

## **INNOVATIVE PROGRAMS**

### **Section 46a-68-93**

This section was in compliance in the previous filing, and there were no proposals/recommendations.

UConn Health continuously strives to develop and implement innovative comprehensive programs to create opportunities not otherwise available to achieve the full and fair participation of all protected group members. UConn Health cannot collect race and gender on all of their youth programs because the funding which supports the initiatives allow for students of all ethnic groups enrolled in the public schools that we serve to participate. Some initiatives such as our mini-medical and dental programs bring together students from the suburbs and the inner city for seminars and lecturers. These students are selected by their high schools independent of race and gender; therefore, we cannot provide race and gender for our outreach programs. UConn Health utilizes the following innovative programs:

#### **1. Utilization of noncompetitive program**

Opportunities were created that resulted in full and fair participation of all protected group members using promotions through re-classifications. Human Resources has a formalized policy for reclassifications of filled positions which sets forth a procedure to determine if an employee is performing duties outside of their current classification. A copy of this policy is **Exhibit #1**. Noncompetitive advancement is available in the medical technologist, physical therapy, social worker positions. In the area of nursing the Health Unit Clerk (Office Assistants) positions are under filled at the Clerk Typist level and the incumbents are reclassified after meeting the training and experience requirements. There are two (2) nursing clinical ladder programs, one for inpatient and one for outpatient nurses. Both programs have established criteria for promotion and employees can be promoted by applying for and meeting the standards. New graduate nurses are brought in at a CN1 Level and promoted to the journeyman CN2 Level after completion of the probationary period and orientation.

#### **2. The Department of Health Career Opportunity Programs (HCOP) Enrichment Programs**

HCOP is an integral part of the Schools of Medicine, Dental Medicine and Graduate educational community at UConn Health. The Schools of Medicine and Dental Medicine are actively committed to the recruitment, retention and graduation of diverse medical and dental students who are capable of providing culturally competent health care. Additionally, the Biomedical Science Graduate Program is also committed to supporting graduate students from diverse backgrounds who will discover the medical cures of tomorrow.

The department continues to support currently enrolled medical, dental and graduate students of diverse backgrounds and has expanded its programs for middle, high school and college students to realize their dreams of becoming health professionals. The enrichment programs have proven to be top-notch because the underrepresented students who have successfully completed their undergraduate degrees have actualized their goals of entering medical, dental, or graduate school. It is for this reason that the programs and activities sponsored through HCOP are recognized as a national model. To date we have accomplished our goals and continue to develop new programs and fine-tune existing ones. **Exhibit #2**

Amongst the recent graduates of UConn Health School of Medicine, fourteen (16%) percent of the graduating class were HOCP Scholars, while twenty (20%) percent of the graduating class in the School of Dental Medicine were HCOP Scholars. Fifty-nine percent (59%) of the underrepresented students currently enrolled in the School of Medicine are Aetna Health Professions Partnership Initiative (HPPI) pipeline students, and sixty (60%) of the underrepresented students currently enrolled in the School of Dental Medicine are HPPI pipeline students, **Exhibit #3**. We are also proud that fifty-nine (59%) of the underrepresented students currently enrolled in the School of Medicine are Aetna HPPI pipeline students, and sixty (60%) of the underrepresented students currently enrolled in the School of Dental Medicine are Aetna HPPI pipeline students. We had two hundred fifty-three (253) middle school, high school and college students participate in our summer programs and during the academic year we had approximately 840 students participate in our after school, partner high schools, HPPI Saturday Academy and college programs.

#### **A. Enrichment Programs for Middle School Students:**

- Great Explorations Doctors Academy is a science enrichment program that engages 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students, in hands-on science activities and college exploration. The program provides educational enrichment in science, math, reading and college preparation activities during the during the academic school year at the following schools: Bellizzi, Kennelly, Naylor, Sport and Medical Sciences Academy, West Middle School, Jumoke at Hartford Conservatory, Jumoke SMART Academy, Medical Professions and Teacher Preparation Academy, Metropolitan Learning Center, and Two Rivers Magnet Middle School. We continued our collaboration with West Middle School and participated in their annual back-to-school event sponsored by the local Boys and Girls Club. Later in the year, a group of forty (40) of the school's students visited UConn Health where they received information on careers in medicine and participated in hands on activities. A total of two hundred and fifty-nine (259) students participated in the Great Explorations Doctors Academy.
  - Offers a six (6) week, Monday through Friday, Summer Academic Enrichment Program for rising 8th grade participants. Students receive instruction in language arts, math, science, college awareness classes and engage in educational programs to raise awareness in the health professions. A total of twenty-seven (27) students participated.

- Offers a thirty (30) week, Saturday Academy during the academic school year where 8<sup>th</sup> grade students can continue to strengthen their academic skills and college preparation. A total of twenty-one (21) students participated.
- Qualified students must meet certain socio-economic guidelines (low income and/or first generation to attend college) and demonstrate a strong motivation and potential to enroll in a four (4) year college program.

The students took enrichment trips to the UConn Health campus and the Connecticut Science Center. **Exhibit #4**

**B. Enrichment Programs for High School Students:**

- Jumpstart Doctors Academy is for High School Students in 9th and 10th grade students interested in medicine, dental medicine or biomedical research. Priority acceptance into the program will be given to former Great explorations participants and for students enrolled in Hartford Public Schools:
  - Enrichment experiences both in and outside of the classroom.
  - Daily classes in language arts, math, science, career and college awareness preparation, integrating Preliminary Scholastic Aptitude Test (PSAT) strategies and support across the curriculum.
  - Provides assessments and evaluations throughout a student's affiliation with Jumpstart and includes pre, mid, and post testing; student and parent surveys; mid and final progress reports; etc.
  - Offers a six (6) week, Monday-Friday, Summer Academic Enrichment Program.
  - Offers a thirty (30) week, Saturday Academy during the academic school year where students can continue to enhance their academic skills and college preparation, as well as, exposure to careers in the health professions.
  - Provides qualified students with an earned stipend.
  - Geared towards students who meet certain socio-economic guidelines (low income and/or first generation to attend college) and demonstrate a strong motivation and potential to enroll in a four (4) year college program.

The students took enrichment trips to Mystic Aquarium, the Institute of Living, Life Star, the Hartford Stage, and UConn Storrs campus. **Exhibit #4**

- Pre-College Academic Enrichment Program is a five (5) week summer program for college pre-freshmen who will be matriculating at University of Connecticut and Central Connecticut State University who are from groups that have been traditionally underrepresented in the health professions (African American, Hispanic/Latino, Native American, Native Alaskan, Native Hawaiian) or others from disadvantaged backgrounds who meet all eligibility criteria and have a high probability of fulfilling the social and educational goals of this program. The program is designed to provide solid development of scientific, mathematical, communications, problem-solving, and test taking skills through courses in Chemistry, Biology, Physics, and Calculus and it is intended to enhance the college preparedness of freshmen students. It allows the students to experience life on a college campus prior to their matriculation in the fall. Students in the academic track concentrated on academic courses, while those on the research track completed a research project. This past summer, thirteen (13) students participated in an academic track in collaboration with UConn School of Engineering Bridge Program. All participants also engaged in numerous enrichment activities at UConn Health including the Clinical Skills Lab. **Exhibit #5**
- Pre-College Research Program is a six (6) week summer program for college pre-freshman who will be matriculating at University of Connecticut who are from groups that have been traditionally underrepresented in the health professions (African American, Hispanic/Latino, Native American, Native Alaskan, Native Hawaiian) or others from disadvantaged backgrounds who meet all eligibility criteria and have a high probability of fulfilling the social and educational goals of this program. The program is focused on enhancing the preparation of high school seniors for college and provides a research experience in one of the basic science laboratories. It allows the students to experience life on a college campus prior to their matriculation in the fall.
- Bridge to the Future Science Mentoring Program is student run and sponsored by the local chapters of the Student National Medical Association, the Student National Dental Association, Hispanic Student Dental Association, John and Valerie Rowe Health Professions Scholars Program Fund, and Department of Health Career Opportunity Programs. It is designed so that medical, dental, graduate, nursing and allied health students serve as mentors to college and high school students who have expressed an interest in a career in the health professions. The program is geared so that the network is established which includes the middle school through professional school educational community and set up so that it provides an opportunity for college and high school students to seek advice from mentors enrolled in professional health profession programs. It is beneficial in helping mentees gain insight into successful preparation for an application to professional schools and aimed at meeting the long-term objective of increasing underrepresented student representation in health professions programs.

- The Annual Bridge to the Future Mentoring Conference was held with approximately two hundred twenty (220) high school and college students with diverse backgrounds participating. All of the students were brought together with University of Connecticut Health faculty, staff, medical, dental and graduate students to interact in a series of activities to raise awareness about health and biomedical science careers and the admissions process for medical, dental, and graduate schools.

Enrichment activities for high school students included: *Test Your Science Knowledge* presented by Ms. Nazle Jalaludin, community based education specialist, Department of Health Career Opportunity programs, UConn Health; Dentistry by Dr. Flavio Uribe, post graduate program director and orthodontic clinic director, UConn Health; and Cardiology by Dr. Peter Schulman, professor medicine and director of Cardiology Fellowship, Calhoun Cardiology Center, UConn Health. The high school students also participated in a college admissions panel with several Connecticut colleges/universities. Hands-on activities were also included for the high school students such as recording blood pressure and CPR, professionalism, and networking, which were led by members of the UConn Student National Medical Association. High school students also had the opportunity to participate in a virtual anatomy presentation led by Dr. John Harrison, Associate Professor, Craniofacial Sciences, UConn Health Dr. James Watras, Associate Professor, Department of Cell Biology, UConn Health, and Dr. Dharamainder Choudhary, Assistant Professor, Department of Surgery, UConn Health. Additionally, Dr. Michael Goupil, Associate Professor, Division of Oral/Maxillofacial Surgery, Associate Dean for Students, UConn School of Dental Medicine, along with UConn dental students, presented a dental forensic hands-on workshop.

College students who participated in enrichment seminars learned about the admissions process for graduate, medical and dental programs offered at UConn Health. College students also participated in a mock admissions process where they served as potential Admissions Committee evaluators who ranked prospective applicants based on their academic profiles, letters of recommendation and dental and medical school admission test (DAT/MCAT) scores. Led by Dr. Granville Wrensford, Assistant Dean and Associate Director, Department of Health Career Opportunity Programs, UConn Health; Dr. Kerry-Ann Stewart, Assistant Director, Department of Health Career Opportunity Programs and Assistant Professor of Community Medicine and Health Care; Ayibatari Sikpi, second year medical student; and Olajide Abiola, second year medical student, the participants engaged in discussions and activities similar to the admissions committees at UConn Health. This process helped the students better understand what admissions committees are looking for in qualified candidates.

For college students specifically interested in dental medicine, the Dental Impressions Program led by Dr. Sarita Arteaga, Associate Clinical Professor, Reconstructive Sciences, UConn Health, held a series of informational sessions which included hands-on activities such as taking dental impressions and touring the dental labs at UConn Health.

Both the high school and college students had an opportunity to listen to personal anecdotes from students currently enrolled at the UConn Schools of Medicine, Dental Medicine and Graduate Program in Biomedical Sciences. Medical, dental and graduate students shared their progression through their respective health professions school and allowed the high school and college students to ask questions. This was a very informative dialog for all participants. **Exhibit #6**

- High School Student Research Apprentice Program is for 11<sup>th</sup> and 12<sup>th</sup> grade students who were from groups that have been traditionally underrepresented in the health professions (African American, Hispanic/Latino, Native American, Native Alaskan, Native Hawaiian) or from disadvantaged backgrounds who met all eligibility criteria and had a high probability of fulfilling the social and educational goals of this program, and were from a Connecticut high school that has an on-site School-to-Career or Career-to-Work Coordinator during the academic year, as well as summer months.

This was a six (6) week summer program for students interested in medicine, dental medicine, or biomedical research with priority consideration given to pipeline participants. It provided students with a research experience in one of the basic science or clinical laboratories. Nine (9) students participated, and at the end of the summer, each student gave oral and poster presentations of their research results during a special research symposium. **Exhibit #7**

- High School Mini Medical/Dental School Program is for 11<sup>th</sup> and 12<sup>th</sup> grade students who are in state residents interested in pursuing careers in medicine, dental medicine and the biological sciences. High School guidance counselors or science teachers select the students. The program is made up of the following:
  - A series of eight (8) weekly lectures and demonstrations presented by faculty members of the University of Connecticut Schools of Medicine and Dental Medicine. Additionally, the participants were also introduced to new research taking place at UConn Health and the Jackson Laboratory for Genomic Medicine.
  - Two (2) hour lecture sessions.
  - Topics on molecular biology, pharmacology, cardiology, oncology, and dental medicine.

