<td>Never argue that you should have a better grade because you “need a high GPA,” or because you “expected a higher grade.” These are never legitimate reasons to raise a grade.</td>
</tr>
<tr>
<td>When writing emails use full sentences, proper punctuation, and respectful language.</td>
<td>Avoid using informal, disrespectful, or texting language.</td>
</tr>
<tr>
<td>Reread your emails to check for grammar, tone, and clarity.</td>
<td>Never send an email in the moment when you’re feeling upset or frustrated about a grade. You can draft the message, but wait to review and send it until you are thinking clearly.</td>
</tr>
<tr>
<td>Include a clear subject in every email, including the class number and section.</td>
<td>Never leave the subject line blank.</td>
</tr>
<tr>
<td>Schedule appointments in enough time that you can use your professor’s feedback to help you study for an exam, revise a paper, or succeed in an assignment.</td>
<td>Don’t wait to request appointments until the night before a major assignment is due if you have never met with the professor about the assignment/exam previously.</td>
</tr>
<tr>
<td>Read your syllabus to learn the best way to contact your professors and TAs.</td>
<td>Don’t assume that faculty and TAs will be able to meet with you on a particular day or time until you ask. They have busy schedules that may take them off campus some days of the week.</td>
</tr>
</tbody>
</table>
Successful Example of Requesting a Permission Number

Introduction to International Relations 1402.001 Permission Number Request

professor@uconn.edu

Introduction to International Relations 1402.001 Permission Number Request

Dear Professor Newlin,

Thank you for talking with me after your introduction to International Relations 1402.001 lecture today. As I mentioned, I was not yet able to get into the class, but I am very excited to learn about the topic. I'm writing to follow up with you about potentially taking course this semester. If there is still room I would greatly appreciate a permission number.

Thank you for your help.

Yours truly,
Shawna Lesseur

Political Science, Class of 2019
University of Connecticut

Why would this be a successful email? In short, it’s professional, respectful, clear, and it shows that I am interested in their course. A faculty member reading this would have enough information to respond to my request (the specifics of the class I want to join); they could easily find it again in their email inbox; and they would know that I am a serious student.

Successful Components

1. **Clear Subject Line**
   1.1. The goal of the subject line is to let your reader know what to expect in the message.

2. **Respectful Salutation**
   2.1. You should address your faculty as Professor, Dr., or Instructor (if they do not hold a PhD).

3. **Specific Course Details**
   3.1. Each faculty member teaches multiple classes in a semester. To make sure they know where to find your information be sure to identify your specific class and section number.

4. **Active Engagement**
   4.1. It’s important to establish yourself as committed and engaged in person as well as in writing.

5. **Respectful Tone**
   5.1. It’s important to sound like you are making a request, not a demand.

6. **Full Name**
   6.1. Include your full name as it appears on your academic record and possibly PeopleSoft number.

7. **Professional Signature**
   7.1. It’s a good idea to begin using a signature identifying you as a student once you begin college.
Unsuccessful Example of Requesting Feedback on a Grade

Why would this be an unsuccessful email? In short, there is not enough information, and it puts me in a bad light. The faculty member wouldn’t be sure which class of theirs I am taking, to what exam I am referring, or what about the exam grade confused me. Furthermore, it’s rather rude. I don’t address them respectfully. I write in a terse, angry tone. And I fail to identify myself by my full name so they can be sure of who I am. In this sample email I’ve made it difficult for the professor to help me, and I haven’t shown them any courtesy in return. It’s in your best interest to avoid sending emails like this to any faculty, staff, or graduate students because they will be highly unlikely to contribute to a productive professional discussion.

CHAPTER REFLECTION QUESTIONS:

1. What expectations do you have of college, and from where did they come? (TV, movies, friends, parents, Orientation)

2. Using the UConn map, can you tell which will be the best routes between your classes?

3. Each student’s transition experience is unique. For you, what do you think will be the biggest challenge this semester? Skip ahead in the book to find out what resources you have to get past it.

4. If you could do ONE thing this week to set yourself up for success what would it be? Make that a goal, and share it with a friend who will keep you accountable.
CHAPTER TWO: SELF-AWARENESS

Introduction
At the University of Connecticut First Year Experience is all about making personal, individualized connections. For that to be possible, everything we do is necessarily rooted in self-awareness. For example, before we can help you decide on a major that’s right for you we need you to tell us what you like to do, how you like to work with other people, what kind of environment helps you thrive, and what you value. Yes, these are huge questions that will take a lifetime of personal discovery to answer. But your FYE class will support you in beginning to explore these questions for yourself as an adult learner.

Although self-awareness is at the core of much what you will do in FYE, the most important tool we use in the program is Gallup StrengthsQuest and the Clifton StrengthsFinder online assessment. Many UNIV 1800, University Learning Skills and 1810, Learning Community Seminar classes include StrengthsQuest, and all FYE Peer Mentors are introduced to Strengths in their peer education course. Beyond First Year Programs & Learning Communities, other divisions and offices at the University who use Strengths for their students and/or staff include Student Activities, the Leadership Office, Community Outreach, the Center for Students with Disabilities, Counseling and Mental Health, and the Graduate School.

“To take advantage of your Strengths will get you much farther than focusing on your weaknesses. Success is possible for everyone, just have to find your niche.”

~ Hannah Fields
Political Science
Class of 2018
Campus Resource: StrengthsQuest

Gallup StrengthsQuest is a tool rooted in positive psychology used by businesses, organizations, and universities around the world to increase self-awareness, critical and creative thinking skills, leadership acumen, group effectiveness, and civility. The FYE in-class introduction gives students a basic background in StrengthsQuest, walks students through their own StrengthsFinder Results, builds community in the classroom through self-awareness activities, and leaves students with some practical tools for long-term personal and professional success.

LEARNING OBJECTIVES

Objective 1: By the end of the chapter students will understand the historical and philosophical background of StrengthsQuest.

Objective 2: Before the in-class workshop students will complete the StrengthsFinder assessment to learn their top five signature themes.

Objective 3: By the end of the workshop students will demonstrate understanding of their top five signature themes by providing personalized definitions and specific examples of how they can be Strengths in their life.

Objective 4: By the end of the workshop students will have one personalized, specific goal for Strengths development this semester that takes into account “basements” and “balconies,” the negative and positive ways in which they apply their talents.

STRENGTHSQUEST BACKGROUND

History

Dr. Clifton and Dr. Anderson first met in 1978 at a higher education conference where faculty and staff from across the United States came to discuss what we can do to support college student success. An important theme of that conference was the fact that students are more likely to drop out of school because they feel like they cannot succeed than because they are actually failing. To learn what we can do to inspire students to have the confidence and skills needed to achieve their highest potential Clifton and Anderson dedicated more than 30 years to the research of success. What did they learn? Through millions of interviews with high-achievers all across the world, in a variety of fields, they came to the conclusion that one thing common among the best of the best is that they “capitalize on their own personal uniqueness” instead of trying to be someone they are not. In other words, the people who

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5 Based on StrengthsQuest, Property of Edward C. Anderson and Copyright © 2004 The Gallup Organization, Princeton, NJ. All rights reserved. StrengthsQuest™ and StrengthsFinder® are trademarks of The Gallup Organization.

6 All theory, in-class workshops, materials, and assignments are based on StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond by Donald O. Clifton, Edward “Chip”, and Laurie A. Schreiner; resources on strengthsquest.com; and ongoing StrengthsQuest professional development with Gallup attended by Shawna Lesseur.


8 Ibid. xvi.
enjoy the greatest success in our world are those who are self-aware and great at being themselves, whatever that looks like for them. Today, more than two million people have taken the StrengthsFinder assessment, and StrengthsQuest is part of the curriculum for students at over 600 colleges and universities.9

Theory
What is a strength? The official Gallup definition of a strength is “the ability to provide consistent, near perfect performance in a given activity.”10 To understand strengths we have to look at the building blocks of the theory. In StrengthsFinder there are 34 signature themes. These are the groups of related talents that Clifton and Anderson found repeating over and over in their research.

“A talent is a naturally recurring pattern of thought, feeling, or behavior that can be productively applied.”11

You should be able to think back to times when you were successful and see your talents in action. For example, someone with the signature theme of Responsibility might be able to recognize that they have built strong professional relationships in the past because they were honest and stood by their word.

The talents you have are “‘automatic,’ almost like breathing,”12 so you regularly use them without even thinking about it. What this means is that talents are not something you have to develop from scratch, but the beginnings of valuable strengths already latent in you. Just having a talent doesn’t mean that it’s yet honed into a strength, however. To foster your talents to develop a strength you must apply situation-relevant “knowledge and skill.”13 In college these will come from the content of your courses, the growth experiences you have both in and out of the classroom, and the relationships you develop with your peers, faculty, and staff.

“Just as finished diamonds start as diamonds in the rough, strengths begin with talents. And just as diamonds are naturally found in the earth, talents are naturally found within you.”14

So why study your strengths? You have a lot to offer the world. By developing self-awareness and learning how to grow into the best you possible you can be more successful in all areas of your life.

11 Ibid. 2.
12 Ibid. 2.
13 Ibid. 4. (Emphasis in original)
14 Ibid. 4.
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HOW TO TAKE THE ASSESSMENT

The StrengthsFinder assessment will take only about 30 minutes to complete. Follow the tips below to make it as easy as possible.

1. Set aside at least 30 minutes during which you will be able to focus without interruption. This is a times assessment.
2. Register as a new user at StrengthsQuest.com using the code purchased for you by First Year Experience.
3. Choose a password that you will remember so you can log back in to use the e-book whenever you want to work on your strengths.
4. Take the assessment in your first language. Because StrengthsFinder is used internationally you can choose from among 25 different languages.
5. Don’t stress about the assessment. Just select the response that feels right.
6. When you finish the assessment print your Signature Theme Report, which includes full descriptions of your top five signature themes. (These are ranked in order of the signature themes to which you indicated the greatest natural tendency.)
7. After your in-class Strengths workshop log in to view tips about how you can apply your talents in your life as a student, both in the classroom and out.

REFLECTING ON MY RESULTS

<table>
<thead>
<tr>
<th>SIGNATURE THEME</th>
<th>MY DEFINITION (HOW WILL YOU REMEMBER IT?)</th>
<th>HOW IT WORKS IN MY LIFE (GIVE A REAL LIFE EXAMPLE)</th>
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15 Adapted from “My Strengths and How I Use Them” by Gallup StrengthsQuest
MY STRENGTHS GOAL
Choose one of your signature themes that you think will be especially beneficial in your first year at UConn. Use the chart below to set a goal for yourself that will help you develop it over the semester. In the left column list the signature theme you want to develop as a strength and three specific talents you have in that theme. Remember that your Signature Theme Report can help you see which talents you have in each theme. In the right column list three specific ways that you can practice each talent to hone it into a greater strength. Ideas for development can be found on your Strengths Insight and Action-Planning Guide, both found at StrengthsQuest.com. Be sure to let someone know about your goal!

