UNIVERSITY Centennial Exhibits Series

Tagliatela College of Engineering then and now

Engineering Education

Industry in America is in its infancy and has only begun to grow. To care adequately for the new growth, refinements, and future developments, there is needed new strength and new ideas. In industry today the man who can present means whereby an operation may be made simpler and more efficient has greater possibilities of success than the man who worked out some of the earlier inventions and refinements. Our trade and technical institutions are filled to overflowing with young men who are eager to have a leading part in these new developments, but all that these institutions can do will not meet the demands. *Young men now actively engaged in industry must likewise prepare to assist those who are being more technically trained.*

Until recently those who desired to assume a position of leadership in industry entered in a minor position and worked slowly up through various departments until, after years of valuable but tedious experience, the details of the industry had been mastered. The highly specialized nature of modern production makes this process extremely difficult and almost impossible. To acquire that technical knowledge and skill which will enable one to make the best use of his abilities and advance most rapidly, means that the shop or technical experience must be supplemented by a thorough and systematic study of the fundamental principles of engineering. This will give:

1. A command over the basic underlying principles of engineering as a science.
2. The development of definite marketable skill through the application of these principles to typical industrial and engineering problems.
3. The development of a habit of thinking which assures clear logical analysis and sound judgment in handling engineering problems.

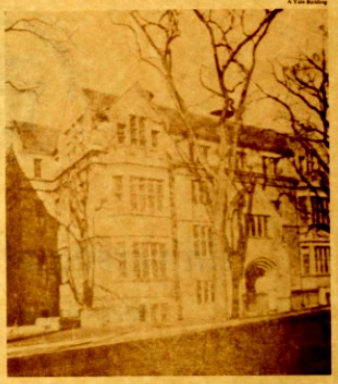
This training can best be secured by those who are now engaged during the day in industrial enterprises and who cannot leave their jobs to attend a day school, by attending evening schools of engineering under trained instructors who are leaders in industrial establishments.

(New Haven Division) was founded in 1920 to assist men who are employed during the day and yet who keenly desire an engineering education which will supplement their practical experience.

The school does not claim to give the student the same degree of training that he would get if he went to a day technical school of university or college grade. On the other hand, the student will find this training of inestimable value in helping him to assume a more progressive position of leadership in his chosen field of industrial employment.

A GROUP OF ENGINEERING STUDENTS, 1925-1926

The History of The University of New Haven

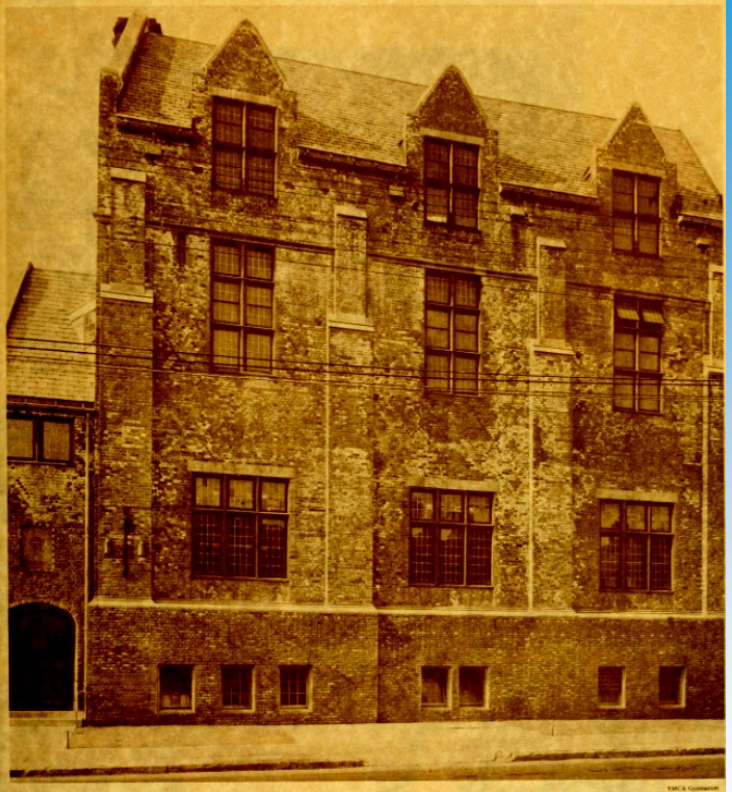

A Yale Building

The University of New Haven first originated as an educational institution in the period following the termination of World War I. In 1920 when the need for adult education was apparent, Northeastern University organized the New Haven Division of its University and located it at the Young Mens Christian Association of New Haven. The first years enrollment into the vocational courses was approximately 225 students.