Sixty-six (66) high school students from twenty-two (22) high schools graduated from this program. We also sponsored a professional development workshop for high school teachers in the Hartford School District. This workshop focused on current careers and topics in biomedical. **Exhibit #8**

- Juniors Doctors Academy is for 11<sup>th</sup> grade students who are interested in medicine, dental medicine or biomedical research. The program is geared towards students who meet certain socioeconomic guidelines (low income and/or first generation to attend college) and demonstrate a strong motivation and potential to enroll in a four (4) year college program. Priority acceptance into the program will be given to former Great Explorations and Jumpstart Academy participants and student enrolled in Hartford Public Schools. Qualified students are provided with an earned stipend. The academy has a six (6) week, Monday-Friday, Summer Academic Enrichment program where students are provided with a review of Algebra I, Geometry, Algebra II, Chemistry, Language Arts and proven test taking strategies to increase SAT (Scholastic Aptitude Test) and ACT (American College Testing) scores. Also a thirty (30) week Saturday Academy during the academic school year where students can continue to enhance their academic skills, college preparation, and exposure to careers in health professions. Assessments and evaluations are provided throughout a student's affiliation with Junior Doctors Academy and includes pre-, mid-, and post-testing; student and parent surveys; mid and final progress reports. It enables students to participate in the High School Mini Medical/Dental School Program during the following academic year.
- Senior Doctors Academy is for 12<sup>th</sup> grade students who are interested in medicine, dental medicine or biomedical research. The program is geared towards students who meet certain socioeconomic guidelines (low income and/or first generation to attend college) and demonstrate a strong motivation and potential to enroll in a four (4) year college program. Priority acceptance into the program will be given to former Great Explorations, Jumpstart and Junior Doctors Academies participants and student enrolled in Hartford Public Schools. Qualified students are provided with an earned stipend. The academy has a six (6) week, Monday-Friday, Summer Academic Enrichment Program where students are provided with a review of Pre-Calculus, Calculus, Biology, Physics, Anatomy and Physiology, and writing. Also a thirty (30) week Saturday Academy during the academic school year where students can continue to enhance their academic skills, college preparation, and exposure to careers in the health professions. It enables students to be eligible to participate in the Pre-college Enrichment Program during the summer of their graduating senior year. All of the Senior Doctors Academy graduates are currently attending a four (4) year college with twelve (12) of them enrolled at UConn.

A total of one hundred and four (104) students participated in the Junior and Senior Academies. They also took enrichment trips to Mystic Aquarium, Institute of Living, Life Star, Hartford Stage, and UConn Storrs campus. **Exhibit #4**

- The Epidemiology Program, a series of five (5) classes, was held for eleven (11) 11<sup>th</sup> and 12<sup>th</sup> graders from the Sport and Medical Sciences Academy (SMSA) to introduce basic concepts and terminology used in the study of epidemiology. This program provides an introduction to general epidemiology as well as descriptive, applied, and analytical epidemiology and screening. **Exhibit #7**
- Seventy (70) 9<sup>th</sup> and 10<sup>th</sup> grade students from the Sport and Medical Sciences Academy participated in the College Science Partnership Series where they participated in five (5) biology and chemistry labs. The lab enrichment provided by the program helped the students in scientific techniques. The students who participated in the College Science Partnership Series exhibited higher level scientific skills than those that did not. Additionally, the students participated in a day of enrichment with faculty members at UConn Health focusing on areas of cardiology and dermatology. During the day, students also received a virtual anatomy presentation to strengthen their knowledge of the human body.
- Teens as Teachers, in UConn School of Medicine, Principles of Clinical Medicine course which is the clinical training component for medical students. The course helps students prepare for the clinical aspects of medicine by training them in history taking, physical examination, utilization of community resources and community collaboration for improved patient care. Part of the course involves training on adolescent health. Medical students learn about the importance and specialized aspects of the adolescent history, and practice their skills with real teens seven (7) recruited from the Sport and Medical Science and four (4) students from CREC – Medical Professions and Teacher Preparation Academy, who act as patient instructors. The medical students then receive feedback on their performance from the adolescent patient instructors. The participating adolescents are given health education workshops and training prior to their participation in the Principles of Clinical Medicine course.
- Additionally, we aided the Student National Medical Association – UConn Health Chapter host 2<sup>nd</sup> Annual Minority Association of Pre-Medical Students (MAPS) Day. MAPS is the pre-medical undergraduate and post-baccalaureate section of Student National Medical Association. MAPS aims to increase diversity within the health professions and ultimately eliminate health disparities. The Department of Health Career Opportunity Programs supports the MAPS in the goals of providing knowledge, resources, programs, and skills to pre-medical students so that they are competitive applicants for medical school. In an enrichment visit at UConn Health MAPS members heard presentations from UConn Health faculty and staff about UConn School of Medicine, the medical school application process, and financing a medical school education. MAPS members also interacted with current medical students who spoke about their personal journeys to medical school. The day's activities also included a virtual anatomy presentation, and workshops on mentorship and networking, and leadership and interviewing. The event ended with a tour of UConn Health.



- Parental Seminar Series is an opportunity for students and parents to learn more about important health issues affecting their community. Parents are asked to submit a survey on the topics they are most interested in learning about and the series of lectures are then tailored to their needs. The Parental Seminar Series included a college admissions panel that discussed college financial aid and the admissions process, information on the PSAT, SAT, ACT academic exams, and stress management.

### **C. Enrichment Programs for College School Students:**

The below programs are for groups that have been traditionally underrepresented in the health professions (African American, Hispanic/Latino, Native American, Native Alaskan, Native Hawaiian) or others from disadvantaged backgrounds who meet all eligibility criteria and have a high probability of fulfilling the social and educational goals of each program.

- Health Disparities Clinical Summer Research Fellowship Program is a seven (7) week clinical enrichment experience for rising college sophomores, juniors, seniors or recent graduates. Priority consideration will be given to pipeline participants. Provides housing, meals and a stipend. It is designed to provide a clinical research and enrichment experience and introduction to health disparities, cross cultural issues, principles of clinical medicine and skills for public health research and interventions and an overview of approaches to cultural definitions, public health issues and discussion of specific techniques for working with diverse populations in community settings. At the end of the program all of the participants completed a clinical research project and presented a poster with their results. In the summer twelve (12) students participated in the program. **Exhibit #5**
- Summer Research Fellowship Program is a nine (9) week program which provides a research enrichment experience and some exposure to clinical medicine or dental medicine to college sophomores, juniors, seniors, or recent graduates who are interested in a career in medicine, dental medicine or biomedical research and for applicants who have completed some college coursework in biology and chemistry (preferably through organic chemistry). Priority consideration will be given to pipeline participants. Provides housing meals, and a stipend. A faculty sponsor is identified for each student, and they spend thirty (30) hours per week devoted to a research project and ten (10) hours per week to a required clinical experiential. At the end of the summer, each student gave a poster presentation of their research results during a special research symposium. In the summer eleven (11) students participated in the program. **Exhibit #9**

It is hoped that many of the participants will return as medical, dental or graduate students who will then become permanent, participating members of our workforce.

- The Medical/Dental Preparatory Program is for college sophomores, juniors, seniors or recent graduates. Priority consideration will be given to pipeline participants, and housing, meals, and a stipend are provided. It is a six (6) week summer program consisting of the following two (2) tracks:
  - Track One MCAT/DAT Preparation Program is for students who will be taking the Medical College Admission Test (MCAT) or Dental Admission Test (DAT). The program focuses on MCAT/DAT test preparation, clinical interaction with preceptors, introduction to team based learning through case studies, and professional development
  - Track Two Basic Medical Science Program is for all other students not on Track One. This track consists of basic medical science courses emphasizing essential principals of cell and molecular biology correlated to problem based learning case studies. Clinical experiences, laboratories, and professional development exercises are also presented.

The purpose is to facilitate the entry of these students into medical and dental schools by improving their performance on admissions tests and through professional development activities and to increase the retention of successful matriculants to professional schools through early exposure to professional education. A total of forty-seven (47) college students participated.

**Exhibit #10**

We also sponsored and accompanied high school and college students to participate in the Biomedical Science Careers Student Conference which was held at Harvard Medical School. This conference provided additional exposure to biomedical science careers and mentors for our students. We interacted with numerous students during recruitment and informational sessions.

The success of our programs can be seen at various stages of the pipeline. At the middle and high school levels, we have seen a high persistence rate from one grade to the next. The graduating high school seniors have consistently performed at a higher level on the SAT compared to other students in the Hartford school district. Each year all of the graduating seniors have been accepted and matriculated in college. The department's continued presence at local universities, as well as regional and national conference has been instrumental in recruiting the best and brightest talents to the Schools of Medicine and Dental Medicine here at UConn Health.

**3. Connecticut Institute for Clinical and Translational Science (CICATS) Career and Workforce Development Programs**

- Dr. Cato T. Laurencin, University Professor, Chief Executive Officer, CICATS; Director, Institute for Regenerative Engineering; Endowed Chair Professor, Department of Orthopaedic Surgery; Tenured Professor, School of Engineering is well known for his commitment to mentoring. Because of Dr. Laurencin's commitment to mentoring the Society For BioMaterials created the Cato T.

Laurencin, M.D., Ph.D. Travel Fellowship which will support underrepresented minorities, in the field of biomaterials, by providing an undergraduate student the resources needed to attend the annual meeting of the Society For Biomaterials and to become a member of the Society. The goal of this initiative is to stimulate/encourage recipients to pursue a career in biomaterials and includes registration, airfare, hotels, transfers, and meals. Each awardee will also be given a complimentary membership in the Society for Biomaterials and assigned a graduate student mentor to guide them through the annual meeting, and to help them pursue their advanced degree and career goals. **Exhibit #11**

- Dr. Linda Barry, Assistant Professor, Department of Surgery; Chief Operating Officer and Assistant Director of CICATS, heads the CICATS Young Innovative Investigator Program and the CICATS Mentorship (M1) Award. Dr. Barry also cofounded and coordinated the first National Women in Surgery Symposium, now in its seventh year. She established the Women in Surgery Interest Group at UConn School of Medicine. The State of Connecticut Commission on Human Rights and Opportunities awarded Dr. Barry with the Edythe J. Gaines Award for Inclusive Education as part of its second annual Leaders and Legends Awards Ceremony held at the Connecticut State Capitol. She was interviewed on the FOX 61 Connecticut's "The Stan Simpson Show", where she discussed issues of health disparities and increasing the diversity pipeline for students interested in the fields of medicine and research. She also joined NPR's "here and Now" midday news and feature program to call attention to the issues of health disparities and CICATS is increasing the diversity pipeline for students interested in the fields of medicine and research.
- Young Innovative Investigator Program (YIIP) provides academic training to individuals dedicated to pursuing careers as scientists and scholars in biological and biomedical science in order to develop the next generation of innovative biomedical scientists. The YIIP is led by Dr. Laurencin and Dr. Barry and is specifically focused on recruiting underrepresented minority students to contribute towards developing sustainable academic pipeline to increase diversity among the pool of academic scientists. From the class of 2016, a student had been awarded a National Institutes of Health Supplemental Grant and another student had been selected to participate in the Endocrine Society's 2017 Summer Research Fellowship. For the next program approximately thirty (30) applications were received through a far-reaching competitive application process from students across the United States (U.S.), Puerto Rico, and the U.S. Virgin Islands. Four (4) underrepresented minority students were selected and started in the Fall program, **Exhibit #12.**
- M1 Mentoring Program is an innovative program that develops a cadre of accomplished investigators who will participate in developing an academic environment that will elevate mentorship to a discipline with high standards and practices. M1 mentors will maintain a focus on recruitment and mentorship of underrepresented minority students as well as junior faculty. **Exhibit #13**

- Building Infrastructure Leading to Diversity (BUILD) Initiative provides awards to undergraduate institutions across the country to implement and study innovative approaches to engaging and retaining students from diverse backgrounds in biomedical research. The BUILDing Scholars program is designed to include a consortium of pipeline and research partners. Pipeline partners and University of Texas at El Paso (UTEP) work together to implement and co-develop programs that will enable students to master the coursework necessary to enter research careers as well as participating in mentoring activities. Research partners are intended to expand training, research and mentorship opportunities available to participating students, in addition to engaging faculty at UTEP through collaborations and/or training opportunities. The BUILDing Scholars are students who have finished their freshman, sophomore or junior year, **Exhibit #14**. A 2016 BUILD Scholar, had her abstract accepted for the Society for Biomaterials Conference and she will be providing a poster presentation.
- CICATS, UConn School of Medicine, UConn Department of Kinesiology and UConn School of Dental Medicine joined the Urban League of Greater Hartford Young Professionals for its 1st Annual S.T.E.A.M (Science, Technology, Engineering, Arts, and Mathematics) Career expo. Dr. Syam Nukavarapu, Assistant Professor, Orthopaedic Surgery and Chemical, Materials and Biomolecular Engineering, UConn Health, and members of his lab worked at a “Science” table. At their table, they walked kids through an experiment showing how alginate, which is derived from seaweed, is used in foods and recently, biomedical implants such as tissue-engineered grafts and bio-bandages. This event provided opportunities to explore careers in the S.T.E.A.M. fields. **Exhibit #15**

#### 4. **Institute for Regenerative Engineering Training and Mentoring**

- The primary goal of our research-training program is to mentor underrepresented minority students to prepare them for careers in Science, Technology, Engineering and Mathematics (STEM). Participants in this program include high school students, undergraduate students and K-12 teachers. With a unique combination of the strong investigator team and the emerging frontier research areas, we are striving to increase minority participation in Biomedical Sciences and Engineering. **Exhibit #16**
- Dr. Laurencin was the keynote speaker at the American Chemical Society’s (ACS) Committee on Minority Affairs (CMA) Luncheon in Philadelphia. The CMA aims to lead change in institutional culture within the ACS and the chemical enterprise and achieve full participation and expression of intellectual and creative capacity of underrepresented minorities. **Exhibit #17**

## 5. Internships/Externships

The Clinical Engineering department provided a clinical internship program for graduate students in the masters of Biomedical Engineering program. The internships afforded participants the opportunity to work in a health care environment. The internships are for a period of one (1) year.