<table>
<thead>
<tr>
<th>My Signature Theme</th>
<th>My Strengths Development Action Items</th>
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CHAPTER REFLECTION QUESTIONS:

1. What is your greatest strength, and how has it helped you succeed in the past?

2. How might you leverage this strength to succeed in your first year of college at UConn?

3. What is one thing you can do to get even better at the talents that make up this strengths over this academic year?

4. Challenge: Talk about this strength with someone who knows you well. How have they seen this work in your life? An outside perspective might help you understand yourself even better.
CHAPTER THREE: HEALTH, WELLNESS, & SAFETY

Introduction
In FYE we know there are a lot of elements contributing to your academic success that may seem to have little or nothing to do with classes. Nonetheless, these events and circumstances can make it challenging to do your best academically, or to take the best care of yourself possible. When you look around campus you may feel like you are the only person struggling to do well in classes, to make friends, to balance work and school, to keep up relationships with your family at home, or to stay on a reasonable schedule. You’re definitely not. Or on rare occasions you may encounter a problem too big to solve without support from trained professionals. For example, if you get bronchitis you will need to go to Student Health Services. And if you are experiencing mental illness, we urge you to consider a visit Counseling and Mental Health for support. See Chapter Eight for information about Counseling and Mental Health.

No matter what happens in your life, we want to make sure you have the information and resources you need to feel safe, healthy, and respected on campus. Whether this is minor text anxiety or a major life emergency, there are knowledgeable, caring professionals on campus ready to listen and help.

“I manage my stress through yoga and meditation; for me, these activities help me to understand what my body and mind need, which then allows me to relax.

~ Katherine Kelly, FYE Peer Mentor Pre-Teaching English Class of 2017
Wellness and Prevention Services; Alcohol & Other Drug Education Office; UConn Recovery Community (URC)

Wellness and Prevention Services strives to create an environment that promotes, encourages and, supports healthy decisions and behaviors in the area of alcohol and other drugs, sexual health, stress management and other area of wellness. Their goal is to promote and help students achieve a balance of lifelong physical, emotional, social, environmental, intellectual, spiritual and cultural well-being through various services. The Alcohol and Other Drug (AOD) Education Office coordinates and facilitates prevention, early intervention, screening, and education opportunities in the area of substance use and abuse. AOD Education seeks to provide the UConn community with accurate information and resources to reduce the risks associated with alcohol and other drugs.

Contact Information
Website: wellness.uconn.edu; aod.uconn.edu
Location: Wilson Hall, Ground Floor, Room 114
Phone: (860) 486-9431
Email: wellness@uconn.edu

Violence Against Women Prevention Program

Contact Information
Twitter: @uconnvawpp
Facebook: VAWPP - The Violence Against Women Prevention Program

Description
VAWPP is dedicated to addressing and preventing all forms of sexual violence, intimate partner violence, stalking, and sexual harassment through education, outreach and advocacy. Office programs include: peer education, campus awareness campaigns, and providing advocacy and/or support services for survivors. Additionally, they organize and facilitate educational workshops that address the University’s definition of consent and bystander empowerment for all incoming students.

If you have any questions or concerns don’t hesitate to visit the Women’s Center and VAWPP!
UConn Police Department
What You Should Know

The UConn Police Department is located on North Eagleville Road. The calls for emergency services are answered 24 hours a day, seven days a week. The UConn Police Department currently has a force of 76 authorized sworn Police Officers of all ranks. Fifty one of those Officers are assigned to the main campus in Storrs with the remainder assigned to the regional campuses throughout the state. On top of protecting our campuses, the Police Department offers a variety of self-defense classes and other education and crime prevention programs that you can get involved in. Please visit their website to learn more!

Contact Information
Website: police.uconn.edu
9-1-1 Police and Fire Emergencies
(860) 486-4800 Police Non-Emergencies
(860) 486-4925 Fire Non-Emergencies

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ONE-WEEK WELLNESS LOG
In the first semester of college many students are managing their own lives for the first time – waking up without help from families, eating in dining halls, and managing their own free time. For these reasons first-year students often neglect their diets, and other elements of their wellness, without even noticing. How are you doing on this front so far? Every day for next week use this chart to log what you eat and when, what physical activities you do and for how long, and the hours that you sleep. At the end of the week review your log and ask yourself the following questions:

Reflection Questions

1. How often did you eat breakfast?

2. How often did you eat fruits and vegetables?

3. How many hours did you spend active this week?

4. How many hours did you sleep on an average night?

5. What surprised you about your wellness log?

6. What is one adjustment you could make to improve your wellness moving forward?
<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Food</th>
<th>Activity</th>
<th>Sleep</th>
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<tr>
<td>SAMPLE</td>
<td>AM Oatmeal x 1 bowl</td>
<td>Sunrise Yoga</td>
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<tr>
<td></td>
<td>Noon Pizza x 2 slices</td>
<td>--</td>
<td>30 minute nap</td>
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<tr>
<td></td>
<td>PM Chopped Salad x 1 lg</td>
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<td>8 hours</td>
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CHAPTER REFLECTION QUESTIONS:

1. Challenge: Choose one thing you can do every week for the rest of the semester to stay healthy. Keep a log and track your success in accomplishing the goal.

2. What would your strategy be if you were a bystander witnessing what you perceived to be gender-based violence?

3. If you choose to engage in consensual sexual relations while you are a student, where can you go on campus for information, contraceptives, or a private conversation about your questions?

4. In case of emergency, where is the “Code Blue Phone Kiosk,” UConn emergency alert system and emergency 911 call button, nearest to your dorm or car? (These are found on all UConn campuses.)
CHAPTER FOUR: CAMPUS INVOLVEMENT

Campus involvement isn’t only fun, it has also been shown to increase academic success and to make students more marketable after graduation. When students think critically about how they spend time outside of the classroom during their college career they can truly make the most of their college experience. At UConn you already have more than 600 clubs and organizations; numerous peer-leadership programs; campus, local, and global internships; and regular community service opportunities to consider. And if what you want doesn’t already exist you can create it with support of staff and faculty.

The trick is to find a positive balance. Meaningful involvement can make your time at college memorable, exciting, and more impressive to future employers. It can help you build leadership skills and lasting friendships. It can even help you learn to manage your time more effectively. Just be sure not to fall into the trap of over involvement, taking on more extracurricular duties than you can manage while still putting your studies and your health first. The only way to learn what this balance will look like for you is to try.

“Go out of your comfort zone, and be spontaneous! College is a place to find yourself and be all you can be.”

~ Elaina Rampolla, FYE Peer Mentor Pre-Teaching History Class of 2017
Discovery and Leadership Workshops

This ten-week program will introduce students to opportunities for leadership at UConn and beyond. Students will develop their leadership competencies through self-reflection, experiential learning, exploration of team dynamics, cross-cultural communication, critical dialogue and discourse, civic engagement, and social justice. As a result of this experience, University of Connecticut Discovery Students will:

- Understand the basic concepts and principles of leadership
- Explore, define, and develop personal values.
- Begin to take an active role in positively influencing the university community and beyond.
- Have knowledge of UConn’s opportunities for leadership and learn how to augment in-class education through co-curricular and leadership opportunities.

Apply through September 10th online at leadership.uconn.edu/discovery

Student Government

Undergraduate Student Government (USG) exists to closely represent the views and ideas of the 16,000+ students here at the University of Connecticut. The Senate is composed of over 60 senators, each serving a one-year term. Every student at UConn is represented by multiple senators. The Residential and Commuter senators elected in the fall represent students by their geographic living areas on or off campus. The Academic senators elected in the spring represent academic colleges. Additionally, there are also Multicultural and Diversity Senators that are elected at large.

Senate meetings are held every Wednesday evening in the Student Union at 6:30 pm. Formal Senate meetings alternate with informal Caucuses. All meetings are open to the public. Students are encouraged to attend, and may express concerns during Public Comment. This time is specifically designed as an open forum for students to address the senators who represent them, or to speak to the body as a whole. Administrators and other public university officials are encouraged to attend Senate when decisions by their departments will affect students. In addition to serving on the Senate, USG senators sit on at least one of five USG Committees: Academic Affairs, External Affairs, Funding Board, Student Development, and Student Services. These committees pursue advocacy and service projects of interest to the student body at large.

Students can USG by running for Senate in the Fall Elections, or can join one of USG’s committees at any time.
Save the Date: Involvement Fair
The Involvement Fair occurs the second Wednesday of every new semester. UConn offers students a way to get involved through academic, volunteer, performance, sporting, and special interest groups. There are over 600 groups to discover, explore, and become a part of. And 400 of them come out and showcase their programs on this day. Meet friends, build your résumé, throw a ball around, worship, and learn a new skill all within a comfortable, fun environment!

For More Information
Website: http://getinvolved.uconn.edu
E-mail: dsaSOS@uconn.edu
Office: Involvement Office, Student Union, Room 302

The Ultimate Guide to Getting Involved
Welcome to UConn! Now that you are here, we want you to know that college life is a lot better when you are doing things in addition to your classes that are fun and rewarding. The Ultimate Guide to Getting Involved includes information about great venues, a range of events, and how to get involved in the many types of student organizations. The Guide also helps to answer questions that worry students like being shy or feeling as though you don’t fit in.

In The Ultimate Guide to Getting Involved you will read about the importance of getting involved, spirt and pride @UConn, community engagement, club sports and recreation, student government, fun programs, media outlets, Greek Life, off-campus student services, veteran resources, cultural centers, over 600 student groups, major weekend events, late Night programs, and dining and transportation. The Guide covers everything you’ve ever wanted to know about what it’s like to be a UConn Husky.

See the Guide Online: getinvolved.uconn.edu

UConntact
UConntact is UConn’s Student Organization Hub. If you are interested in what the more than 600 student organizations are doing on campus, visit UConntact for a listing of upcoming events. Additionally, UConntact is easy to search and join! You can view categories or organizations or search by your own interests. If you login and setup your profile, UConntact will match groups with your likings!

Check out UConntact today at uconntact.uconn.edu
Apply to Your College Success

**GO TO THE INVOLVEMENT FAIR**
Attend the Involvement Fair on Fairfield Way (rain location Greer Field House). Visit with several organizations, and take notes on what you think are the best four. Be sure to write clearly with as much detail as you’ll need to remember this group after the event.

*Assignment Part A*

<table>
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<tr>
<th>#</th>
<th>Name of the Organization:</th>
<th>What makes this organization unique?</th>
<th>Why do you think this might be a good opportunity for you?</th>
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### Assignment Part B

Interview a representative from **one** of the four organizations you meet at the fair. Answer the questions below to get a better idea of what it would be like as a member.

<table>
<thead>
<tr>
<th>Name of the organization:</th>
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</table>
| **1** | What is the purpose or goal(s) of this organization?  
| **2** | How long has this organization been on campus?  
| **3** | What are the annual events that this group plans? What is the significance of these events?  
| **4** | How could participating in this organization challenge and strengthen your leadership abilities?  

DEVELOPING YOUR STRENGTHS

Students who engage in enrichment and involvement activities beyond the classroom can use these experiences to grow as a person and scholar while building marketable transferable skills. For students who participate in StrengthsQuest, their experiences outside of the class can be great ways to develop their own talents into strengths of which they are proud.

Guidelines Complete this chart from the bottom up.

1. First, select one of your top five signature themes that you want to focus on developing through your involvement over the next semester.

2. Second, brainstorm some of the talents you have in this theme. For example, someone with adaptability might have a talent of being able to go with the flow.

3. Third, identify two specific ways you can stretch yourself to apply your talents more than ever in your campus involvement. For example, an adaptable person might be the person who shows up to events to cover when other people have called out. Or they could volunteer to take on important leadership tasks that will require last-minute preparation.

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16 Adapted from Gallup Inc. “Building Blocks of Strengths”
CHAPTER REFLECTION QUESTIONS:

1. What strengths and skills do you already have to contribute to a campus group? How might participation help you build upon them?

2. What skills do you want to develop before you graduate from college? What types of involvement opportunities would give you the chance to grow in these areas?

3. When adding involvement opportunities to your life you need to be realistic. What days and times work best for your schedule? And how many hours a week do you want to devote to your involvement in this group?

4. Challenge: Get involved with something that interests you and fits into your schedule, but that’s different from anything you have done in the past
CHAPTER FIVE: STRATEGIC LEARNING

One of the most substantial differences between high school and college is the amount and depth of studying necessary to excel. For example, in high school you might have been able to begin studying the night before an exam and still earn a good grade. In college, on the other hand, we expect that you’ll need to start studying material right after you learn it. And to be ready for an exam you will need to begin actively studying a week ahead of time. Similarly, you may have been able to get away with quickly skimming a book because your teacher would help you understand the basics in class. In college it’s more likely that your professors will expect you to read everything carefully and come to class ready to have meaningful intellectual conversations.

These examples both point to the most important, overarching difference between high school and college: Here you are expected to be in charge of your own learning. As an adult learner your professors require you to treat your education as a job and a privilege. They want to see your motivation to truly grapple with and learn course material, not just get past the course. But they won’t track you down if you fail to do so. Instead, it’s important for you to invest in your education and take ownership of your learning. What does this look like?

First, you need to go to your classes – all of them – every week – on time – really. Unless you are experiencing a major emergency or are sick you should be in every class session, yes, even the Friday 8:00am lectures. If you absolutely cannot be there, it’s important that you email...
your professor ahead of time to let them know the situation and request a time to meet with them to ask any questions you may have about the day’s readings.

Second, do your assignments, all of them, on time and to the best quality of which you’re capable. No, not everyone will be the most skilled student in every class they take. And every class will not be one that you love to attend each week. But you will be surprised how even courses that you didn’t initially see as the most valuable can challenge you to see another perspective or can end up proving meaningful in unexpected ways. For example, the persuasive writing skills you learn in First-Year English can come in handy not only in your other college classes, but also when you write a letter of complaint to a business or when you have to draft your first cover letter for a potential employer. In the event of an emergency that prevents you from completing an assignment on time, even if it’s a failure on your part, be sure to contact your professor as soon as possible so that you can explain the situation honestly and respectfully (note, that tone is very important) and see if an extension might be possible. Before contacting your professor be sure to make yourself familiar with their late work and make up work policies, as listed in their syllabus.

“ALWAYS go to your professors and TAs when you have any type of question about a course. They hold office hours and truly want to help you!”

~ Catherine Friar - Exploratory - (ACES) 2018

Third, it’s your job to reach out to your professors and TAs. Every faculty member and graduate student on campus holds office hours specifically so that they can help students learn their material. Take advantage of these office hours early and often. Don’t let the first time a faculty member hear from you be the last week of the semester when you realize that you’re not going to earn a grade that will make you happy. The faculty want to see you working hard to understand the course content all semester long. If you ever read something you don’t understand go to office hours to talk through it. If you ever don’t get what your professor or TA was trying to teach you in a lecture go to office hours for more information. If you ever miss a homework, quiz, or test question, and you don’t know why it was incorrect go to office hours to learn how you could be more successful next time. And if you ever are excited to learn more about a class topic go to office hours to talk to your professor about their research. In short, to make the most of your college education and to do the best you possibly can in your courses go to office hours. You won’t regret it.
CAMPUS RESOURCES
HOMER BABBIDGE LIBRARY (HBL)

Contact Information
Website: lib.uconn.edu

Description
Not sure about where to study? Take Homer Babbidge out for a date! The Homer Babbidge Library on Storrs campus is a peaceful place to study on your own or in groups, do your homework, take out a book or movie, and to take advantage of the many resources available:

- Text a question to (860) 515-8398
- Use software to create a bibliography
- Get personal help to find sources for your paper in person, email, or instant messenger
- Ask library staff about recreational/personal interests (e.g. vacation spots, volunteer opportunities, starting a business, potential employers, etc.)
- Use an individual study room on a short term (6 hour) basis
- Use a group study room on a first-come-first serve basis (no time limit)
- Print to a library printer from your laptop
- Scan documents to your email or USB drive rather than photocopying
- Ask questions or get help with your personal computer/mobile devices
- Get help with HuskyCT
- Get help using software programs you don't know, such as Microsoft Access
- Edit a video for a class assignment
- Borrow an iPad, camera, voice recorder, Kindle, Mac Book Air, or Dell Laptop

17 Screen shot form Katarina Moroch
ACADEMIC ACHIEVEMENT CENTER

Description
The Academic Achievement Center currently offers different expert-led FYE presentations for you to choose from. Their study skills presentation takes an in-depth look into various strategies in how to better prepare your students for studying in college. The time management presentation helps students discover ways to manage their time and balance personal, social and academic responsibilities. Exam Preparation is a presentation that focuses on how to study efficiently and prepare for specific testing situations. iStudy is a presentation on the many educational APPS you can download and use for academic success.

Benefits of the Academic Achievement Center
- Study Skills
- Time Management
- Exam Preparation
- iStudy
- Stress Management

SCHEDULE AN APPOINTMENT OR WALK IN
John W. Rowe Center for Undergraduate Education Room 217
E-mail: aac@uconn.edu
Phone: 860.486.4889
WRITING CENTER

Description
Visit the Writing Center for writing support from trained tutors at any point in your drafting and editing process. Tutors will focus on higher-level concerns to help you grow as a writer while crafting your papers. They will not proofread your writing. But if you are struggling with the mechanics of writing they can help you learn the skills you need to copyedit your own work.

Contact Information
Building: Homer Babbidge Library, Storrs
Room: Level 1, Rm. 108
Phone: 860.486.4387
Web: http://writingcenter.uconn.edu/
Appointments: uconn.mywconline.com

QUANTITATIVE LEARNING “Q” CENTER

Description
The University of Connecticut's Quantitative Learning Center (Q Center) is a resource to elevate the proficiency of students taking quantitative intensive (Q) courses across the undergraduate curriculum. We provide direct assistance to students via peer tutoring, review sessions, and the creation of innovative learning tools.

During the academic year, their main activities include:

- Free drop-in peer tutoring Sundays to Fridays on the first floor of the Homer Babbage Library.
- Review sessions for students in highly populated Q courses.
- Working with faculty teaching Q courses to improve student learning.

Contact Information
Web: qcenter.uits.uconn.edu
Location: Homer Commons, Homer Babbidge Library

CENTER FOR STUDENTS WITH DISABILITIES

Description
The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. To begin register online.

Contact Information
Location: Wilbur Cross Building, Rm 204
Phone: 860-486-2020
Email: csd@uconn.edu
Web: csd.uconn.edu
STUDYGROUP.UCONN.EDU
This website application was created to support and encourage collaborative learning outside the classroom.

Every student has different qualities and ideas to offer a study group. Studying by oneself will always get a student one perspective; yet, in groups, students receive various viewpoints which can assist in helping them reach their own conclusions.

Students tend to learn faster working within a group versus working alone. Working in groups gives students the opportunity to explain concepts, review material, exchange ideas, and disagree/reason with one another about why one person’s answer differs from another.

Participating in Study groups on a regular basis can keep the active participants from procrastinating.

Study groups encourage members to think creatively and build strong communication skills. It has been proven that those who participate in study groups feel more confident and comfortable about reaching their academic goals.

The studygroup.uconn.edu web application is available to all UConn students.
Apply to Your College Success

BRING YOUR STRONGEST EFFORT TO EXAMS

For students who participate in StrengthsQuest, knowledge of your top five signature themes, and how they can be lived as strengths can be applied in all areas of your lives. One practical way to bring this to first-year college success is to use your knowledge to strategize for your first college midterms or finals.

Guidelines

Exams are just around the corner. Yes, they will likely be more challenging than the exams you took in high school. You will need to plan ahead to study at least five days in advance. And no, starting a paper the night before it is due will not cut it. But the great news is the University of Connecticut knows you can succeed. Your Strengths have helped you to succeed academically in the past. How will you use them in this new setting to tackle the challenge of college exams? Choose three of your top five that you think will be most important for you and complete the table below.

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18 Adapted from Gallup Inc. “A Fresh Perspective”
**MANAGE YOUR TIME**

One of the first steps to managing your time as a student is knowing when you will have major assignments due and tests to take in each of your courses. Use your syllabi and the chart below to build a snapshot of your semester. There are fourteen weeks in a semester at UConn, and one week of finals. Which weeks are heaviest for you? How can you plan ahead to minimize your stress and maximize your success?

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CHAPTER REFLECTION QUESTIONS:

1. How many study methods do you already use? What are two new strategies you would like to try this semester?

2. What kind of atmosphere (physical space) is best for you as a learner? What are two places you can find like that on campus?

3. What is your greatest challenge when it comes to strategic learning – time management, procrastination, learning certain types of content, etc.? Who on campus can help you succeed?

4. Challenge: Go to the office hours of every one of your professors and TAs at least once before the end of the semester. Be sure to come prepared with thoughtful questions.
CHAPTER SIX: CRITICAL & CREATIVE THINKING

Critical and creative thinking are vital to not only your college experience, but also to your opportunities as an adult. In the past you may have associated these skills only with academic work, but in FYE we want to support you in thinking critically and creatively about all realms of your college experience and beyond.

**What Critical Thinking IS**
- Illustrating command of information/sources
- Recognizing the biases, strengths, and weaknesses of sources, including yourself
- Contributing your own thoughtful analysis to a dialogue
- Anticipating and exploring potential critiques

**What Critical Thinking IS NOT**
- Unsupported criticism (Just disagreeing)
- Name dropping (Assuming something is correct because someone agrees)
- Empty citation stacking (Referencing irrelevant sources)
- Simply summarizing another’s argument

“Critical thinking matters so much in the ‘real world.’ Thinking about the ‘so what’ and also reflecting on what resources I can trust have helped me realize what I need to focus on in life.”

~ Margaret Quackenbush, FYE Peer Mentor Human Development & Family Studies (HDFS) Class of 2017
According to Educational Psychologist Dr. Linda Elder of the Foundation for Critical Thinking and the Center for Critical Thinking, it is an ongoing process of intentionality in thought and behavior that individuals continually practice but never perfect.

“Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically... They work diligently to develop the intellectual virtues of intellectual integrity, intellectual humility, intellectual civility, intellectual empathy, intellectual sense of justice and confidence in reason. They realize that no matter how skilled they are as thinkers, they can always improve their reasoning abilities and they will at times fall prey to mistakes in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest.”

Yes, that’s an important life-long challenge, not something you will master in your first semester of college for sure. While that may seem daunting, I hope that you’ll find it’s actually pretty liberating. You can forget about getting it exactly right in this course, or even at the end of a long life. And instead you can focus on practicing to get a little better every day.

What will this look like in action? Critical thinking means questioning your assumptions, always being open to asking the next deep question, and exploring the implications, the “so what,” of your answers. For example, in the classroom you will be expected to do more than memorize and repeat information. You will now need to understand it well enough to draw connections among topics and to connect your learning to real world problems. Personally, you will need to use your resources to make major life decisions for yourself that will lead you to a successful life, however you define “success.” And socially you will be part of a diverse community of learners from around the world who may have vastly different beliefs, backgrounds, values, aspirations, and personal characteristics.

Additionally, beyond the classroom one of the greatest privileges you have as a UConn student is regular access to internationally recognized scholars and leaders who want to tell you about their work and what it means to our world. These are perfect chances to practice your critical thinking skills and to see how creative, innovative ideas are making a difference on campus, in Connecticut, in the United States, and globally. Don’t wait to take advantage of these events.

“Now that you actually know which bus to take in the morning and where all your classes are, it’s time to start exploring. Of course you’re here to attend classes, but what about the weekend? What about that three-hour break between First Year Experience and Chemistry? Don’t be one of those first-year students who limits themselves to the library, your dorm, and your classes. There are so many opportunities for exploration at UConn, and they’re all waiting for you!” - Katarina Moroch, 2016

Campus Resources

THE WILLIAM BENTON MUSEUM OF ART
The William Benton Museum of Art is Connecticut’s State art museum, located on the University of Connecticut campus at Storrs. Drawing largely from its collection of over 6,500 works of art, the Museum presents exhibitions of art dating from the 15th through the 21st centuries. Special events include gallery talks, campus art walks, academic and non-academic discussions, musical performances, and family programs. The Benton Museum is a great place to recharge your mind, find authenticity and discover dynamic art.

Website: http://benton.uconn.edu
Location: Center of Campus (Between ROWE and Wilbur Cross)
Contact Information:
Phone: (860)486-4520
Email: education.benton@uconn.edu

BALLARD INSTITUTE AND MUSEUM OF PUPPETRY (BIMP) 20

Contact Information
Location: Storrs Center
Telephone:860-486-8580
Email address:bimp@uconn.edu

Mission
The Ballard Institute and Museum of Puppetry (BIMP) was established for the purpose of promoting public recognition of puppetry as an art form through the preservation and exhibition of puppets created by Frank W. Ballard on the campus of the University of Connecticut.

By expanding this collection to include the work of other puppeteers; by maintaining permanent records; by preserving the heritage and traditions of the art of puppetry; by providing the residents of Connecticut, and others, with a unique source of entertainment and education, the Ballard Institute and Museum of Puppetry shall offer a continuing variety of puppetry events for all ages.

20 Fall 2014 UNIV class visit to Museum of Puppetry
Apply to Your College Success

FIRST YEAR PROGRAMS & LEARNING COMMUNITIES EVENTS CALENDAR
The University’s events calendars are one of the best resources on campus to help you connect with lectures, workshops, symposiums, and fun UConn events all year long. Visit calendar.uconn.edu to subscribe to the First Year Programs & Learning Communities and Academic Achievement Center calendar feeds to have campus events relevant to first-year students and helpful college success workshop information delivered right to your University Google Calendar.

CRITICALLY READING THE NEWS
Choose a newspaper article (or TV news segment), anything of contemporary import that interests you. It can even be something from The Daily Campus, our University newspaper. Using this as your text, practice your critical and creative thinking skills by seriously thinking about the questions below. The questions are broken up by the angle from which you’re analyzing the story: author, content, and reader (yes, you). Try doing this once a week to start forming a habit of higher-order thinking while reading about something you enjoy.

Reading Reflection Questions

Author

- Where is this article published? Can you feel confident trusting the source? Why or why not?
- Who wrote this article? And what biases might they bring as a writer?
- For whom was this article written? And how do you know?
- In what context are they writing? (For example, what are the important things going on that could influence the way they see the story described?)
Content

- What facts do they tell you? And what are their sources? Do you trust them? Why do you trust them?
- What don’t they tell you? And whose perspective is left out? How might that change the story?
  - Be creative here, and think outside of the box - some perspectives are always left out.
- Does the augment make logical sense, or are there gaps or leaps that leave you with questions?
- If you wanted to learn more what is the next question you should ask? Who might be able to answer it?

Reader

- Are you the intended audience for this article? How do you know?
- How might someone outside of this intended audience receive the article?
- What biases do you personally bring as a reader? And how do you know?
  - Note: This is the hardest question, so give yourself time to reflect on it.
- Are you convinced? Why or why not?

CHAPTER REFLECTION QUESTIONS:

1. What are your prior experiences with critical and creative thinking? And how do they influence your confidence applying them in college?

2. What is the hardest part of practicing critical and creative thinking, from your perspective?

3. How would the world be different if everyone committed to practicing critical and creative thinking as often as possible?

4. What is one thing you can do to help yourself practice critical and creative thinking more often?
CHAPTER SEVEN: MAJOR & CAREER PLANNING

Is this the best major for me to achieve my goals? How many times do UConn students change their major? When is it a big deal, when it’s not a big deal to change majors? If I change my major now will I have to stay another semester – another year?

These are all great, common questions that first-year students (and beyond) ask themselves. One way to begin answering them is to meet with your academic advisor to do a “what if report” in PeopleSoft. This will help you see which classes you would need to take if you decided to switch to a new major – something a lot of students do, sometimes more than once, and still graduate successfully.

Whether you are confident about your major and future career, the same life plan you’ve had since age three, or you aren’t even sure which class you might want to take next semester now is the best time to explore your major and career opportunities. Some of the most important contacts on campus are your academic advisors. If you don’t know who is assigned to be your advisor you can find their name and contact information in PeopleSoft (Student Administration). Be sure to meet with them before registering for classes and whenever you have questions about your degree. Many academic advisors, and some others on campus, use AdvApp Academic Advising to schedule their advising appointments, so be sure to check for your advisor on the site.

“Find something you are passionate about. Furthermore, meeting people who are passionate about the same thing is a great way to meet new friends.”

~ Walter Esker
Biomedical Engineering
Class of 2018
If you are unsure of your major, you want see what you might learn in a major, or you’re just really excited to begin taking small, hands-on seminars in your area of interest consider taking a UNIV 1820 course. Seminars cover a wide variety of topics that change each year. Spring 2016 courses will include UConn Reads: Race in America, Making Major Decisions (a class to help you decide your major and career path), UCan Cook at UConn, and Exploring STEM Research 101.

Course Description

“One credit. One class period. Open to freshman and sophomore students only. May be repeated for credit with a change in content. Guided research or reading, discussion, and writing on topics of professional interest to the instructor. Course materials promote independent learning and active engagement in the academic life of the university.

Course Structure:
Courses will meet once a week for 50 minutes. Instruction will consist of lectures, discussions, and interactive workshops.

Key Course Learning Objectives:
LO1: Students will work with an expert in a field of intellectual interest.
LO2: Students will engage actively in the academic life of the university, in or out of the classroom.
LO3: Students will conduct directed research and/or applied work.
Individual instructors will determine the best content and assessments for their intellectual projects.”

What all of these classes have in common is that they will all be engaging, student-centered classes with 19 or fewer students. And every instructor will be excited to help you find your path and the resources you need to succeed in your goals.

One tool you’ll want to have handy right from your first year is a college-level résumé. You can use this to help you see what skills you have and what skills you’ll need to develop; to plan for your time at UConn; and to apply for jobs, internships, and leadership opportunities.

"’Your résumé can be what sets you apart from the other applicants. You want it to be a strong reflection of who you are. And it's also important to gain experience using different skillsets."’ ~ Alyssa Mattison – Nursing - Class of 2018

Building your first college résumé early will set you up for success from the start. And continuing to work with the Center for Career Development each year will help you to be confident and prepared for your post-college career.

Campus Resources

THE OFFICE OF THE REGISTRAR

Contact Information
Location: Wilbur Cross Bldg – 1st Floor
Phone: 860-486-3331
Email: registrar@uconn.edu

Description
The Office of the Registrar provides specific services to the University’s students. Its staff creates and manages academic records, registers students, processes grades, issues transcripts, certifies students, maintains the Student Advisement system, audits degrees, monitors NCAA continuing student athlete academic progress, and provides retention and graduation outreach.

The Registrar’s office is able to assist students by email or phone, or in person at the Registrar’s office in the Wilbur Cross Building. Students can obtain copies of a number of documents at the Registrar’s office, such as official transcripts and enrollment verifications to prove that they are full-time students. The Registrar staff also frequently assist students with registration, including general trouble-shooting, enrolling in independent studies, and withdrawing from individual courses. The staff also assists with a number of changes to their records, including name and address changes, major and minor changes, and campus changes.

STUDENT ADMINISTRATIVE SUPPORT CENTER

Email: icenter.uconn.edu

The iCenter, located on the first floor of the Wilbur Cross Building, is a useful resource when you have questions or need information. Our student staff and employees are well-trained and can assist with many administrative duties such as processing transcript requests, completing student employment forms, and rescheduling final exams.

Students visit the iCenter to receive advice about navigating UConn as well as using Student Admin and other helpful tools like Schedule Builder, Academic Advisement Report, and the 4-year course planner. If we can’t help you, rest assured we will refer you to someone who can!
Highlights of an iCenter experience:

- I-9 Employment Paperwork: If you get hired for an on-campus job, you will need to fill out some forms. We will help you through that process.
- Fax Financial Aid Forms: Paperwork going to the Office of Financial Aid Services can be delivered via fax at the iCenter.
- Academic Transcripts: We can give you your official transcript, unofficial transcript, or mail your transcript out.
- Reschedule Bunched Final Exams: If you have 3 final exams in one day, 4 in two days, or 2 at the exact same time, we can approve you to move one or more of your exams!
- Class Registration Assistance: If you are feeling overwhelmed or confused by the Student Administration site when signing up for classes, come to the iCenter and a staff member would be happy to sit with you.

CENTER FOR CAREER DEVELOPMENT

Contact Information
Location: Wilbur Cross Building, Rm 202
Phone: (860) 486-3013
Website: http://career.uconn.edu/

Mission
The Center for Career Development at the University of Connecticut is dedicated to excellence through offering the highest levels of service to our students across all schools, colleges, campuses, and disciplines. We support the intellectual growth of our students by providing programs and experiences that promote self-awareness and engagement as they identify a course of study and pursue opportunities to become contributing members of the state, national, and world communities. Through partnership with employers, alumni, faculty, and staff, we connect students to quality career development resources, internships, experiential learning, and post-graduate opportunities.