The University Medical Group (UMG) has contracts with the following educational facilities to provide both internships and externships for students in the fields of nursing, medical assisting and other related areas:

Stone Academy	Sawyer Business School
Stony Brook University School of Nursing	University of Hartford
Quinnipiac University Branford Hall - Southington and Windsor	University of Connecticut Department of Communication Sciences
Lincoln Technical School	Porter and Chester Institute - Rocky Hill, Enfield, Watertown Campuses
Institute of Healing Arts and Sciences	Fox School of Business
Saint Joseph College - Psychology Department/Advanced Practitioner Registered Nurse Program	Northwestern Connecticut Community College
Goodwin College	Gateway College
Yale School of Nursing	Manchester Community College
Tunxis Community College	

We are continuing to develop contracts with other facilities to expand on this program.

## 6. Non-Paid Student Educational Experiences

This program allows departments to host/precept students that may be interested in pursuing a career in the health professions and would like to provide him/her with an observational or internship experience. Our goal with this program is to consistently pursue excellence and innovation in the education of health professionals; the discovery, dissemination and utilization of new knowledge; the provision of patient care; and the promotion of wellness.

## 7. Summer Employment Programs

UConn Health hires summer students to work in areas such as the library, pharmacy, volunteer service, clinics, nursing units, research, administration, etc. The Department of Orthopaedics has a program that is designed for students in undergraduate programs that provide knowledge of molecular and cell biology to work with biomaterials and tissue engineering. The program is for an eight (8) week period and designed to provide experience in biomaterials and tissue engineering and gives priority consideration to

underrepresented minorities. All positions are posted allowing for an open and competitive process. The race and sex breakdown of the students were the following: eight (8) white males, eighteen (18) white females, three (3) black males, eight (8) black females, one (1) Hispanic male, three (3) Hispanic females, two (2) other males, and three (3) other females.

## **8. Day Care Program**

Creative Child Care Center is located on the lower campus of the University. It is primarily for UConn Health employees. It provides programs for infants, toddlers, preschoolers and kindergarten-aged children. The program has qualified, degreed teachers, low student to teacher ratios. The Center uses students from Early Childhood Education programs to assist in maintaining ratios as well as providing an educational experience for the students. This facility remained at full capacity throughout the plan year as employees welcome this excellent benefit that allows them full and fair participation in UConn Health employment.

## **9. UConn Health's Group on Women in Medicine and Science**

UConn Health's Group on Women in Medicine and Science mission is to advance the full and successful participation of women in all roles within academic medicine, and to provide a venue for women to participate in advancing the Association of American Medical Colleges mission to improve the nation's health. They also aims to serve a national forum to advance women's success in medicine and science by addressing gender equity, recruitment and, retention, awards and recognition, and career advancement. They sponsored lunch and learn seminars in December, January, February, April, and in May they had their annual symposium, **Exhibit #18**.

## **10. New Policies**

UConn Health is committed to promoting a positive work life integration for its employees. As part of these efforts, a new University-Wide Lactation Policy that enables employees and students to express milk in a private place, have reasonable break time and a designated location near their work and study areas. We are pleased to provide lactation resources to ensure the needs of breastfeeding women are met. **Exhibit #19**

UConn Health adopted a new Animals on Campus Policy to provide a single resource for rules and guidance related to individuals bringing animals on property, including service animals, service animals in training, emotional support animals and pets. The policy outlines procedures in line with federal and state laws regarding animals for individuals with disabilities. **Exhibit #20**

In summary, UConn Health realizes that if it is to stay competitive with other organizations and companies seeking to hire qualified traditionally underrepresented minority applicants, creating innovative programs must remain one of its priorities. This type of programming helps to retain, develop and promote the minority employees in our workforce, and benefits the entire agency by the involvement of all employees. UConn Health continuously seeks opportunities to create new programs to achieve these objectives.

# **Exhibit #1**

# UConn HEALTH

POLICY NUMBER 2002-04  
November 16, 2015

## POLICY: RECLASSIFICATION OF FILLED POSITIONS

### POLICY STATEMENT:

- Assistance with any *Reclassification Request* should be directed to the appropriate HR Officer.
- Reclassification of a position is warranted when *significant* changes in duties (not increased volume), collectively alter the level of complexity of the job components so that the existing classification is no longer appropriate.
- Reclassification of a position is based on the department/organization need as determined by the structure, function, budget, and the *duties required*.
- Criteria used in evaluating the appropriateness of a reclassification include but may not be limited to:
  - Purpose of the job classification
  - Use of the job classification
  - Knowledge and skill used to perform the duties
  - Scope of interpersonal contacts of the duties
  - Position independence
  - Responsibility for consequence of error
  - Supervisory responsibility
  - Scope of problem solving, decision-making responsibilities
  - Freedom to take action
  - Reporting relationship
  - % of time spent / duty
  - Qualifications of the proposed classification must be met
  - Classified employees: eligibility is dependent on completion of 6 months in their existing position
  - Creation of opportunities for career development
- Requests must be in compliance with the appropriate collective bargaining unit contracts (where applicable) and/or policy.
- Performance must be at least satisfactory
  - Classified employees – for non-competitive (without examination) reclassification, employees must have received a satisfactory performance rating on the two most recent consecutive performance evaluations.
  - Unclassified employees must have no recent documentation of unsatisfactory performance.
- Human Resources must review all *Reclassification Requests* that have been supported by the Senior Manager/Designee and Personnel Review Committee, for approval or denial.
- Compensation is determined by collective bargaining agreement for union positions and by Human Resources for non-bargaining unit positions.
- Commitment to employees may not be made until the department receives written notification from Human Resources.



**PROCEDURE:      Reclassification of Filled Positions**

**Procedure Statement:**

Assistance with initiating any reclassification request should be directed to the assigned HR Officer.  
(See attached *Reclassification Workflow* diagram)

**Bargaining Unit Requests:**

1. Bargaining unit *Reclassification Requests* must include the following completed documentation:
  - Reclassification Request Form
  - Duties Questionnaire
  - Organization chart
  - Current internal job description
  - Updated application/resume if necessary
  - Personnel Review Committee approval
2. Completed *Reclassification Requests* (as detailed above) must be submitted to the appropriate Human Resources Officer.
3. Human Resources Officer reviews request, consults with the Classification and Compensation Analyst, as necessary.
4. Further consultation, e.g., desk audit, with the department and or employee may be warranted.
5. Requests requiring additional review are referred to the Human Resources Reclassification Panel.
6. Human Resources Officer sends documentation of the determination to requesting department head/supervisor with copy to UHP if appropriate, and in the case of approvals, a copy to HRS for system input.
7. Effective date is in accordance with contractual specification.
8. Department communicates result to employee.
9. Human Resources consults with the employee in those instances where the reclassification impacts benefit options.

**Non Bargaining Unit Requests:**

1. Initial consultation with requesting Department Head, HR Officer and the Classification and Compensation Analyst must occur.
2. Non-Bargaining Unit *Reclassification Requests* require initial consultation with HR and include:
  - Review of Duties Questionnaire
  - Organization chart
  - Current job description
  - Other pertinent information
  - Personnel Review Committee approval
3. Review of documents as noted above.
4. Discussion of proposed departmental and position specific appropriate changes that may impact a reclassification.
5. Further consultation, as appropriate.
6. Continued collaboration with HR regarding options, e.g.: reclassification not warranted, HR (Classification/Compensation Analyst) assistance with design of the new job description if warranted, other.

7. Classification and Compensation Analyst communicates in writing, the final outcome, including effective date, compensation, title, to requesting department head, HR Officer, and in the case of approved reclassification, HRS for system input.
8. Department Head informs affected employee.

**Key Points:**

- Time frames as determined by bargaining unit contracts will be applied as appropriate.
- Reclassifications are for positions not individuals, and are not to be considered a mechanism for salary increases.
- Not all changes in duties will result in a reclassification.
- Increased volume of work alone is not sufficient justification for reclassification.
- Department heads/supervisors can request assistance from HR in identifying and removing duties to alleviate the need for the reclassification.
- The department is responsible for funding additional required compensation.
- Involuntary reclassification of a *filled* position to a lower level is not permitted.

**Reference:**

Collective Bargaining Agreements  
 DAS Letter #226, "Promotion by Reclassification" (10/99)  
 Reclassification Request Form  
 Duties Questionnaires (Classified, Non Classified Bargaining Unit, Bargaining Unit Excluded)  
 Personnel Transaction Procedures  
 OJE Job Descriptions  
 Willis System  
 Managerial Classification/Compensation Plan

Carolle Andrews (Signed)

11/17/15

\_\_\_\_\_  
**Carolle Andrews**  
**Interim Vice President for Human Resources**

\_\_\_\_\_  
**Date**

Andrew Agwunobi (Signed)

11/23/15

\_\_\_\_\_  
**Andrew Agwunobi, M.D., M.B.A.**  
**Interim Executive Vice President for Health Affairs**

\_\_\_\_\_  
**Date**

**NEW POLICY: 2/1/02**

**Reviewed without Revisions: 11/16/15**

*Please forward with all attachments to your Human Resources Officer*

## RECLASSIFICATION REQUEST

(Please review *Reclassification of Filled Positions Policy* before completing)

Employee Initiated

Supervisor Initiated

Employee Name: \_\_\_\_\_ Phone Ext: \_\_\_\_\_

Department/Division: \_\_\_\_\_

Non-Bargaining Unit Supervisor: \_\_\_\_\_ Phone Ext: \_\_\_\_\_

Current Classification: \_\_\_\_\_ Requested Reclassification: \_\_\_\_\_

Time in Current Position: \_\_\_\_\_ Dates: \_\_\_\_\_

Please note that you must attach a completed Duties Questionnaire to this request. On the questionnaire, please **ASTERISK** those duties/responsibilities that constitute a significant change to the position or the duties you perceive to be outside the scope of the current job classification.