Why Visit CCD in Your First Semester?

Skill-Building
Creating a résumé early in your college career allows you to use it as a guide to see what skills, experiences, and activities you need to gain over the next four years to help you identify and begin applying for on-campus opportunities, internships, full-time jobs, or graduate schools. Regardless of what your decide to do after graduation, if you have demonstrated “transferable” skills, such as communication, teamwork, problem solving, and interpersonal ability, you will find that you are awarded more opportunities.
Practical
The FYE résumé and career development unit is also a practical assignment. If you already have a declared major or a defined career goal, having a completed and critiqued résumé will enable you to apply for career-related summer jobs and/or internships. Having a solid résumé is also vitally important if your academic program requires you to apply for admission (such as the Neag School of Education). Additionally, having a completed résumé will help keep you prepared for other opportunities that arise. In order for you to have the opportunity to excel at the highest levels and make the most of your time at UConn, you are encouraged to take advantage of these opportunities beginning in the first and second years.

Apply to Your College Success
PERSONALIZED STUDENT DEVELOPMENT RESEARCH
Use your critical and creative thinking skills to research one way you can get involved during your time at UConn that will be especially beneficial for you. Write a 1-2 page reflection on this research that identifies why this is a good choice for your development. In your paper include 1) your source, 2) why you trust it as a guide to your involvement, and 3) how you will use the information you’ve learned. Potential sources include the Center for Career Development’s website, résumés of people in positions you may want that can be found at CCD, academic departmental websites, or personal interviews with faculty members or professionals.

Sources
People, websites, and documents you consult:
• Example: Personal interview with UConn alumnus in my future career field

Credibility
Why would these be considered trustworthy sources?
• Example: They graduated from my program and have since worked in the field for ten years.

Application
How will you use this to shape your college experience?
• Example: They told me that their internship in sophomore year was incredibly beneficial. I will apply for internships in spring semester for next fall.
FYE STUDENTADMIN REGISTRATION TRAINING WORKSHOPS

New students learn to use Studentadmin (PeopleSoft) to register for classes during summer orientation. However, as we know…

1) that was two months ago, for some while you were still in high school getting ready for graduation, finals and prom;

2) it was a short and overwhelming period of time in which you were given an enormous amount of information all about college, including student life, residence life, resources, dining plans, academics, financials and other topics; and

3) we had a short time to cover the basics and are not able to go over the various tools you can use in the system, nor is it the appropriate time to do so as it’s not a point in which they can fully process that comprehensive information.

Now that you are here, most students do not remember how to use the system or have the skill level to use it to your most effective and efficient benefit.

We want:

1) you to be fully aware and competent in their abilities to navigate your academic and registration resources in Studentadmin

2) and to alleviate these questions advisors get asked so your advising time can be spent on more meaningful questions.

1-Hour Studentadmin Registration Training Workshops
Available to new FYE freshmen and transfers to provide you with:

1) a refresher

2) and more comprehensive training on the Studentadmin system as you prepare to register for your Spring courses.

Interactive Workshop Will Cover:
- Registration (enroll, drop, swap)
- Dynamic Class Search
- Schedule Builder
- Advisement Report
Permission Numbers and Wait Lists
University Catalog
Holds
Enrollment Dates
Advisor contacts and how to schedule an appointment (based on department)
Pre-requisites, reserve caps, instructor consent and other registration restrictions
Tools in My Academics: Prior course approvals, viewing and requesting transcripts, etc.
Tips, tricks and nuances in the system to look out for
Answers to FAQs.

Twelve workshops will be offered. (Limit 30 students per workshop): 3:30-4:30 OAK 308

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CHAPTER REFLECTION QUESTIONS:

1. What strengths do you bring to a team, and how might you use them in a professional setting? Which career paths might give you more opportunities to do this kind of work?

2. What are your three greatest strengths and weaknesses? This is one of the most common first interview questions. How would you answer a potential employer who asked?

3. What is one skill you would like to develop while in college? How can you get involved beyond the classroom to build your abilities and to demonstrate your competency?

4. What do you want your life to be like in five years? What about in ten years? Do you know if your chosen career path will help you to build this lifestyle or to make it more difficult to attain? Who can you ask to learn about what it’s really like to be in the field?
CHAPTER EIGHT: SOCIAL & EMOTIONAL INTELLIGENCE

Learning to effectively navigate difficult personal and professional situations is a hugely important part of your college experience that is often overlooked. Specifically, two key skills you want to foster over your time in college are self-advocacy and effective professional communication. What is self-advocacy, and why is it so important?

Self-advocacy is standing up for your beliefs and interests. When you advocate for yourself you effectively communicate your needs and make sure that your rights are being observed. This means that first you must know about your personal values, your current and anticipated needs, and your rights in a given context. In high school your parents or guardians may have been your greatest advocates, stepping in whenever something wasn’t going right. In college this is now your job. If you need to request an extension on an assignment, to reschedule an exam, or to appeal dismissal it is on you to take initiative and use campus resources to make that happen. Beyond college you will be able to apply this skill set as a citizen, a customer, an employee, and even in personal relationships. A related skill is professional communication. Here you will need to foster relationships with your roommate, faculty, staff, and TAs. As with everywhere, there will be people with whom you click and rarely disagree, and there will be people who simply rub you the wrong way no matter how much you try to get along. The trick is learning to work with all of them and to communicate in a professional manner even when your emotions run high.

“Don't be afraid to take risks. The more you put yourself out there, the more likely you are to succeed.”

~ Alissa Velazquez, FYE Peer Mentor Pre-Teaching Class of 2017
Campus Resources

DEAN OF STUDENTS OFFICE

Contact Information
Location: and Wilbur Cross Building, Room 203
Phone: 860-486-3426
Fax: 860-486-1972
Email: dos@uconn.edu
Website: www.dos.uconn.edu

Description
The Dean of Students Office (DOS) is committed to the enhancement of the student experience by providing services that promote the personal development and academic success of all undergraduate students. The Dean of Students Office collaborates with a number of campus constituents to maintain a positive learning environment. This is done through program support, and advising related to University policies/procedures. Our services include:

- Advocacy & Problem Solving
- Finals Rescheduling
- Extension of Incomplete Grades
- Off Campus Housing and Commuter Services
- Readmission to the University
- Short Term Emergency Loans
- Voluntary Separation from University
- Victim Support

COUNSELING AND MENTAL HEALTH

Contact Information
Location:
Web
Schedule An Appointment: 860-486-4705

Description
You Can Do It. We Can Help. The campus environment can be exciting and challenging. It can also be highly stressful since social and emotional concerns can interfere with effective functioning and academic performance. Together with Student Health Services, we offer a holistic and collaborative model of care. We hope you find CMHS to be friendly, helpful place that provides services to help you be a successful student and a happy and healthy person!

IMMEDIATE HELP IN TIMES OF CRISIS AND EMERGENCY
An emergency might involve:

- Thoughts and plans to hurt yourself or someone else
- Engaging in a behavior that is life threatening
- If you have been assaulted, physically or sexually

IF YOU ARE EXPERIENCING A SERIOUS AND IMMEDIATE LIFE-THREATENING CRISIS, PLEASE BYPASS THIS INFORMATION AND CALL 911
When requesting a letter of recommendation, remember to include as much information as possible so that your faculty/staff member can write you the best letter possible. This makes it easier for them to say something meaningful that will help your application stand out. It also takes stress off of the person who is supporting you, which shows respect for them and their time. Whenever possible, share the following items as soon as possible:

- A full description of the organization/experience you’re applying for, including the specific role or opportunity you’re seeking and what you think you’ll gain
- A full description of the application you’re completing, focusing on how the recommendation should be submitted, to whom, and by when
- An updated version of your resume
- A short explanation of why you think they would be a good person to recommend you that highlights some relevant successes or characteristics you believe they have seen you demonstrate

Basic Dos and Don’ts:

<table>
<thead>
<tr>
<th>Recommendation Request Dos</th>
<th>Recommendation Request Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Try to meet with the recommender in person to talk about the opportunity and why you’re applying.</td>
<td>Assume that they will write you a letter of recommendation or serve as a reference.</td>
</tr>
<tr>
<td>2. Use professional salutations and closings in all emails.</td>
<td>Write in informal language, including texting spellings of words.</td>
</tr>
<tr>
<td>3. If the person holds a doctorate, address all emails to “Dr. –“</td>
<td>Wait to the last minute to choose and speak with your recommenders.</td>
</tr>
<tr>
<td>4. Copyedit all written communications.</td>
<td>Request recommendations from people who can’t really speak to your skills and/or character.</td>
</tr>
<tr>
<td>5. Give as much advanced notice as possible, at least two weeks.</td>
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</tbody>
</table>

22 First published as part of “Recommendation Requests 101” by Shawna Lesseur on shawnalesseur.com April 2, 2015
6. Write a thank you letter to each recommender.

7. Let them know the outcome of your application.

8. Send friendly reminders as the deadline approaches.

9. Build relationships early in your college career so that you have faculty/staff who would be confident in referring you for opportunities as they arise.

**RECOGNIZING THE TALENTS OF OTHERS**

In some important ways, everything StrengthsQuest is about social and emotional intelligence because the tool leverages self-awareness and respect for the talents of those around us. But some topics are more specifically targeted at developing these skills.

**Background** Productive relationships with peers, family, and others in the University are key to success. One way Strengths can help you be more successful at fostering these relationships is by helping you increase your awareness of their talents and how you can best work together.

**Directions** Choose three people in your life who you believe will be influential in your college success, as you choose to define it. Using the descriptions of the full 35 Themes of Talent (Strengths), identify what you think are their top five and why. Be prepared to share your analysis in groups.

After completing this activity, talk with each of these people over the next week to discuss what you see as their greatest strengths. Where do they agree, and where do they disagree? Be prepared to talk about your experiences at the beginning of the next class.

<table>
<thead>
<tr>
<th>Name</th>
<th>Themes of Talent (Strengths)</th>
</tr>
</thead>
</table>
| Example: Katie, Sister| Maintains a positive attitude in difficult situations. – Positivity  
Always wants to make the world fair for the people around her. – Consistency  
Loves meeting new people and making friends of strangers. – Woo  
Makes her own decisions and never wavers. – Self-Assurance  
Doesn’t want anyone around her to feel left out. – Includer |

23 Adapted from 2008 Gallup Inc. SQ Activity Workbook
## Chapter Reflection Questions:

1. **When was a time that you were a successful self-advocate? What made you successful?**

2. **When was a time that you did not advocate for yourself? Why did you choose not to self-advocate? Would you make the same choice again?**

3. **How do you know when you are too upset/angry/sad to have a productive conversation?**

4. **What is your biggest anxiety about talking with your professors? How can you get past it?**
CHAPTER NINE: GOAL SETTING, MOTIVATION, & CHARACTER
At the University of Connecticut your faculty will not track you down if you miss classes. You will not be required to go from one subject to the next all day at the sound of a bell. And if you choose not to do your assignments no one will sit next to you and make you finish them at the dinner table or in detention. Here your success is in your hands, and you will get as much out of your education as you personally invest. Every student, from those who graduated high school three short months ago to the full-time professional returning for graduate school is treated with the same respect as an adult learner. With that comes the responsibility and challenge to develop your own set of expectations and goals to keep yourself motivated and progressing toward your degree. Our University community provides us with some direction, but it is up to each individual to work to their full potential.

“Being successful to me means not only learning material for a test but to be able to retain information and apply it to real life situations.”

~ Joseph Muhitch Jr.
Computer Engineering Class of 2018
YOUR UCONN COMMUNITY: CORE VALUES

In 2015 the University of Connecticut adopted a new Academic Vision, a document outlining what our community values and sees as imperative to our institution’s success. Part of this vision statement is a list of our four core values and how our University defines them. These core values can be seen by all Huskies – students, faculty, and staff – as guiding principles that direct our goals, inspire our motivation, and define our community’s character. But each member of our community will live these out in their own unique ways. How will you embrace the spirit of innovation, demonstrate leadership, practice global engagement, and embrace diversity?

**Innovation**
The University of Connecticut is dedicated to discovery and communication of breakthrough and foundational ideas; to translation and collaboration across disciplines and communities; and to positive transformation through research, scholarship, and creative works.

**Leadership**
UConn’s students will become well-educated leaders and global citizens who excel in addressing the challenges of the 21st century; in them, we will cultivate critical thinking, creativity, and joy in lifelong learning. We will serve the state, the nation, and the world through our research, teaching, and outreach.

**Global Engagement**
Through outreach, research, and partnerships, we promote sustainable development and a happy, healthy, and inclusive society. This engagement is local and global, based on intercultural understanding and recognition of the transnational nature of the challenges and opportunities we face.

**Diversity**
In our culturally and intellectually diverse community, we appreciate differences in one another as well as similarities, and aspire to be an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. We believe in diversity in intellectual approach and outlook. We embrace diversity not as a keyword for token inclusion of the underrepresented, but as a commitment to fostering a welcoming environment in which all individuals can achieve their fullest potential and in which open and respectful communication is facilitated.24

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STUDENT CODE OF CONDUCT
Community Standards has been entrusted with the responsibility of managing Responsibilities of Community Life: The Student Code. Through the student conduct process and other educational initiatives, Community Standards supports the University’s mission by helping students develop and become positive contributing members of our University and beyond. Community Standards works to protect the rights of students by providing them with a fair and equitable process in resolving behavioral complaints. The principles of accountability, individual development, community involvement, and fairness are at the core of Community Standards’ work.

What’s the Student Code of Conduct? Read the introduction below, or visit community.uconn.edu to read the full document.

The University of Connecticut seeks to balance the needs and the rights of the individual with the welfare of the community as a whole. Students are expected to conduct themselves in a manner that is consistent with the values embraced by the University community and reflected in its various policies, contracts, rules and regulations, including those contained herein.

This document is intended to describe the types of acts that are not acceptable in an academic community as well as the general process by which they will be addressed (including the types of sanctions that may be imposed). Procedural rules consistent with the provisions of this code will be developed as necessary from time to time so that fundamental fairness may prevail.

Students do not lose their rights as citizens of or visitors in this country when they become members of the University community. Conversely, they do not shed their responsibilities. For example, the University supports a student’s freedom of expression and expects that freedom to be exercised by the student in a manner that does not violate the law or University policy.

Maintaining a balance between the individual and the community is a continual process that requires insight, sensitivity, and diligence on the part of each member of the University. Students are encouraged to become involved in University programs and services that promote this effort. For more information on these and other opportunities, please contact Community Standards.25

UCONN CONNECTS, FYP&LC
UConn Connects serves as an intervention program to help students be more successful. Students may participate in the UConn Connects program on a semester by semester basis.

UConn Connects pairs each student with a faculty, staff, or peer facilitator who will guide them through the semester. Students and Facilitators will meet to go over course work and academic progress on a weekly basis. The facilitator provides the student with a variety of resources, support, and list of workshops offered by the AAC. The facilitators are highly knowledgeable about the University and are trained to help the student with specific concerns and issues that may arise during the semester.

In order to assure academic growth and skill development, evaluations take place throughout the semester. The first evaluation consists of a self-assessment of academic strengths and weaknesses, including such topics as time management, note-taking, and writing skills. The same instrument is used at the end of the semester to assist the student in determining further developmental needs. In the past, students who have actively participated in the program have shown dramatic increases in their grade point average (GPA).

Sign Up: achieve.uconn.edu.

CHAPTER REFLECTION QUESTIONS:

1. Why are you attending college?

2. What is the most important thing you want out of your college experience?

3. What do innovation, leadership, global engagement, and diversity mean to you? Why do you think these are our core values?

4. What is one small thing you can do every week to keep yourself motivated?
CHAPTER TEN: CULTURAL COMPETENCY

To thrive in our globalized world cultural competency, the ability to cooperate with people from diverse backgrounds and cultures, is a must. Whether you stay in Connecticut or move abroad after college, and whatever field of work you choose to join, this will be true. Therefore, the knowledge and skills you develop through your experiences at the university through classes, involvement, community engagement, internships, work, study abroad, and building personal connections with people who are different from you will be some of your most valuable assets.

How do you make the most of this opportunity? Engage with an open mind, humility, and respect for those around you. Remember that your perspectives and history are valuable, but not at all the only lenses through which people see the world. And take advantage of the fact that college is a time during which you will have boundless possibilities to learn about other people, their stories, and their viewpoints. From today and for the rest of your life you can use this knowledge to consider how your actions now and in the future can make the world a better place.

Some of your best resources are the five University of Connecticut Cultural Centers. These centers are open to all students, not just those who identify as members of the particular community they represent.

“There is a lot of diversity at UConn. It makes me feel that UConn is not a University just for Americans; it is for everyone from different countries. I can find a lot of people just like me who are far away from home and looking for a better education.”

~ Jiashen Chen
Exploratory (ACES Class of 2018)
THE AFRICAN AMERICAN CULTURAL CENTER

Contact Information
Location: Student Union
Phone: 860-486-3433
Website: aacc.uconn.edu

Description
The African American Cultural Center (AACC) is committed to promoting cultural preservation, leadership development, academic excellence, and intercultural communication through programs and activities that are designed to give students an appreciation and an understanding of the heritage and cultural experiences of African Americans and people of African descent in the United States and throughout the world. Established in 1968, the center aims to promote the personal and intellectual growth of students through the many organizations and events run by its members; such programs include the African Studies Association, National Society of Black Engineers (NSBE), Good Year Quality, The AACC Outreach, Homecoming, and many more.

THE ASIAN AMERICAN CULTURAL CENTER (ASACC)

Contact Information
Location: Student Union, Rooms 424–436
Phone: (860)486-0830
Email: asacc@uconn.edu
Website: asacc@uconn.edu

Description
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 Pan Asian Council (PAC) and identifying the Missing Power of Asian American in Connecticut Conference (IMPAACT) are also affiliated with the ASACC; these events are great opportunities for leadership and coordinating events. The AsACC provides a supportive environment for students, faculty, and staff that encourages academic excellence, personal development, community engagement, and professional leadership.
PUERTO RICAN/LATINAMERICAN CULTURAL CENTER (PRLACC)

Contact Information
Location: Student Union, Floor 4
Phone: (860) 486-1135
Email: mailto:prlacc@uconn.edu
Website: latino.uconn.edu

Description
The Puerto Rican/Latin American Cultural Center'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. PRLACC works independently and corroboratively with other University departments and community organizations to sponsor educational and cultural programs, provide services and leadership opportunities, foster connections, and educate the greater University 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.

THE RAINBOW CENTER

Contact Information
E-mail: rainbowcenter@uconn.edu
Web: rainbowcenter.uconn.edu
Phone: 860/486-5821
Fax: 860/486-6674
Location: Student Union 403

Description
The Rainbow Center serves UConn’s diverse community of gender identities, gender expressions and sexualities by fostering student personal growth, leadership development, and community engagement; and providing resources, services, education, training and advocacy. The community includes but is not limited to those who identify as lesbian, gay, bisexual, questioning, non-gender conforming, pansexual, asexual, genderqueer, cisgender, intersex, bi-curious, transgender and heterosexual. Some of our most popular events are the weekly discussion groups, the Out to Lunch lecture series, Lavender Graduation, the annual drag show, Husky Ally Safe Zone Training and the FAMILEE mentoring program. UConn hosts both the True Colors Conference (Storrs campus) and the Transgender Lives conference (Farmington campus). We collaborate with various entities on campus to affirm equity and social justice, inclusive of gender and sexuality. Everyone is welcome to participate regardless of sexual orientation, gender identity and gender expression!
**WOMEN’S CENTER**

*Contact Information*
Location: Student Union  
Website: [womenscenter.uconn.edu](http://womenscenter.uconn.edu)  
Email: [womenscenter@uconn.edu](mailto:womenscenter@uconn.edu)  
Phone: (860) 486-4738

*Description*

The mission of the Women’s Center is to advocate, educate, and provide support services for the achievement of gender equity at the University and within the community at large. Special attention is focused on women who face additional challenges due to their race, nationality, class, sexual identity, religion, age, and physical or mental ability.

More specifically, we promote an anti-racist feminist perspective which includes an analysis of the intersectionality between various forms of oppression; challenges the power structure/status quo that reinforces inequality based on race and gender simultaneously; and foregrounds the understanding of how racial discrimination impacts the analysis of gender discrimination.

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**STUDY ABROAD**

*Contact Information*
Website: [http://abroad.uconn.edu](http://abroad.uconn.edu)  
Location: Room 117 in the ROWE Center for Undergraduate Education  
Phone: (860)486-5022  
Email: [abroad@uconn.edu](mailto:abroad@uconn.edu)

*Description*

Become a global citizen! The University of Connecticut offers over 300 study abroad programs in 65 countries on six continents. You can study as far away as China or as close as Mexico, in a small village in the desert or on a large ship at sea. Best of all, you can spend a winter, summer, semester or year abroad and still graduate on time. Studying abroad is a great way to gain proficiency in another language and to experience a new culture. There is no better way to learn about yourself, expand your worldview, acquire marketable skills, and, importantly, develop the habits of mind and action that will prepare you to tackle the global issues facing our time. Stop by their office or visit their website to learn more!”
As you build your cultural competency you will draw closer to becoming a global citizen. What does it mean to be a global citizen?

“Global citizenship is an umbrella term for the social, political, environmental, or economic actions of globally-minded individuals and communities on a worldwide scale. The term can refer to the belief that, rather than actors affecting isolated societies, individuals are members of multiple, diverse, local and non-local networks.

Global citizenship is an interdisciplinary lens through which to analyze the history and development of our changing world.”