Requestor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

### SUPERVISOR RECOMMENDATION

RECOMMENDED

NOT RECOMMENDED

REMOVE THE DUTIES

COMMENTS: \_\_\_\_\_

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

Print name & Title: \_\_\_\_\_

### DEPARTMENT HEAD RECOMMENDATION

RECOMMENDED

NOT RECOMMENDED

REMOVE THE DUTIES

COMMENTS: \_\_\_\_\_

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

Print name & Title: \_\_\_\_\_

### DEAN'S OFFICE OR AVP RECOMMENDATION

RECOMMENDED

NOT RECOMMENDED

REMOVE THE DUTIES

COMMENTS: \_\_\_\_\_

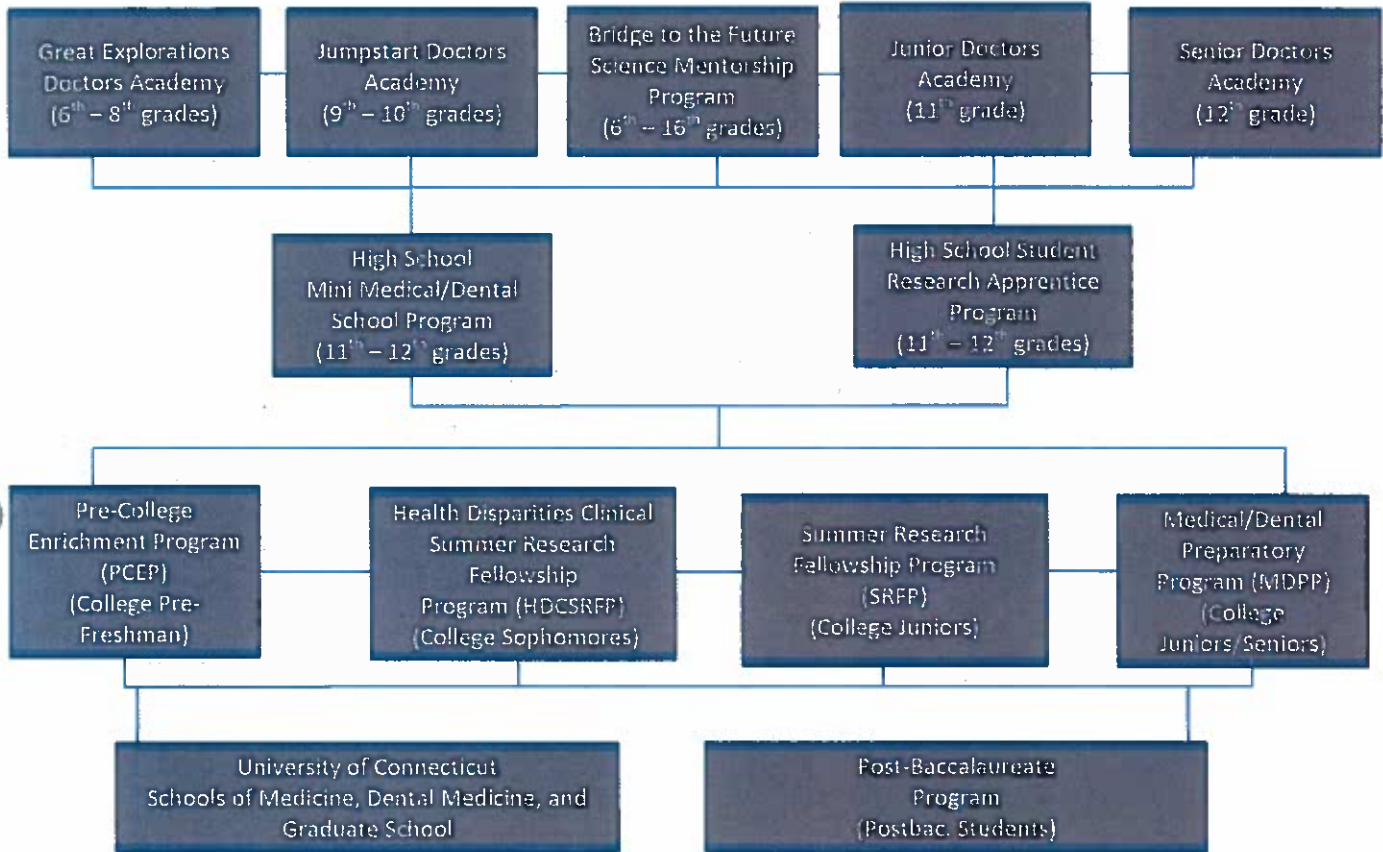
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print name & Title: \_\_\_\_\_

*Please forward with all attachments to your Human Resources Officer*

# **Exhibit #2**

# Aetna Health Professions Partnership Initiative Pipeline



# **Exhibit #3**

## **Congratulations to Our Mentors and Past Program Participants - UConn Health Medical, Dental and Graduate School 2016 Graduates**

**Amaka Amakwe, D.M.D.**  
**Matthew Anderson, M.D.**  
**Yetunde Asiedu, M.D.**  
**John Bellias, D.M.D.**  
**Diana Chen, M.D.**  
**Avi Doan, M.D.**  
**Olayinka Edwards, M.D.**  
**Mohamed Elfatih, M.D.**

**Eric James, Ph.D.**  
**Bilal Khan, M.D.**  
**Alexis Lighten, M.D.**  
**Trisha Maloney, D.M.D.**  
**Melissa Mondesir, D.M.D.**  
**Maritza Montanez, M.D.**  
**Brianna Munoz, D.M.D.**  
**David Oveisi, M.D.**

**Adrian Pacheco, M.D.**  
**Vanessa Piccuillo Scanlon, Ph.D.**  
**Lisa St. Bernard, D.M.D.**  
**Vanessa Wanjeri, M.D.**  
**Brian Won Wong, M.D.**  
**John Zyzo, D.M.D.**

## **Health Career Opportunity Programs (HCOP) Medical/Dental Student 2016 Bridge Mentoring Award**



**Matthew Anderson, M.D.**



**Trisha Maloney, D.M.D.**



**Adrian Pacheco, M.D.**



**John Zyzo, D.M.D.**

The Department of Health Career Opportunity Programs recognized two dental students and two medical students for their continued participation and involvement with the Aetna HPPI Programs with the Bridge Mentoring Award. The 2016 recipients were: Matthew Anderson, M.D., Neurological Surgery Residency, Rhode Island Hospital, Brown University, Providence, RI; Trisha Maloney, D.M.D., Pediatric Dental Residency, Howard University, Washington, DC; Adrian Pacheco, M.D., Emergency Medicine Residency, Morristown Memorial Hospital, Morristown, NJ; John Zyzo, D.M.D., General Practice Residency, Danbury Hospital, Danbury CT.



## Congratulations to...

### John Zyzo, D.M.D.

*Dentist, Dental Student, Mentor*



**D**r. John Zyzo, graduated from the UConn School of Dental Medicine in May 2016.

In 2008, Dr. Zyzo, graduated from Pomperaug High School in Southbury, CT. He then enrolled at UConn where he received a bachelor of science degree in molecular and cell biology with a minor in business in May 2012. He then

enrolled in the UConn School of Dental Medicine during the fall of 2012.

Dr. Zyzo explained that up until starting college he wanted to go to medical school and become a physician, but he says, "it turned out the hospital setting wasn't for me and I looked for other venues in health care that fit my personality." He then did some research online and dentistry came up. He then thought about the great relationship and experiences he had at his family dentist. That is when it became clear to Dr. Zyzo that he wanted to pursue dentistry.

Dr. Zyzo became involved with the Department of Health Career Opportunity Programs through the Pre-College Enrichment Program during the summer before his freshman year of college. He says, "I was a little hesitant of sacrificing my last summer before college, but this program was an amazing experience and I was fortunate for the opportunity." He describes being a part of the HCOP programs as one of his best experiences because he found value in all of them, but specifically the relationships he was able to make throughout the programs. Dr. Zyzo says, "many of the people I've met through HCOP have become great mentors and even better friends."

Dr. Zyzo is currently completing his general practice residency at Danbury Hospital. His future plans include working in private practice in the Connecticut or New York area working with diverse groups of patients. He says that he is not closing the door to specializing, but

at the moment he enjoys doing general dentistry because of the flexibility of being able to do multiple procedures.

When asked to recognize the most influential people who contributed to making his dream a reality, Dr. Zyzo responded, "HCOP is a big part of my enrichment throughout. I thank Dr. Hurley for giving me the opportunity. Dr. Arteaga who was a great mentor and helped me do research and Jan who was the first person I remember meeting. When you think of HCOP, you think of Jan. She was very supportive and always helped me when needed throughout the years."

Dr. Zyzo would like to thank and express his gratitude to the following people: "My teachers and preceptors who have helped me develop as a clinician and dental health provider. My family who made it easier through this stressful time, I couldn't thank them enough, especially, my parents for their love and support throughout the years; they are equally responsible for my success." Dr. Zyzo expressed that "not everyone has family support so you shouldn't take it for granted."

He leaves the following words of advice and encouragement to the younger generation of students interested in the health professions: "Follow your passion; we all have roles that we can fill in the field of health care and I don't think any form of doubt should stop you."



# Exhibit #4

# Aetna HPPI Doctors Academy and Great Explorations Students

## Academic Enrichment Experiences

The Aetna Health Professions Partnership Initiative (Aetna HPPI) Doctors Academy students (The Jumpstart 9 and 10, Junior and Senior Doctors Academies) took enrichment trips to Mystic Aquarium, the Institute of Living, Life Star, the Hartford Stage, and the UConn Storrs campus. The Great Explorations students also visited the UConn Health campus and the Connecticut Science Center.



# Exhibit #5

## Pre-College Enrichment Program

The Pre-College Enrichment Program is a residential enrichment program primarily for incoming students at UConn and other four year institutions. Designed to provide solid development of scientific, mathematical, communications, problem solving, and test-taking skills, it is intended to enhance the college preparedness of college freshmen. It allows the students to experience life on a college campus at UConn, Storrs or Central Connecticut State University prior to their matriculation to college in the fall. Students can participate in either the academic track (completion of academic courses (UConn, Storrs or Central Connecticut State University)) or a research track (completion of a research project (UConn, Storrs)). This past summer, 13 students participated in an academic track in collaboration with the UConn School of Engineering Bridge Program at Storrs and 8 students participated in an

academic track at Central Connecticut State University. All Pre-College Enrichment Program participants along with 14 Bridge Program participants also engaged in numerous enrichment activities at UConn Health including the Clinical Skills Lab.



## The Health Disparities Clinical Summer Research Fellowship Program

The Health Disparities Clinical Summer Research Fellowship Program is a seven-week clinical enrichment experience designed for rising college sophomores, juniors, seniors and recent graduates. In the summer of 2016, 12 students participated in the program. The program is designed to provide the following: clinical research and enrichment experiences, an introduction to health disparities across cultures, principles of clinical medicine, public health research and interventions, an overview of cultural definitions, public health issues, and discussions of specific techniques for working with di-

verse populations in community settings. All of the participants completed a clinical research project and presented a poster with their results at the end of the program.

The community partners who participated in the 2016 program were:

- Catholic Charities Archdiocese of Hartford
- The Curtis D. Robinson Center for Health Equity (Saint Francis)
- Hartford Department of Health and Human Services
- Health Equity Solutions (HES)
- National Alliance on Mental Illness (NAMI) Connecticut
- North Central Regional Mental Health Board, Inc.
- Oak Hill Center



The Health Disparities Clinical Summer Research Fellowship Program is made possible by the Aetna Health Professions Partnership Initiative Health Equity award.





# **Exhibit #6**

University of Connecticut

**UConn Health Lifeline**

Friday, April 21, 2017

## ADDITIONAL UCONN HEALTH INFORMATION

**4/22 Bridge to the Future Science Mentoring Conference****Bridge to the Future Science Mentoring Conference**

The Department of Health Career Opportunity Programs is hosting its annual Aetna Health Professions Partnership Initiative Bridge to the Future Science Mentoring Conference for high school and college students to promote diversity in the health professions and to raise awareness about health and biomedical science careers and the admissions process for medical, dental, and graduate schools. The guest speaker will be John Zyo, D.M.D., General Dentistry Resident at Danbury Hospital. Dr. Zyo is an Aetna Health Professions Scholar and a graduate of UConn School of Dental Medicine.

Faculty, students and staff are cordially invited to attend Saturday, April 22, 2017 from 8:30 a.m. to 2:30 p.m. in Keller Auditorium.

This event is funded by the Aetna Health Professions and the John & Valerie Rowe Endowment Funds.

For more information, contact: Nazle Jalaludin at x4522

*Other stories from the [UConn Health Lifeline for Friday, April 21, 2017 >>](#)*

# **Exhibit #7**

## High School Student Research Apprentice Program

Sixteen students had the opportunity to be a part of a research team and learn laboratory techniques in the 2016 High School Student Research Apprentice Program. As part of the 2016 program, seven students commuted daily to Central Connecticut State University and nine students commuted daily to the UConn Health campus for their research projects. At the end of the summer, each student gave oral and poster presentations of their research results during a special research symposium.



## Epidemiology

The Epidemiology Program, a series of five classes, is held for students from the Sport and Medical Sciences Academy (SMSA) to introduce basic concepts and terminology used in the study of epidemiology. Under the direction of Dr. Scott Wetstone, associate professor, Department of Community Medicine and Health Care, UConn Health and Dr. Richard Stevens, professor,

Department of Community Medicine and Health Care, UConn Health, the program provides an introduction to general epidemiology as well as descriptive, applied, and analytical epidemiology and screening. Eleven 11th and 12th graders attended sessions at UConn Health on four occasions and Drs. Wetstone and Stevens visited SMSA on one occasion.



# **Exhibit #8**

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## **High School Mini Medical/Dental School Seminar Series**

*(Excerpt of article written by Lauren Woods – UConn Schools of Medicine and Dental Medicine)*

**U**Conn Health has graduated 66 Connecticut high school students from its 2016 Mini Medical/Dental Program of the Department of Health Career Opportunity Programs.

The program, with 22 high schools participating this year from across the state, was created more than 15 years ago and is sponsored by the Aetna Health Professions Partnership Initiative.

“This eight-week program provides an opportunity for high school students to learn through expert lectures and demonstrations more about careers in medicine, dental

medicine, biological sciences and various allied health careers,” said Dr. Marja Hurley, founding director of the Aetna Health Professions Partnership Initiative and associate dean of the Department of Health Career Opportunity Programs at UConn Health. “Students are hand-picked for the program by their guidance counselors or science teachers.”

On March 31 at the program’s closing ceremony, Dr. Monty MacNeil, dean of UConn School of Dental Medicine, spoke to the students about the importance of careers in health care. “Health care represents the fastest growing industry in the United States. We need you in



**Dr. Marja Hurley with high school students who graduated from the 2016 Mini Medical/Dental Program at UConn Health: Giovanni Jones, 17, of Hartford and Kiera Flynn, 16, of East Hartford who both attend Global Communication Academy; and Wesia Malik, 16, from Newington attends CREC - Medical Professions and Teacher Preparation Academy**

the health professions, whether that be in medical, dentistry, nursing or any of the many other fields of patient care,” said MacNeil. “UConn Health is a great place to get a better sense for these professions and how they interact and work together.”

The keynote speaker of the closing ceremony was Dr. Andrew Agwunobi, CEO and executive vice president for health affairs at UConn Health. “There is a great deal of exciting growth happening here on [the] UConn Health campus with our new Outpatient Pavilion, the Jackson Laboratory for Genomic Medicine, and our new hospital tower set to open at UConn John Dempsey Hospital on May 1. Also, for those of you who like research, we have newly renovated laboratories for you.”

Agwunobi stressed: “But remember, while buildings are important, what is most critical is you – the next generation of physicians and scientists. I am most excited about you.”

“This program offers opportunities for some of our brightest students to learn about the incredible opportunities available in the health professions as physicians, dentists or biomedical researchers,” said Hurley, “I feel very proud of this year’s Mini Medical/Dental Program students and those that have come before them. The program has helped quite a lot of students proactively pursue medical and dental school education and also

practice as successful doctors in these fields.”

Giovanni Jones, 17, of Hartford attends Global Communication Academy. “The program was very informative. It opened my mind to more choices in the medical field and the program was very hands on. I now want to be a dentist.”

Wesia Malik, 16, of Newington, attends CREC - Medical Professions and Teacher Preparation Academy in Hartford. “The program was really interesting and beneficial. Since taking AP Biology, the program helped to further reiterate what I have learned. It also was cool to learn from professors what you would be learning about in medical school. After the program I realized I want to pursue a career in OB/GYN because it’s one of the most rewarding careers. I feel I could get the most out of it and doing something that helps the most people.”

Kiera Flynn, 16, of East Hartford attends Global Communication Academy. “I want to go to medical school to be either an anesthesiologist or an OB/GYN, or even study oncology to find a cure for cancer.”

Flynn’s mother Keron couldn’t be prouder of her daughter and her career goals. “She has always wanted to be a doctor, especially ever since her grandfather died of cancer. She wants to find a cure for cancer.”

She added: “I love this program.”



**Giovanni Jones, 17, of Hartford now wants to be a dentist**



**Wesia Malik, 16, of Newington now wants to be an OB/GYN**



**Kiera Flynn, 16, of East Hartford wants to find a cure for cancer**

For more information on the High School Mini Medical/Dental School Program visit: [health.uconn.edu/hcop/enrichment-programs/high-school-mini-medical-dental-school-program/](http://health.uconn.edu/hcop/enrichment-programs/high-school-mini-medical-dental-school-program/) or contact Anastasia Rollins at 860-679-3484 or [rollins@uchc.edu](mailto:rollins@uchc.edu).

# **Exhibit #9**



## Summer Research Fellowship Program

The Summer Research Fellowship Program is a 9-week research enrichment experience designed for college sophomores, juniors, seniors, and recent graduates who are interested in a career in medicine, dental medicine or biomedical research and for applicants who have completed some college coursework in biology and chemistry (preferably through organic chemistry). In the summer of 2016, a total of 11 students participated in the program. A faculty sponsor is identified for each student. Faculty develops and

makes available suitable project descriptions. The student contacts his/her faculty sponsor in April or May and develops a research protocol. Minority Access to Research Careers (MARC) students are encouraged to apply. Students devote approximately 30 hours per week on a research project and 10 hours per week to clinical experiences. At the end of the summer, each student gives a poster presentation of their research results during a special research symposium.

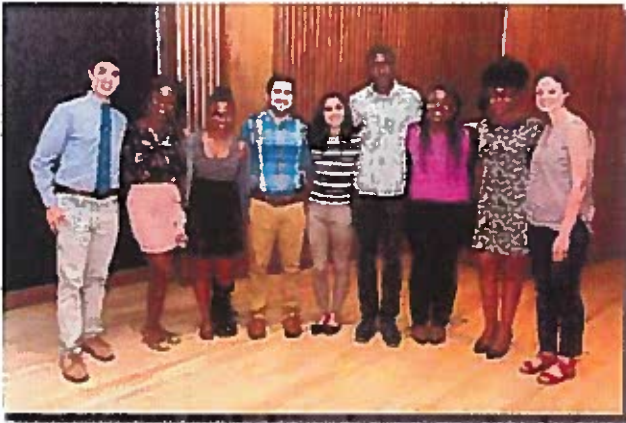


# **Exhibit #10**

## Medical/Dental Preparatory Program

Medical/Dental Preparatory Program students are selected from various universities throughout the United States to work on academic skills to prepare for medical school or dental school admission. Participants of the Medical/Dental Preparatory Program Track 1 prepare for either the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) while the participants of the Medical/Dental Prepara-

tory Program Track 2 take courses in the basic medical sciences to prepare them for the first year curriculum of medical and dental school. A total of 47 college students and recent college graduates participated in academic classes, guest lectures, test taking strategies, and other enrichment activities at the UConn Health campus during the six-week summer 2016 program.





# **Exhibit #11**



University of Connecticut

**UConn Health Lifeline***Thursday, November 10, 2016*

RESEARCH, FUNDING, AND AWARDS

**Scholarship Deadline December 1, 2016**

**Cato T. Laurencin Travel Fellowship:** Named in honor of a distinguished member of the Society, the Cato T. Laurencin, the Travel Fellowship will support under-represented minorities in the field of biomaterials. It will support an undergraduate student to attend the annual Society For Biomaterials 2017 meeting in Minneapolis, MN and provides a complimentary membership to the Society.

<https://www.biomaterials.org/awards/cato-t-laurencin-travel-fellowship>

For more information, contact: Dr. Lakshmi S. Nair at [nair@uchc.edu](mailto:nair@uchc.edu)

*Other stories from the [UConn Health Lifeline for Thursday, November 10, 2016 >>](#)*

# **Exhibit #12**

# INTRODUCING CICATS' 2016 YOUNG INNOVATIVE INVESTIGATOR PROGRAM (YIIP) SCHOLARS

CICATS announced its 2016 Young Innovative Investigator Program (YIIP) Scholars: Aundrya Montgomery, Shania Aponte-Paris, Aaliyah Riccardi, and Archibald Agyekum-Yamoah. As YIIP Scholars, these students will have the opportunity to pursue a Graduate Certificate of Research Experience in Biomedical Science from UConn. Starting year two, Scholars who meet the academic qualifications will have the opportunity to pursue a Master of Science degree in Biomedical Science from UConn.

YIIP is a full-time graduate program at UConn that provides a focused research experience for underrepresented minority college graduates dedicated to pursuing scientific careers in biological and biomedical science. YIIP provides the academic training and tools to Scholars to conduct research, succeed in an academic environment, and become competitive candidates for a M.D., M.D.-Ph.D., or Ph.D. program. CICATS created YIIP to develop the next generation of innovative biomedical scientists, in addition to addressing the dire need to increase the number of minority students entering the field of medicine and research.

Approximately 30 applications were received through a far-reaching competitive application process from students across the U.S., Puerto Rico, and the U.S. Virgin Islands. The selected YIIP Scholars distinguished themselves based on academic merit, research interest and career aspirations.

Prior to the start of orientation for YIIP, CICATS hosted a celebratory breakfast to welcome the new YIIP Scholars. Dr. Cato T. Laurencin, chief executive officer, CICATS, provided the welcome remarks and Dr. Linda Barry, chief operating officer, CICATS, and YIIP Program Director, introduced each Scholar and shared an overview of their background which made them compelling candidates. Each YIIP Scholar expressed their gratitude for acceptance to the program and what they hope to achieve. Guests included administrators, faculty and staff from across UConn and UConn Health.

CICATS would like to thank the YIIP Selection Committee members: Drs. Biree Andemariam, Linda Barry, Caroline Dealy, Kimberly Dodge-Kafka, Christopher Heinen, Victor Hesselbrock, Anne Kenny, Barbara Kream, Carol Pilbeam, Anthony Vella, and Granville Wrensford. We appreciate the M1 Mentors: Drs. Elaine Lee, Syam Nukavarapu, and Anne Delany for their continued dedication and commitment to the program.

CICATS congratulates its four Scholars and looks forward to their growth and success in the program. ■



**Aundrya Montgomery**  
Alabama State University  
B.S., Biology/Pre-Health

Lab: Cato T. Laurencin, MD, PhD



**Shania Aponte-Paris**  
Universidad Adventista  
de los Antilles  
B.S., Biology

Lab: Kimberly Dodge-Kafka, PhD



**Aaliyah Riccardi**  
University of Connecticut  
B.S., Biology

Lab: Andrew Arnold, MD



**Archibald Agyekum-Yamoah**  
University of Ghana  
B.S., Biology  
Southern Connecticut  
State University  
B.S., Biochemistry,  
Mathematics minor

Lab: Anthony Vella, MD

# **Exhibit #13**



# M1 MENTORS MADE AN IMPACT

The **M1 Mentor Program** is designed to foster the development of investigators who are dedicated to improving the academic mentorship process. CICATS' M1 program specifically focuses on the recruitment and mentorship of underrepresented students within all stages of the academic pipeline, from high school through to junior faculty. As part of the M1 Award, CICATS also provides research funding and protected time for each of the mentors during their three year-term.

CICATS' three M1 Mentors, Drs. Anne Delany, Elaine Choung-Hee Lee, and Syam Nukavarapu, are in the final year of their three-year M1 Mentor Award and they remain busy working with students and providing guidance as they navigate their classes and lab research. ■

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## **Anne M. Delany, Ph.D. Assistant Professor, Medicine; Director, Skeletal Biology and Regeneration Graduate Program**



After mentoring two scholars from the first YIIP cohort (2014-2016), Dr. Delany continued her involvement with the second YIIP class and meets with two of the scholars regularly, providing feedback on their lab research projects and writing skills. Dr. Delany is also working with one YIIP scholar as she prepares for medical school interviews, and the other as she develops her journal club presentation. Dr. Delany is also assisting the scholars for their presentations at two national conferences in the spring.

Over the summer, Dr. Delany hosted an undergraduate student in her lab who was looking to gain more experience. The student learned many essential skills under Dr. Delany and indicated she would like to return again for the summer of 2017.

## **Elaine Choung-Hee Lee, Ph.D. Assistant Professor, Kinesiology, UConn Storrs**



In March 2016, Dr. Lee was awarded mentor of the year from the LSAMP (Louis Stokes Alliances for Minority Participation) program at the University of Connecticut. To date, Dr. Lee has mentored 23 students from groups underrepresented in STEM fields, as well as 23 additional students. Her mentoring has resulted in nine manuscripts in progress with mentees as authors, and she brought seven students to their first national-level conference where two presented their research. During the spring semester of 2016, Dr. Lee mentored 18 undergraduate students in her lab, which included students that she recruited from underrepresented groups in STEM. Dr. Lee also dedicated time to working with both YIIP cohorts as the students prepared to take their MCATs (Medical College Admission Test®). She has also helped the YIIP Scholars develop their personal statements and on their medical school applications. Currently, Dr. Lee is working to enter the Hartford Public School system to promote STEM programs there.