As you can see in this United Nations definition, global citizenship goes beyond cultural competency in that you use your knowledge to inform and shape your actions. To gain insight into how your everyday habits and lifestyle influence real people around the world visit slaveryfootprint.org. Read “What? Slaves work for me?” and take their “How many slaves work for you?” survey to get your personalized results. Reflect on your results and discuss them with someone you trust, like your FYE instructor or Mentor. What’s one thing you could do to lower your footprint beginning today?

CHAPTER REFLECTION QUESTIONS:

1. What is one aspect of your cultural background of which you’re especially proud?

2. What is one way you can feel connected to your cultural/ethnic/spiritual background while you’re at college?

3. What is one way you can stretch yourself this semester to become more culturally competent?

4. What is a cultural blind spot for you (something you recognize you don’t understand about another culture that you should learn)? What’s a respectful way you can begin to learn more?

CHAPTER ELEVEN: UCONN TRADITIONS

Traditions the world over serve to bring us together as people, bind us together as communities, and create continuity across time. Every university, old and new, has its own unique set of traditions, practices that are passed on year-to-year, cohort-to-cohort. These traditions are some of the fun college experiences that bind us all together as Huskies and create great memories that will last a lifetime.

For example, the University of Connecticut’s chapter of Alpha Lambda Delta (ALD), the national first-year student honor society, has a fall tradition called Pumpkin Fest. Every year when the leaves have turned red and orange and begun to fall around campus ALD meets next to the UConn seal, outside of Rowe building with pumpkins for students to decorate. Join them this year. Don’t wait until your senior year to start enjoying all of the great experiences you can have as a UConn Husky!

“My favorite tradition is the UConn cheer. The one they make you chant a million times at Orientation.”

~ Lesedi Graveline, FYE Peer Mentor Exploratory (ACES) Class of 2017
Campus Resources

UCONN ALUMNI RELATIONS
Welcome to UConn Nation! We work to engage with and connect all Huskies, from freshman year through your 50th reunion and beyond. We were once in your shoes, and we know you have lots of questions. We’re here to provide some helpful hints as you start out on your college journey.

This first year can sometimes feel overwhelming. Between figuring out where that “Stats” discussion is actually located, meeting new people, and balancing your semester course load with your Netflix obsession, it can seem like there are more things to do than there is time in the day. We’ve compiled the list below to highlight some activities and Husky traditions that you definitely don’t want to miss. Read on, and get ready to add some activities to your first year experience.

1. **Sign your class banner**
Your banner will follow you through your time at UConn and beyond, so make sure to watch out for events where you can add your name.

2. **Join SAA!**
Build UConn spirit, coordinate and support campus traditions, connect with alumni, and learn leadership skills when you join the Student Alumni Association (SAA). SAA provides a more in-depth understanding of what it means to be a true blue Husky forever. Interested? Visit the SAA website: [saa.rso.uconn.edu](http://saa.rso.uconn.edu).

3. **Play in the mud during Spring Weekend**
OOzeball, UConn’s mud volleyball tournament, has been a UConn tradition for over 30 years! Thanks to SAA, generations of Huskies have enjoyed getting their hands (and face, and legs) dirty during OOzeball. Don’t forget to take part in some of UConn’s other traditions too: Midnight Breakfast, HuskyTHON, and One-Ton Sundae are just a few examples. For more Husky traditions and activities, visit the SAA website (link: [saa.rso.uconn.edu/tradition](http://saa.rso.uconn.edu/tradition)).

4. **Network now with other Huskies**
UConn has over 233,000 alumni worldwide, and Alumni Relations is the key to making connections. Through the network you can meet alumni who can help make your internship or career search easier, talk with you about the latest news in your field of interest, assist you with informational interviews and site visits, and advise you on living in a new place after graduation. Start connecting with alumni now by downloading our UConn app ([http://uconnalumni.com/app](http://uconnalumni.com/app)).
5. **Witness the legacy of UConn Athletics**

The J. Robert Donnelly Husky Heritage Sports Museum, housed in the Alumni Center, archives and celebrates UConn athletics. This 2,700 square foot museum is open weekdays from 9 a.m. to 5 p.m. Come see the Men’s and Women’s Basketball National Championship trophies, watch montages and clips from a variety of sports, or look at the vintage sports memorabilia decorating the walls of the museum.

6. **Keep an eye out for alumni events**

Alumni Relations hosts “Huskies on the Move” sessions to help you figure out where you will live after graduation or during an internship, celebratory class events like Senior Send-Off Celebration, networking nights and other events to help you build skills for success after graduation. Use our calendar to find upcoming events ([http://uconnalumni.com/events](http://uconnalumni.com/events)).

7. **Know you will always be part of UConn Nation.**

Husky spirit doesn’t have a four year shelf life; it’s something that grows with you year after year. Enjoy your time as a student, and know that UConn will always be home. You may be a student today, but you’re a Husky forever. Ready to get started? Visit [UConnAlumni.com](http://uconnalumni.com) for more information, or contact Jessica Sokol, Associate Director of Student and Young Alumni Programs, at 860.486.2607.

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**CHAPTER REFLECTION QUESTIONS:**

1. **In your opinion, what is the value of maintaining traditions?**

2. **What are some traditions you had at home or school before coming to UConn?**

3. **What UConn tradition are you most excited to experience and why?**

4. **Is there a tradition that your cohort might want to start? What would it add to the college experience here at UConn?**

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28 All photos in this section courtesy of Young Alumni Programs.
CHAPTER TWELVE: FINANCIAL LITERACY

We know that planning for your financial future is probably not yet at the top of your to-do list, but whether or not you realize it you are already making important financial decisions that will influence your life long after you graduate. In FYE we want to be sure that you have the knowledge and resources you need to successfully navigate paying for your education and planning for your financial future beginning your first semester on campus.

What kinds of questions should you be considering as a first-year student?

- How much money am I comfortable taking out in student loans (subsidized or unsubsidized)?
- How much time am I going to be willing and able to work while in school? And how much am I likely to earn?
- What are other ways I can find money for school (grants, scholarships, awards, etc.)? And how do I successfully apply for them?
- How much money can I spend each week/semester/year?

The two most important campus resources you should know related to your finances are the Bursar’s Office and the Office of Financial Aid Services. A helpful way to distinguish these offices is in simplified terms: Bursar’s is where you pay for college, and Financial Aid disburses grants, scholarships, and other financial assistance.
Campus Resources

**BURSAR'S OFFICE**

*Contact Information*
Location: Wilbur Cross Building  
Website: [bursar.uconn.edu](http://bursar.uconn.edu)  
Email: [http://bursar.uconn.edu/](http://bursar.uconn.edu/)  
Phone: 860-486-4830

*Description*
The mission of the Bursar's Office is to efficiently enable and assist students to meet financial obligations, with a focus on financial integrity and accountability. The Bursar's Office undertakes the management of key University financial resources and records, provides guidance towards establishing appropriate fiscal practices, and acts as a central collection point for University receipts.

**OFFICE OF FINANCIAL AID SERVICES**

*Contact Information*
Website: [extension.uconn.edu](http://extension.uconn.edu)  
Location: College of Agriculture, Health and Natural Resources, Young Building (On campus office)

**Faye Griffiths-Smith**  
305 Skiff Street  
North Haven, CT  06473  
(203)407-3160  
faye.griffiths-smith@uconn.edu

**Karen Filchak**  
139 Wolf Den Road  
Brooklyn, CT  06234  
(860) 774-9600  
karen.filchak@uconn.edu

*Description*
The primary purpose of the Office of Student Financial Aid Services (SFAS) is to collaborate with other student service offices in an effort to meet the student’s expectations of a top ranked university.

The administration and delivery of federal, state and institutional financial aid programs is critical to the successful enrollment management module of our division. The efficient and timely delivery of financial aid funds is an important part of meeting the enrollment management goals.

As a first year student, you may have questions regarding student loans, grants, the verification process or how to obtain a job on campus. SFAS can assist you in obtaining answers to these questions.

SFAS is located in the Wilbur Cross Building, Room 102. Please visit our office during normal business hours: Monday – Friday 8:00 am to 5:00 pm. No appointments are necessary. You can also reach out to us via phone 860-486-2819 or through email at [financialaid@uconn.edu](mailto:financialaid@uconn.edu).
What You Should Know: What Does That Coffee Really Cost?

How often do you look back and ask yourself “where did that money go”? Do you check the balance on your debit card or know what you’ve spent on your credit card? Does it really matter if you miss a few months of payments on your student loan?

Managing your money is a lifelong learning process that can begin now. Understanding your current spending habits and learning how they can impact your future options and decisions is a great way to start.

Apply to Your College Success

THE COST OF A SINGLE CLASS

What does it cost, in real money, to miss a class at UConn? Does this make you think differently about skipping? This lesson is intended to help you think critically about these questions.

Directions

1. Add up the cost of going to college this semester:
   a. Tuition and Fees
   b. Books
   c. Supplies, including technology
   d. Campus housing (if you live on campus) OR Gas for the semester (if you commute)
   e. Child or relative care, if applicable
   f. Other: Anything else you purchase just so you can be here.

2. Divide that total by the number of hours you are in class (the number of weeks class in session [14] multiplied by the number of hours you are scheduled to be in class).
   a. Example: If you are a full-time undergraduate at UConn you are taking at least 12 credits for 14 weeks this semester. (12 credits x 14 weeks = 168 hours of class this semester)

\[
\text{TOTAL MONEY SPENT} \div \text{HOURS IN CLASS} = \text{COST OF EACH CLASS}
\]

CHAPTER REFLECTION QUESTIONS:

1. How do you plan to pay for college?

2. What kinds of experiences do you want to save money or apply for scholarships/grants to have during your time in college (study abroad, community service trips, etc.)?

3. Do you have a college budget? If not, should you develop one?

4. At this point in the semester how much money have you wasted in missing classes? How do you feel about that number?
CHAPTER THIRTEEN: ACADEMIC ENRICHMENT

Now that you’re nearing the end of your first semester at UConn we encourage you to think about how you can push yourself to grow intellectually during your time here. For example, if you have been excelling in your studies you might consider applying for honors for fall 2016, if you are not already in the Honors Program. If you’re excited about a topic, whether or not you’re in honors, undergraduate research could be a great option for you. UConn offers grants to support students in all majors who want to do research beginning in their very first year. And don’t forget that learning doesn’t stop when you get beyond the classroom, or even the campus. Engagement in the community though volunteering and service-learning are great ways to build your skills and resume while you learn more about our world and the people in it.

“Let yourself be open to any chance to learn something new in college. You can’t predict where or when an important life lesson will reach out to you so keep yourself open to learning even outside the classroom.”

~ Emily Fodor, FYE Peer Mentor Pre-Teaching Math Class of 2017
HONORS

Contact Information
Phone: (860) 486-4223
Email: honors@uconn.edu
Address: Honors Program ROWE 419

Description
Honors is one of several Enrichment Programs available to UConn undergraduates. The Honors learning community brings together a diverse group of highly talented undergraduates from across UConn’s schools and colleges, each with a record of significant academic success and engagement.