## **Syam Nukavarapu, Ph.D. Assistant Professor, Orthopaedic Surgery, Biomedical Engineering, Materials Science & Engineering**



As a mentor to two YIIP scholars from the first cohort, Dr. Nukavarapu worked closely with the scholars, all of whom successfully earned their Master's degree in Biomedical Science. With the second YIIP cohort in place, Dr. Nukavarapu is working with two scholars, preparing one for a Skeletal Biology and Regeneration (SBR) journal club presentation and talk, and he has started working with the second scholar on deciding the topic of his Journal Club presentation.

Earlier this fall, Dr. Nukavarapu attended the Biomedical Engineering Annual Meeting where he served as a reviewer in the Resume Review program. This program is an opportunity for undergraduate students from all backgrounds to receive guidance and help with their resumes, as well as prepare for industry and academia positions.

Through his involvement with the M1 program, Dr. Nukavarapu was presented with a mentorship award from the National Science Foundation (NSF), which will allow him to establish a summer school in Biomedical Science and Engineering (BSE) at UConn Health.

[Return to Table of Contents](#)

University of Connecticut

## UConn Health Lifeline

*Monday, February 27, 2017*

### RESEARCH, FUNDING, AND AWARDS

#### **CICATS M1 Mentorship Award RFA Open**

**CICATS** is now accepting applications for its [M1 Mentorship Award](#). Created in 2015, the M1 Mentorship Award aims to develop a cadre of accomplished mentors who will participate in creating an academic environment to elevate mentorship to a discipline with consistently high standards and practices. The M1 Award provides support to successful research-funded faculty to serve as mentors in developing the next generation of research scientists. The M1 Award is specifically targeted towards developing a sustainable academic pipeline to increase underrepresented minority students among the pool of academic scientists. Besides providing individual mentorship, recipients of the award will be involved in the development of mentorship programs at the University of Connecticut encompassing each level of educational training (middle school, high school, undergraduate, graduate, and junior faculty).

#### **FUNDING**

The M1 Award is a three year program. Funding will cover up to 25%, to a maximum of \$40,000, of a faculty's full-time salary appointment. Awards will provide protected time for mentoring activities, including mentorship of individual students as well as participation in the development and execution of various mentorship initiatives. In addition, up to \$10,000 will be allocated to the development of new and innovative initiatives focused on student-related activities that promote their academic growth and increase the number of students in the pipeline. M1 Award recipients are required to attend at least one mentorship conference per year and to participate in further training in the art and science of mentoring minority students. Renewal of the M1 Award is subject to an annual program performance review and availability of funding. The M1 Award will not be renewed at the end of the three-year period.

#### **ELIGIBILITY**

- Full-time faculty from UConn Health or University of Connecticut Storrs Campus
- Documented history of successful research funding (National Institutes of Health (NIH) or other sources)
- Evidence of extensive mentoring experience

For more information on the M1 Mentorship Award including how to access the online application, please visit the CICATS website: <http://cicats.uconn.edu/m1-rfa>. The application deadline is Friday, March 10, 2017.

For more information, contact: Lana Angelo at 860-679-7661

# **Exhibit #14**



# CICATS WELCOMED BUILD SCHOLARS FROM UTEP

In 2014, the NIH granted 10 five-year **BUILD (Building Infrastructure Leading to Diversity)** awards to undergraduate institutions across the US. These funded institutions partnered with nearly 100 institutions—both pipeline and research-intensive—to broaden the pool of students participating in biomedical research training. The University of Texas El Paso (UTEP) was one of the 10 core institutions to receive a **BUILD grant**, and they have partnered with UConn and 11 additional participating institutions as locations for scholars to gain research experience.

Due to its success with programs such as the Young Innovative Investigator Program (YIIP) and the M1 Mentorship Program, CICATS was invited to oversee the execution of BUILD on behalf of the University of Connecticut.

From May through August, CICATS hosted two undergraduate students from UTEP, Bianca Montano and Luis Reza. Bianca, a junior, and Luis, a sophomore, lived on the UConn Storrs campus with other summer students, and commuted to the campus of UConn Health. While at UConn, the BUILD Scholars attended weekly **CICATS Summer Seminar Series** lectures on topics such as research ethics and translational research, and gained lab experience while working with CICATS faculty including Dr. Syam Nukavarapu, Dr. Cato Laurencin, Dr. Lakshmi Nair, and Dr. Caroline Dealy. Based on their summer research experience, the students explained their lab studies in a poster presentation session at the Cell and Genome Science Building at UConn Health. Bianca presented on “Biocompatibility Evaluation of Electrospun Gelatin Nanofiber Scaffolds in Calvarial Defect Mouse Model,” while Luis presented on “Impaired Regenerative Response to Digit Tip Amputation in Epidermal Growth Factor Receptor (EGFR)-Deficient Mice.” ■



*(Left to right - row 1)*  
Bianca Montano presenting her poster to Chief Scientific Officer, Dr. Victor Hesselbrock and M1 Mentor, Dr. Syam Nukavarapu; Luis Reza explains his poster to Dr. Hesselbrock and CICATS assistant director, Dr. Linda Barry; Bianca points to a chart on her poster.

*(Left to right - row 2)*  
Luis with Dr. Hesselbrock, Dr. Barry, and Dr. Syam Nukavarapu; Bianca poses proudly next to her poster; Luis and his poster.

*(Left to right - row 3)*  
Bianca stands next to her poster with Drs. Nukavarapu and Hesselbrock; Luis with Drs. Nukavarapu and Barry; Luis introduces a student internship presentation.



# **Exhibit #15**

# CICATS SUPPORTED COMMUNITY EVENTS IN HARTFORD

CICATS joined the [Urban League of Greater Hartford Young Professionals \(ULGHYP\)](#) for its 1st Annual S.T.E.A.M (Science, Technology, Engineering, Arts, and Mathematics) Career Expo. Held at the Parker Memorial Community Center in Hartford, Conn., the expo, which included multiple tables of interactive science experiments, video-assisted surgery tools, computer modeling, and athletic challenges, entertained kids and adults alike while providing opportunities to explore careers in the S.T.E.A.M fields.

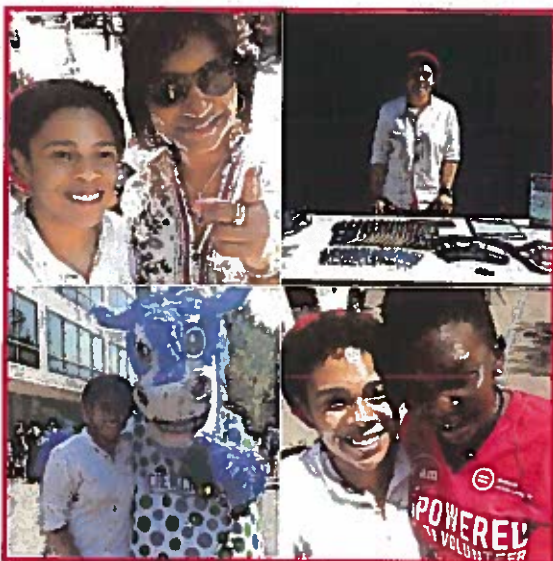
The expo was the brainchild of ULGHYP President, Janice Castle, who wanted to engage students in grades 6-12 from Hartford's North End community and provide them with an interactive opportunity to learn about the many career fields within S.T.E.A.M.

"Our S.T.E.A.M Expo was part of a national initiative by the [National Urban League Young Professionals](#) to promote S.T.E.A.M education to underserved youth," said Castle. "The idea for the expo came from the realization that while we tell students about the subjects of Science, Technology, et al, we don't often give them the opportunity to visualize, actually touch and feel what that could mean for their future. I was amazed watching the students interact with all the professionals. There were many light bulb moments."

[Dr. Syam Nukavarapu](#), assistant professor, Orthopaedic Surgery and Chemical, Materials & Biomolecular Engineering, UConn Health, and members of his lab worked at a "Science" table. At their table, they walked kids through an experiment showing how alginate, which is derived from seaweed, is used in foods and recently, biomedical implants such as tissue-engineered grafts and bio-bandages. Dr. Nukavarapu saw firsthand the excitement the students experienced and said, "Kids were so excited to see alginate bead/string formation in front of their eyes. They may not understand the magic (or science) behind it, however the expo left them wondering how cool Biomedical Sciences and Engineering fields are. I feel events like this really help them to get interested in S.T.E.A.M-related areas."

The University of Connecticut was widely represented at the career expo, with students and faculty from the [UConn School of Medicine](#), [UConn Department of Kinesiology](#) and the [UConn School of Dental Medicine](#), as well as CICATS staff and scholars from CICATS' [Young Innovative Investigator Program \(YIIP\)](#). ■

Please [click here](#) to view photos from the expo on our Flickr page.



CICATS teamed with The Urban League of Greater Hartford for a second community outreach event, the Annual Back to School Backpack Giveaway and Family Day.

YIIP Scholar, Aundrya Montgomery, manned a table on behalf of CICATS, and promoted CICATS' programs and handed out pens.

*(Left to right): YIIP Scholar Aundrya Montgomery with Adrienne Cochrane, JD, president and CEO of the Urban League of Greater Hartford. Aundrya poses with Janice Castle, president, Urban League of Greater Hartford Young Professionals. A group of kids at the event. Chew-Chew, one of the mascots for the Hartford Yard Goats, stopped for a photo with Aundrya.*

[Return to Table of Contents](#)

# **Exhibit #16**

# UConn

## Institute for Regenerative Engineering

### Training and Mentoring

The primary goal of our research-training program is to mentor underrepresented minority students to prepare them for careers in Science, Technology, Engineering and Mathematics (STEM) related disciplines. Our institute has vast experience in running multiple research training and mentoring programs (involving high school students, undergraduate students and K-12 teacher participants) that are funded by the National Science Foundation (NSF). Some of the ongoing programs are:

- Research Experience and Mentoring (REM)
- Research Experience for Undergraduates (REU)
- Research Experience for Teachers (RET)
- ACS – REM Program Initiative

The IRE has distinguished faculty group in Biomedical Sciences and Engineering. Recruited participants will have the opportunity to select research projects in biomaterials science, stem cell science, nanotechnology, drug delivery, tissue engineering, and regenerative medicine. As recognized by NSF, we are one of the first groups to practice the concept of "team mentoring" where the investigators, postdocs and graduate students of the IRE come together and participate in research training and mentoring activities. With a unique combination of the strong investigator team and the emerging frontier research areas, we are striving to increase minority participation in Biomedical Sciences and Engineering.

# **Exhibit #17**

## Institute for Regenerative Engineering

### Speaking at the American Chemical Society Committee on Minority Affairs Luncheon

Posted on September 9, 2016 by ace10009

By Cato T. Laurencin, M.D., Ph.D.

Last month, I was really honored to be the keynote speaker the American Chemical Society's Committee on Minority Affairs Luncheon in Philadelphia. I discussed my thoughts on developing students to work in the area of STEM. My parents inspired me to study medicine and engineering so I hope by speaking at the American Chemical Society, I can encourage and inspire many young people to follow my path.

The Committee on Minority Affairs (CMA) aims to lead change in institutional culture within the American Chemical Society (ACS) and the chemical enterprise and achieve full participation and expression of intellectual and creative capacity of underrepresented minorities.

# **Exhibit #18**

# UConn

## Group on Women in Medicine and Science (GWIMS)

### Events

#### PAST EVENTS

**May 1, 2017**

[GWIMS 5th Annual Symposium Ceremony .pdf](#)

Keynote Speaker: Jill Morris, Ph.D., Program Director at the National Institute of Neurological Disorders and Stroke (NINDS), Bethesda, MD

Topic: "Women in Biomedical Careers"

**April 5, 2017**

Lunch and Learn Seminar

Guest Speaker: [Christine Finck, M.D.](#), Executive Vice President and Surgeon-in-Chief of the Connecticut Children's Medical Center, and Division Head of Pediatric Surgery and Vice Chair of the Department of Surgery, UConn School of Medicine

Topic: "Esophageal Tissue Engineering"

**February 1, 2017**

Lunch and Learn Seminar


Guest Speaker: [Alex Merkulov, M.D.](#) , Associate Professor of Radiology, Section Head of Women's Imaging, UConn School of Medicine

Topic: "Personal Finance: Money Management Made Simple"

[Flyer .pdf](#)

**January 25, 2017**

Lunch and Learn Seminar


Guest Speaker: [Sarita Arteaga, D.M.D., M.A.G.D.](#) , Associate Dean for Students, Associate Clinical Professor, Department of Craniofacial Sciences, UConn School of Dental Medicine

Topic: "Hispanic Cultural Awareness for the Healthcare Professional"

[Flyer .pdf](#)

**December 14, 2016**

Lunch and Learn Seminar

Guest Speaker: [Annabelle Rodriguez-Oquendo, M.D.](#) , Professor of Cell Biology and the Linda and David Roth Chair of Cardiovascular Research, Center of Vascular Biology

Topic: "Annabelle Rodriguez Is the Name of My Cleaning Lady"

[Flyer .pdf](#)



# **Exhibit #19**

University of Connecticut

## UConn Health Lifeline

*Friday, March 3, 2017*

HUMAN RESOURCES AND BENEFITS

### **New University-Wide Lactation Policy**

The University recently adopted a Lactation Policy that applies to all campuses, including UConn Health. This new policy reinforces the University's commitment to providing a supportive environment for employees and students who are breastfeeding. The policy enables employees and students to express milk in a private place, have reasonable break time and a designated location near their work and study areas.

Please review the [University Policy](#) and the [Procedures specific to UConn Health](#), which includes guidance for employees, supervisors, and students. In addition, visit and use the [Lactation Resources web page](#) as an informational resource.

For more information, contact: Human Resources at 860-679-2426

*Other stories from the [UConn Health Lifeline for Friday, March 3, 2017 >>](#)*

## Policies & Procedures

### Lactation Policy

<b>Title:</b>	UConn Lactation Policy
<b>Policy Owner:</b>	Human Resources and Office of Institutional Equity
<b>Applies to:</b>	Employees, Graduate Assistants, Students
<b>Campus Applicability:</b>	All Campuses, Including UConn Health
<b>Effective Date:</b>	12/20/2016
<b>For More Information, Contact</b>	Human Resources and Student Health Services/Student Services
<b>Contact Information:</b>	Storrs/Regionals: (860) 486-3034 (HR) and (860) 486-0765 (SHS) UConn Health: (860) 679-2426 (HR and (860) 679-1364 (Student Services Center)
<b>Official Website:</b>	<a href="http://hr.uconn.edu/worklife/">http://hr.uconn.edu/worklife/</a>

#### Reason for Policy

The purpose of this policy is to provide employees and students who are breastfeeding a private place and reasonable break time to express breast milk for their nursing child. This policy is in accordance with relevant laws and regulations regarding breastfeeding in the workplace.

#### Applies to

All breastfeeding employees and students on the Storrs, UConn Health and Regional campuses.

#### Definitions:

**Lactation Area:** A space on the University of Connecticut campus that is either dedicated or temporarily established to accommodate the needs of those who are breastfeeding. The room must be a clean, private (the ability to be shielded from view and free from intrusion), comfortable space with electrical outlet, chair, table for breast pump, and nearby access to clean running water.

**Lactation Breaks:** Breaks during the work day for employees who have requested lactation accommodations.

### **Policy Statement**

The University of Connecticut is committed to providing a supportive environment that enables employees and students to express breast milk in a private place, with reasonable break time and in a location within five minutes of their work and study areas.

Consistent with Connecticut Laws (Chapter 939, Section 53-34b and Chapter 814c, Section 46a-64), a person may breastfeed their infant in any public or private location on campus where they and their child are authorized to be. This includes all campus locations open to the public and other campus locations where infants are allowed.

Additionally, Connecticut law (Connecticut General Statutes, Section 31-40w) Breastfeeding in the Workplace states that employers must allow employees to breastfeed or express breast milk at work.

Consistent with federal law, the University of Connecticut shall provide to employee breastfeeding persons reasonable break time ("lactation break") as well as space that is shielded from view and free from intrusion in order to breastfeed their infants or to express breast milk.

The University of Connecticut prohibits discrimination, harassment, and retaliation against breastfeeding persons who exercise their rights under this policy. For more information, see *University Policy Against Discrimination, Harassment and Related Interpersonal Violence*.

### **Enforcement**

Violations of this policy may result in appropriate disciplinary measures in accordance with University Policies and applicable collective bargaining agreements.

### **Policy History**

Adopted 12/20/2016

### **Procedures**

Storrs and Regional Campuses: [http://policy.uconn.edu/wp-content/uploads/sites/243/2016/12/UConn-Lactation-Procedures\\_final-draft-12-20-16.pdf](http://policy.uconn.edu/wp-content/uploads/sites/243/2016/12/UConn-Lactation-Procedures_final-draft-12-20-16.pdf)

UConn Health: <http://policy.uconn.edu/wp-content/uploads/sites/243/2017/02/UConn-Health-Lactation-Procedures.pdf>

This entry was posted in [Academic and Student Life](#), [Department of Human Resources](#), [Employment](#), [Faculty](#), [Office of Institutional Equity](#), [Staff](#), [Students](#).

[← Previous](#)

[Next →](#)

## Frequently Viewed

[By-Laws of the University of Connecticut](#)

[By-Laws, Rules and Regulations of the University Senate](#)

[Information Security Policy Manual](#)

[Policy Against Discrimination, Harassment and Related Interpersonal Violence](#)

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## Reportline

The University welcomes and encourages good-faith reporting of compliance concerns and/or seeking advice regarding compliance issues. Visit <http://audit.uconn.edu/reportline/> for more information.


# UConn

## Human Resources

# Lactation Resources at Work

UConn Health is committed to promoting a positive work life integration for its employees. As part of these efforts, we are pleased to provide lactation resources to ensure that the needs of breastfeeding women are met. Lactation rooms are available for employees, students and visitors who wish to express milk. For questions, please contact Human Resources.

## LACTATION POLICY

The purpose of this policy is to provide employees and students who are breastfeeding a private place and reasonable break time to express breast milk for their nursing child. This policy is in accordance with relevant laws and regulations regarding breastfeeding in the workplace. [Learn more.](#) 

## LACTATION ROOMS

The lactation areas on UConn Health premises are available for use by employees, students, volunteers and visitors. [Learn more.](#) [.pdf](#)

## LACTATION PROCEDURES

These procedures accompany the University's Lactation Policy and are intended to establish standards, resources and contact information specific to UConn Health. [Learn more.](#) [.pdf](#) 

## BREASTFEEDING CLASS

A class offered on breastfeeding for expectant parents led by a certified lactation consultant.

[Learn more.](#)

*Links to organizations found on this page are provided solely as a service to our users. These links do not constitute an endorsement of these organizations or their programs by UConn Health, and none should be inferred. UConn Health is not responsible for the content of the individual organization web pages found at these links. In addition, please remember to adhere to UConn Health's [Information Technology Computer Use Policy .pdf](#).*

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# **Exhibit #20**



University of Connecticut

## UConn Health Lifeline

Thursday, June 22, 2017

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### POLICY INFORMATION

#### **New Animals on Campus Policy**

The University recently adopted a new Animals on Campus Policy, effective June 9, 2017. The policy provides a single resource for rules and guidance related to individuals bringing animals on University property, including service animals, service animals in training, emotional support animals and pets. The policy also includes newly implemented UConn Health Clinical Practice Procedures Regarding Animals. The policy outlines procedures in line with federal and state laws regarding animals for individuals with disabilities.

The new Animals on Campus Policy replaces the following related policies:

**UConn (Storrs and Regional)**

Pets at Work

Service Animals Policy

Assistance Animal Policy and Procedure

**UConn Health**

JDH Pets Visitation 11-023

UMG/JDH Ambulatory Services - Service Animals in the Practice Locations

Please review the full policy, including an FAQ and the UConn Health Clinical Practice Procedures Regarding Animals, at <http://policy.uconn.edu/?p=7086>.

For more information, contact: The Office of Institutional Equity at (860) 486-2943 or [equity@uconn.edu](mailto:equity@uconn.edu).

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*Other stories from the [UConn Health Lifeline for Thursday, June 22, 2017 >>](#)*

## Policies & Procedures

### Animals on Campus

<b>Title:</b>	Animals on Campus
<b>Policy Owner:</b>	Office of Institutional Equity
<b>Applies to:</b>	Students, All Employees, Contractors, Vendors, Visitors, Guests and Other Third Parties
<b>Campus Applicability:</b>	All
<b>Effective Date:</b>	June 9, 2017
<b>For More Information, Contact</b>	Office of Institutional Equity
<b>Contact Information:</b>	(860) 486-2943 & (860) 679-3563
<b>Official Website:</b>	<a href="http://www.equity.uconn.edu">http://www.equity.uconn.edu</a> and <a href="http://www.accessibility.uconn.edu">http://www.accessibility.uconn.edu</a>

Related Policies are:

[Policy Against Discrimination, Harassment and Related Interpersonal Violence](#)

[Policy Statement: People with Disabilities](#)

Related Documents are:

[UCH Clinical Practice Procedures Regarding Animals](#)

[Frequently Asked Questions](#)

#### 1. PURPOSE

This policy provides the rules concerning individuals bringing animals on University property. This policy applies to all University campuses. Specific procedures regarding the presence of animals in UConn Health clinical practice and patient care areas are outlined in the UConn Health Clinical Practice Procedures Regarding Animals.

#### 2. LEGAL

The Americans with Disabilities Act governs the use of service animals by individuals with disabilities. See 42 U.S.C. § 12101, et seq. The Fair Housing Act governs the use of emotional support animals (ESA's) by individuals with disabilities in housing. See 42 U.S.C. § 3601, et seq. Connecticut state law regarding service animals may be found under C.G.S. § 46a-44.

### **3. DEFINITIONS**

#### **Controlled Space**

For purposes of this policy, controlled spaces are not public spaces. Controlled spaces are defined as any indoor area owned or controlled by the University, and any outdoor area owned or controlled by the University with limitations on use or access (e.g., practice fields, stadiums, farm, tennis courts, etc.). Areas open to the public (i.e., streets, lawns, sidewalks, parking lots) with no limitations on access are not controlled spaces.

#### **Handler**

An individual with a disability who is the owner and user, or trainer of a service animal or ESA, or the owner or individual bringing an animal onto University property.

#### **Emotional Support Animal (ESA)**

Any animal specifically designated by a qualified medical provider that alleviates one or more identified symptoms of an individual's disability. Such animal may afford an individual with a disability an equal opportunity to use and enjoy a dwelling, workplace, or other area, provided there is a nexus between the individual's disability and the assistance the animal provides. ESA's are also commonly known as companion, therapeutic or assistance animals. ESA's are not service animals.

#### **Pet**

For purposes of this policy, a pet is any animal that is not a service animal or ESA.

#### **Public Spaces**

For purposes of this policy, public spaces are indoor and outdoor areas that are open to the general public. Classrooms, residence halls and most employee workspaces are not generally considered public spaces.

#### **Service Animal**

Any dog specifically trained to perform a task for the benefit of an individual with a disability. In some circumstances, a miniature horse may be considered a service animal. The tasks performed by a service animal must directly relate to the individual's disability.

#### **Service Animal in Training**

For purposes of this policy, a service animal in training is a dog that is being trained as a service animal and includes a puppy that is being raised to become a service animal in training.

#### **University Property**

For purposes of this policy, University property includes all areas owned or controlled by the University.

### **4. APPLICABILITY**

This policy applies to all individuals bringing an animal on University property.

## **5. POLICY**

### **5.1 Prohibition**

All individuals are generally prohibited from bringing animals into any buildings or other controlled spaces on University property. However, individuals with disabilities are allowed to bring service animals and ESA's on and/or into controlled spaces as provided below. In addition, faculty and staff are permitted to have pets in University-owned residential housing only to the extent permitted by the lease governing their rental agreement. Exceptions for individuals in residence halls may be made in the sole discretion of the Executive Director of Residential Life or designee for exigent circumstances or other good cause shown consistent with the spirit and intent of this policy.

### **5.2 Service Animals**

The University welcomes the presence of service animals assisting people with disabilities on its campuses consistent with the provisions of this policy and applicable law. A service animal is generally permitted to be on University property in any place where the animal's handler is permitted to be. In certain limited situations, a service animal may be prohibited for safety and health reasons. The accompaniment of an individual with a disability by a service animal in a location with health and safety restrictions will be reviewed on a case-by-case basis by the appropriate department representative(s) in collaboration with the Department of Human Resources and/or the Center for Students with Disabilities.

Members of the University community, are prohibited from interfering in any way with a service animal, or the duties it performs.

### **5.3 Service Animals in Training**

Connecticut law entitles any individual training a service animal to enter public spaces. A service animal in training is not allowed in controlled spaces including classrooms, residence halls and employee work areas. The individual training a service animal must be authorized to engage in designated training activities by a service animal organization or an individual who volunteers for a service animal organization that authorizes such volunteers to raise dogs to become service animals. Individuals training a service animal must carry photographic identification indicating authorization to train the animal. A service animal in training, including a puppy that is being raised to become a service animal in training, must be identified with either tags, ear tattoos, identifying bandanas (on puppies), identifying coats (on adult dogs), or leashes and collars.