THE OFFICE OF UNDERGRADUATE RESEARCH

Contact Information
Location: Rowe Center for Undergraduate Education
Office Hours: Monday-Friday, 9:00AM-5:00PM
Phone: (860) 486-7939
Email: our@uconn.edu
Website: undergradresearch.uconn.edu (Student Steps to Research: “How to Get Started”)

Description
The Office of Undergraduate Research (OUR) is a resource for all undergraduates in all majors on all UConn campuses seeking to enrich their undergraduate experiences through participation in research, scholarship, and creative activity.

OUR helps students find and develop opportunities to engage in independent or collaborative research with faculty members and other mentors working across the University's academic disciplines. Online resources are available in the Students section to help students get started, make connections, prepare strong applications, and maximize their experience. We also encourage interested students to meet with an OUR advisor for help crafting an individualized strategy for getting involved or for any other advising needs related to participation in research, scholarship, and creative activity.

OUR provides funding opportunities for student research and scholarship through a range of programs - learn more in the Funding & Programs section of the website.

Events, including workshops and information sessions and STEM research seminars, are a key part of OUR's effort to engage the University community in conversation about undergraduate research. Frontiers in Undergraduate Research, a poster exhibition held each spring since 1998 - and now each fall as well - showcases students’ accomplishments and productivity as researchers.

Contact us for more information!
COMMUNITY OUTREACH (CO)

Contact Information
Location: Student Union 302
Phone: (860) 486-1165
Email: communityoutreach@uconn.edu
Website: communityoutreach.uconn.edu

Description
Community Outreach’s mission is to enrich learning at the University of Connecticut through preparing students to be active global citizens by engaging them in service activities that enhance the quality of life for both others and themselves.

All CO programs are student led. Over 100 students hold formal leadership positions. Student leaders are an integral part to the success of Community Outreach programs. Students take on leadership roles for all of our service and operational functions. They design and implement activities that meet client needs and recruit, train, and supervise volunteers and work-study employees. The coordinator positions also comprise the Executive Board, which works on projects that support student leaders and Community Outreach as a whole.

Community Outreach offers the following services:
- One-time and regular service programs that meet self-identified community needs.
- Volunteer and federal work-study positions in local human service agencies and schools.
- Professional and leadership development for participants and coordinators.
- Advising for individual students, student organizations, faculty and staff who desire assistance in developing a service-related project.
- A point of access for community partners wishing to engage the UConn student body in public and community service initiatives.

CHAPTER REFLECTION QUESTIONS:

1. What kind of research might you do in your major? (Don’t know? Ask a faculty member.)

2. What issues do you care about that you might be able to support as a volunteer?

3. What would you personally want to get out of a college enrichment experience?

4. Challenge: Participate in at least one volunteer opportunity this year.
CHAPTER FOURTEEN: CONGRATULATIONS!

It’s the end of your first semester at UConn, congratulations on all of the hard work you’ve dedicated to your education! This semester in FYE alone you learned to communicate more effectively in a professional setting; increased your self-awareness; prepared to support your wellness and safety as well as that of those around you; explored your campus involvement opportunities; developed strategic learning skills; strengthened your critical and creative thinking; planned for your future major and career; bolstered your social and emotional intelligence; set your own goals to keep yourself motivated; increased your cultural competency; participated in UConn traditions; planned for your financial future; and explored academic enrichment opportunities that could help you make the most of your education. Yeah, you’ve had a big semester.

And don’t forget that just because it’s the end of your FYE class, it’s not the end of your relationship with your FYE Instructor and Peer Mentor. They will be happy to offer you advice, support, and a friendly ear for the rest of your time at the university, and even beyond. And you can give back to the UConn community by applying to be an FYE Mentor in fall 2016!

“I have learned that you should give yourself at least a week to study for an exam. Cramming never works!”

~ Siobhan Sullivan
Exploratory (ACES) Class of 2018
Campus Resources

JUST THE BEGINNING
Although we’ve shared in this text many vital resources that we know will help you succeed in your time at UConn, this is just the beginning. One of the great things about choosing to attend a large state school is that you have an enormous wealth of resources at your disposal. No matter whom you are and what goals you want to achieve there is someone on campus ready and excited to help you achieve.

If you are one of the many commuter, veteran, or international students, for example, be sure to check out the resources just for students like you!

Apply to Your College Success

PRE-FINALS CHECK LIST

Academic
○ **Progress:** Check your progress in each class to know where you stand going into finals. Be sure that everything looks correct, and that you understand how you have earned the grades indicated. If anything seems incorrect respectfully advocate for yourself.

○ **Expectations:** Know the finals expectations for each class. For example, are your exams cumulative, or are you only going to be responsible for material covered since the last exam? And what format and page length is required for your final papers?

○ **Schedule:** Know your finals schedule. Check the Registrar’s website, being sure to find your specific section of the classes you’re taking.

○ **Reschedule:** Reschedule bunched finals by visiting the iCenter.

○ **Study:** Build you study guides at least a week in advance, and begin studying early – not a day or two before.

○ **Prepare:** Make appointments with tutors (Writing Center, Q Center, Academic Achievement Center, etc.) as early as possible. Appointments fill up during this time of year.

○ **Other:**

Personal
○ **Advocate:** Reach out ahead of time for reasonable accommodations. You can find support at [http://csd.uconn.edu/](http://csd.uconn.edu/).

○ **Care:** Be sure to build in necessary self-care such as breaks, meals, and exercise.

○ **Other:**

Social
○ **Plan:** Talk with you RA and your roommate about winter/summer break plans for your room on campus.

○ **Other:**
WEEK FOURTEEN POST-ASSESSMENT

The University of Connecticut is a research-intensive institution. This means that all of our faculty, staff, and students regularly engage in research to produce new knowledge. First Year Experience is no exception. Follow this LINK (https://www.surveymonkey.com/r/FYE15Post) to complete the research survey online intended to learn how we can best serve first-year students in the future. Even if you choose not to participate in this study, we encourage you to complete this check-in for yourself.

1. How connected to the University of Connecticut do you personally feel?
   - Not at All Connected
   - Somewhat Connected
   - Unsure
   - Connected
   - Very Connected

2. How many student support services/resources can you list (e.g. Writing Center, Violence Against Women Prevention)?
   - 0-2
   - 3-4
   - 5-6
   - 7-8
   - 9+

3. How confident are you interacting professionally with faculty, staff, and others at the University?
   - Not at All Confident
   - Somewhat Confident
   - Unsure
   - Confident
   - Very Confident

4. How confident are you in describing your strengths and weaknesses?
   - Not at All Confident
   - Somewhat Confident
   - Unsure
   - Confident
   - Very Confident

5. How many study strategies do you have?
   - 0-2
   - 3-5
   - 6-8
   - 9-11
   - 12 or More

6. How likely are you to visit the Writing Center for help writing and/or revising a paper, if you are assigned one in a course?
   - Very Unlikely
   - Unlikely
   - Unsure
   - Likely
   - Very Likely

7. How confident are you that you can submit a strong resume for an application?
   - Not at All Confident
   - Somewhat Confident
   - Unsure
   - Confident
   - Very Confident

8. How confident that you know what to do if you or someone around you is in danger of gender-based violence?
   - Not at All Confident
   - Somewhat Confident
   - Unsure
   - Confident
   - Very Confident

9. How frequently do you spend time with people with different backgrounds from yourself (racial, ethnic, financial, or sexuality based)?
   - Never
   - Rarely
   - Unsure
   - Sometimes
   - Always

10. Are you comfortable making snap judgments when making decisions, or do you require time to think?
    - Not at All Confident
    - Somewhat Confident
    - Unsure
    - Comfortable
    - Very Comfortable

11. How often do you think about the ways in which your choices have an impact on the global community?
    - Never
    - Rarely
    - Unsure
    - Sometimes
    - Always

STUDENT EVALUATION OF TEACHING

Don’t forget to log into HuskyCT to complete your course evaluations for each course you took this semester. This is an important way that you can help your instructors make their course even better each year and that you can advocate for yourself and fellow students. So be sure to provide clear, honest, professional feedback to each of your faculty members. And remember to critically consider the role you played in your relative success or struggles in the course.
CHAPTER REFLECTION QUESTIONS:

1. What can you do to make finals week as low-stress as possible?

2. What is the most important thing you did for yourself this semester?

3. What is the most important thing you learned in FYE this semester?

4. What advice would you give to a student in their first semester at UConn?
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FALL 2016 FYE MENTORS WANTED

You can make a difference in the lives of next year’s first-year UConn students, gain course credit, and grow as a leader by applying to be an FYE Peer Mentor. Applications for fall 2016 FYE Mentors open November 2015 at fy.uconn.edu/fye_mentors.

WHO

Peer Mentors are specially selected UConn students from across the University’s schools and colleges ranging in class rank from Sophomores to Seniors. These students are given a unique opportunity to mentor an FYE class with a faculty or staff member.

WHAT

Mentors play key roles in assisting first-year students with the transition to UConn. As FYE mentors, students gain leadership, teaching, communication, peer counseling, planning, and presentation skills. Mentors work cooperatively with instructors to serve as role models for first-year students. Potential FYE Mentors should be genuinely concerned with needs of new students and actively seek to aid them with their successful transition to the University. Mentors should be proactive in helping direct students to different opportunities and resources on campus. Above all they should serve as a “peer” resource that the students feel comfortable approaching at any time with questions or concerns.

MAKE A DIFFERENCE

“Being an FYE mentor is the best decision I've ever made. I've learned how much I have to offer, gained confidence, and grown so much personally. I've learned to value everyone and how I can take something positive away from everyone.”

~ Allie Coneys, FYE Peer Mentor Physiology & Neurobiology (PNB) Class of 2017
Responsibilities:

- Attend assigned UNIV 1800, 1810, or 1820 FYE class each week
- Attend the EPSY 3020 class every Monday from 3:35pm-5:35pm
- Meet weekly with instructor to plan and coordinate class topics and activities
- Connect students with resources
- Listen to student issues and meet with them one-on-one
- Lead students during in-class activities and help coordinate out-of-class activities
- Respond to student e-mails
- Check over and keep track of student assignments
- Help with HuskyCT and manage a personal tab to post resources for the students
- Present topics and lead discussions relevant to first-year students

Benefits

- Earn 3 academic credits in EPSY 3020 and build your resume
- Gain leadership, teaching, communication, peer counseling, planning, and presentation skills
- Meet other mentors and students at UConn who share a similar leadership role
- Connect and work closely with a faculty or staff member

HOW

In order to be an FYE Mentor, you must:

- Have a minimum GPA of 2.5
- Enroll in the three-credit EPSY 3020 Peer Education course
- Attend mandatory two-day summer training in August.
- Demonstrate pride in UConn and ability to share experiences with others
- Conduct yourself in a professional manner when representing the University
- Communicate effectively with first-year students

Applications are a multi-step process that is comprised of a written application, followed by an in-person group interview. Those selected to be mentors will be notified of their acceptance by the end of March and placed in a course section that works with their schedule for the following fall semester.