### **5.4 Emotional Support Animals (ESA's)**

An approved ESA owned by an individual who lives in University housing is permitted within the individual's privately assigned living accommodations. An ESA outside the private individual living accommodations must be in an animal carrier or controlled by a leash or harness. ESA's are not allowed in any other controlled spaces without advance permission. ESA's are permitted to be in outdoor public areas to the same extent as pets.

An ESA owned by an individual employed by the University may be permitted within the individual's workplace as an accommodation for a disability, but must be approved in advance by the Americans with Disabilities Act (ADA) Case Manager at the Department of Human Resources as outlined in Section 6.1 below.

## **5.5 Pets**

Pets generally are not permitted in or on any controlled space on University property, and are permitted only in outdoor areas open to the general public.

## **5.6 Handler' Responsibilities**

5.6.1 A service animal, service animal in training, ESA or pet must be supervised directly by the handler, and the handler must retain full control of the animal at all times while on University property. The animal must be in an animal carrier or controlled by a harness, leash or tether, unless these devices interfere with the animal's work, the individual's disability prevents using these devices, or the animal is an ESA within the handler's own dwelling. In those cases, the handler must maintain control of the animal through voice, signal, or other effective controls.

5.6.2 Animals may not be left unattended at any time on University property, except for service animals left in the handler's University residence or private office space or ESA's left in the handler's dwelling unit. The service animal or ESA may be left unattended only for reasonable periods of time, as determined by the appropriate University staff based on the totality of the circumstances. The University may request impoundment of an ESA or service animal left for longer than a reasonable period of time. Owners of impounded animals will be held responsible for payment of any impound and/or license fees required to secure the release of their animals.

5.6.3 A handler who leaves his or her service animal or ESA unattended for longer than a reasonable period of time will receive one warning, and if the behavior occurs a second time, the University reserves the right to require the handler to remove the animal from campus and to prohibit the animal from being permitted back onto University property.

5.6.4 All handlers are responsible for compliance with state and local laws concerning animals (including registration, vaccinations, and tags), for controlling their animals, for cleaning up any waste created by the animal, and for any damage caused by the animal to individuals or property while on University property.

## **6. PROCEDURES**

Specific procedures regarding the presence of animals in UConn Health clinical practice and patient care areas are outlined in the UConn Health Clinical Practice Procedures Regarding Animals.

### **6.1 Employees Requesting Permission for Service Animals or ESA's**

#### **6.1.1 Workplace Accommodation**

Employees and all others performing work for the University who seek the presence of a service animal or an ESA as a workplace accommodation must contact the Americans with Disabilities Act (ADA) Case Manager at the Department of Human Resources in advance of reporting for work with the animal. For service animals, the individual may be asked whether the animal is needed because of a disability, and what work or task(s) the animal has been trained to perform.

For ESA's, the ADA Case Manager will determine whether the request represents a reasonable accommodation for a documented disability. The terms of the approval, including where the ESA will and will not be permitted, will be determined and documented by the ADA Case Manager, after the facilitation of an interactive accommodations process with the employee and their supervisor

(s). This process must occur before any employee can bring an ESA into the workplace. The ADA Case Manager may be contacted at (860) 486-2036 or [hr@uconn.edu](mailto:hr@uconn.edu). Information related to the ADA accommodations process for employees, is contained online: <http://hr.uconn.edu/ada-compliance/>.

UConn Health employees must contact the Office of Institutional Equity (OIE) in advance of reporting for work with the animal. OIE may be contacted at (860) 679-3563 or [equity@uconn.edu](mailto:equity@uconn.edu). Information related to the ADA accommodations process for UCH employees is contained online: <http://equity.uconn.edu/accessibility/>

### **6.1.2. Residential Accommodation**

Employees who reside on University property and who wish to have an ESA in their University housing as an accommodation for a disability must request the University's permission to have the ESA in University housing. Permission will be granted only as an accommodation for a documented disability and must be arranged through the Americans with Disabilities Act (ADA) Case Manager at the Department of Human Resources prior to bringing the animal into University housing. The ADA Case Manager will determine whether the request represents a reasonable accommodation for a documented disability and should be granted.

The employee is not allowed to take an ESA into any other controlled spaces, including but not limited to the employee's work area, unless the employee has received express authorization to do so from the University. The ADA Case Manager may be contacted at (860) 486-2036 or [hr@uconn.edu](mailto:hr@uconn.edu). Information related to the ADA accommodations process for employees is contained online: <http://hr.uconn.edu/ada-compliance/>.

## **6.2 Students Requesting Permission for Service Animals or ESA's**

### **6.2.1. Service Animals**

Students are not required to receive permission from the University prior to bringing a service animal onto University property. The student may be asked whether the animal is needed because of a disability, and what work or task(s) the animal has been trained to perform.

If a student with a service animal plans to reside on campus, the student must notify the University of the need for a service animal's presence in advance of beginning residence on University property with the animal. Such notification allows the University to make appropriate arrangements, offer any necessary assistance prior to the student's arrival on campus, and to notify Public Safety of the animal's presence in case of an emergency. Students should contact Residential Life prior to bringing the animal into their housing at [livingoncampus@uconn.edu](mailto:livingoncampus@uconn.edu) or (860) 486-2926. Students may also visit <http://www.reslife.uconn.edu> for further information.

If a student needs any other accommodations while attending the University, documentation of the disability and a request for accommodations must be made under the procedures found at <http://www.csd.uconn.edu>. Students may also visit the Center for Students with Disabilities in Wilbur Cross, Room 204, or contact (860) 486-2020 or email [csd@uconn.edu](mailto:csd@uconn.edu) for further information related to accommodations.



UConn Health students may contact the Office of Institutional Equity (OIE) for any questions related to service animals, ESA's, or more generally related to accommodations. OIE may be contacted at (860) 679-3563 or [equity@uconn.edu](mailto:equity@uconn.edu).

### **6.2.2. Emotional Support Animals (ESA's)**

Permission to have an ESA may be granted only as an accommodation for a documented disability and must be arranged in advance through the Center for Students with Disabilities (CSD). CSD will determine whether the request represents a reasonable accommodation for a documented disability and should be granted. In making that determination, CSD (in connection with Residential Life for those students residing in residence halls), will consider:

- The size of the animal
- Whether the animal's presence would force another individual from that individual's housing (e.g., serious allergies)
- Whether the animal's presence would violate individuals' rights to peace and quiet enjoyment
- Whether the animal is housebroken or able to live with others
- Direct threat (currently or in the past) to the individual or others
- Past excessive damage to housing caused by the animal

A request for an accommodation must be made under the procedures found at <http://www.csd.uconn.edu>. Students may also visit the Center for Students with Disabilities in Wilbur Cross, Room 204, or contact (860) 486-2020 or email [csd@uconn.edu](mailto:csd@uconn.edu).

If approved, a student must have advance communication with Residential Life prior to bringing the animal into their housing. Students may contact Residential Life at [livingoncampus@uconn.edu](mailto:livingoncampus@uconn.edu) or (860) 486-2926. Students may also visit <http://www.reslife.uconn.edu>.

Students are not allowed to take ESA's in or on any controlled spaces other than their privately assigned living accommodations without specific advance authorization from CSD. ESA's cannot be left overnight in University housing to be cared for by anyone other than the handler absent permission from Residential Life. The handler must clean up after the animal, ensure that the animal does not disturb the peace and quiet enjoyment of others, and otherwise ensure that the animal is well cared for.

### **6.3 Visitors**

Visitors are not required to receive permission from the University prior to bringing a service animal onto University property. The visitor may be asked whether the animal is needed because of a disability, and what work or task(s) the animal has been trained to perform.

A visitor may contact the Office of Institutional Equity at [equity@uconn.edu](mailto:equity@uconn.edu) or (860) 486-2943 (Storrs and Regional Campuses); (860) 679-3563 (UConn Health) in advance if the visitor has any questions about the rules concerning the presence of a service animal or a service animal in training (as outlined in Section 5.3) at a specific event or in a specific location on campus.



## 7. Appeals and Grievances

Any individual who feels that he or she has been unfairly denied the ability to bring or maintain an animal on University property, may contact the Office of Institutional Equity at [equity@uconn.edu](mailto:equity@uconn.edu) or (860) 486-2943 (Storrs and Regional Campuses); (860) 679-3563 (UConn Health) or refer to <http://www.equity.uconn.edu> for further information.

## 8. Violations of Policy / Removal of Animal / Disruptive Animals

Access to University property may be restricted or revoked under the circumstances outlined below. Restrictions or exclusions will be considered on a case-by-case basis. The University reserves the right to remove or exclude an approved animal from University property if:

1. The animal poses a direct threat to health and safety
2. The handler does not maintain control of the animal, including but not limited to during any interactions with other animals
3. The presence of an animal fundamentally alters a University program
4. Improper/Inadequate care of the animal is exhibited, including if the animal is not housebroken
5. Damage or harm is caused by the animal
6. The handler violates any of the responsibilities as outlined in Section 5.6 of this policy

If the presence of an animal poses a direct threat to the health and safety of others, the University reserves the right to remove or exclude an animal from University property. In such a situation, Public Safety may be contacted to assist in the removal of the animal. In particular, if a handler's animal is disruptive in the classroom, the instructor may ask the handler and their animal to leave the classroom immediately. If a handler's animal is disruptive in the workplace, the handler's supervisor may ask the handler and their animal to leave the workspace immediately. If a handler's animal is disruptive at a University event, the event organizer may ask the handler and their animal to leave the event immediately.

Questions about a disruptive animal should be directed to the following:

- Center for Students with Disabilities (animals in the classroom):
  - Contact (860) 486-2020 or email [csd@uconn.edu](mailto:csd@uconn.edu).
- Department of Human Resources (animals in the workplace):
  - Contact (860) 486-2036 or email [hr@uconn.edu](mailto:hr@uconn.edu)
  - UConn Health HR Contact: (860) 679-2426
- UConn Health Contact (animals in practice areas, including JDH):
  - Contact appropriate medical staff (i.e. Supervisor or Nursing Manager)
- Residential Life (animals in the residence halls):
  - Contact (860) 486-2926 or email [livingoncampus@uconn.edu](mailto:livingoncampus@uconn.edu)
- Office of Institutional Equity (all other questions, including regarding visitors)
  - Contact (860) 486-2943 (Storrs and Regional Campuses); (860) 679-3563 (UConn Health) or email [equity@uconn.edu](mailto:equity@uconn.edu)

## 9. Exclusions

This policy does not apply to:

- Fish in aquariums no larger than ten gallons as follows:

- Within University housing, such aquariums are allowed without advance notice or permission;
- Within employee workspaces, such aquariums are allowed only with the express advance, written authorization of the handler's manager/supervisor. At any time, a manager may revoke approval for such an aquarium, requiring its immediate removal from the workspace; and
- The handler has responsibility for maintaining the aquarium in a clean and sanitary manner and for any damage caused by the aquarium. Animals other than fish are not allowed in such aquariums;
- University-maintained fish in aquariums of any size located in waiting rooms or other public areas of UConn Health facilities and maintained by UConn Health, including John Dempsey Hospital and University Medical Group;
- Animals used in Institutional Animal Care and Use Committee (IACUC) approved University research, education or testing Animals used in classes on campus, based on requests by faculty for such use. Such requests may be granted only upon showing that the presence of the animal is for a bona fide educational purpose, and such purpose is clearly delineated on the course syllabus as a central topic in class. Prior permission must be obtained from the academic unit head, the dean and/or the Provost's Office and the IACUC;
- Requests for the presence of animals within controlled spaces for non-educational purposes must be fully reviewed and approved by the Provost's Office or the Vice President of Student Affairs, or their designees. Such requests may be approved only upon a showing that there exists a well-developed program with defined parameters, to be administered by appropriately trained staff;
- Animals used in police, search and rescue operations on University property;
- Animals trained for and used in a clinical therapeutic setting on campus, such as a counseling center;
- Appearances by the official mascot of the University and/or official mascots of other institutions as approved by event organizers; and
- Animals accompanying individuals in clinical practice or patient care areas at UConn Health pursuant to the UConn Health Clinical Practice Procedures Regarding Animals.

Any questions pertaining to this policy may be addressed to the Office of Institutional Equity at [equity@uconn.edu](mailto:equity@uconn.edu) or (860) 486-2943.

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## Reportline

The University welcomes and encourages good-faith reporting of compliance concerns and/or seeking advice regarding compliance issues. Visit <http://audit.uconn.edu/reportline/> for more information.

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