The University set up three departments at this time; the Engineering Department, a Commerce and Finance Department and a Preparatory Department, which was known as the Northeastern Preparatory School. This program started with less than fifty students and when in 1925 when it became New Haven Preparatory School enrollment had grown to about one-hundred and seventy-five.

In May of 1926 the institution changed and names, under the laws of the State of Connecticut. The New Haven Division of Northeastern University and general administration of the Preparatory School was turned over to and re-named as the New Haven College. Within five years later Yale University recognized the college's real need for space and facilities and thus generously donated the Sheffield Scientific School of Yale at the disposal of New Haven College for evening classes. In 1930 Yale also allowed us the use of several other buildings and classrooms including; Winchester Hall, Dunham Lab, Leet Oliver Hall, Hammond Metallurgical Lab and the Engineering Mechanics Hall. The YMCA's gymnasium was also being used for sporting activities. At this time under Ellis C. Maxcy Director of New Haven College, the College offered evening instruction in Business, Engineering, Liberal and Applied Arts.

Student organizations and activities consisted of such groups as the Student Council, at which today is the Day Student Government, the New Haven College News, a monthly newspaper and today a weekly publication and monthly student assemblies; lectures given by business and professional people.


YMCA Gymkhana

The New Haven College program of studies in Engineering, Accounting and Business Administration was accredited in 1935 by legislative act of the State of Connecticut and authority was granted to offer the Associate in Science degree. In the year 1940-41 the New Haven College became known as the New Haven YMCA Junior College. During the 20 years of growth from 1920-1940 the college had developed two strong departments — The Engineering Department and the Department of Accounting and Business Administration. Two other departments had also been developed, one offering unit courses of a college level and the other offering additional preparation for admission to college.

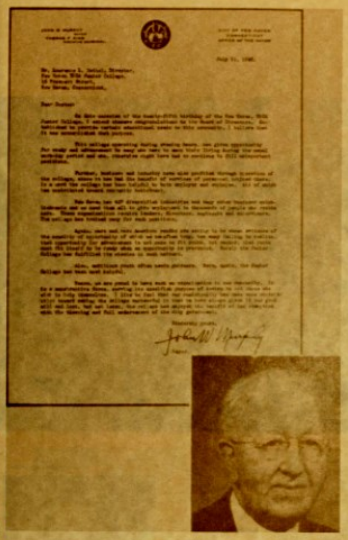
When New Haven College had reached its 21st year it had four year programs of study in Accounting, Business Administration, Mechanical and Electrical Engineering and Building Construction Engineering.

In 1945 the New Haven YMCA Junior College celebrated its 25th Anniversary as an educational institution. Congratulations came from all over including the Mayor of New Haven and the President of Yale. At this time Lawrence Bethel was Director of New Haven YMCA Junior College.

In 1945 New Haven YMCA College was still exclusively an evening college. Maybe even the only one of its kind at this time. By this time it had also trained 7,500 regular college students and 8,000 special war training students. During this time the college offered an Associate in Science in the Division of Business (Accounting and Business Administration), Division of Engineering (Aeronautical, Electrical, Material and Mechanical) and Division of Management (Personnel Supervision and Industrial Administration).

From Oct. 1940 until July 1945 the college also carried the responsibility for the administration of special war training courses with cooperation of Yale. These courses were designed to provide education at the collegiate level to meet specific war needs. They were sponsored by the United States Office of Education and were discontinued following V-E Day.

1928 Engineers



Letters of Congratulations

1920's & 1930's Classes

Chemistry

Physics

Mechanical Drawing

1952 marked the first class in the School of Executive Development (SED); a four year program for mid-level executives for the development of additional understanding. Division of the college were at this time four separate divisions; the Division of Advanced Technical Studies, the Division of General Studies, the Division of Special Studies and the School of Executive Development all of which were degree granting.

Again the college goes thru a name change and becomes New Haven College and the Junior College section is for Associate in Science degree only.

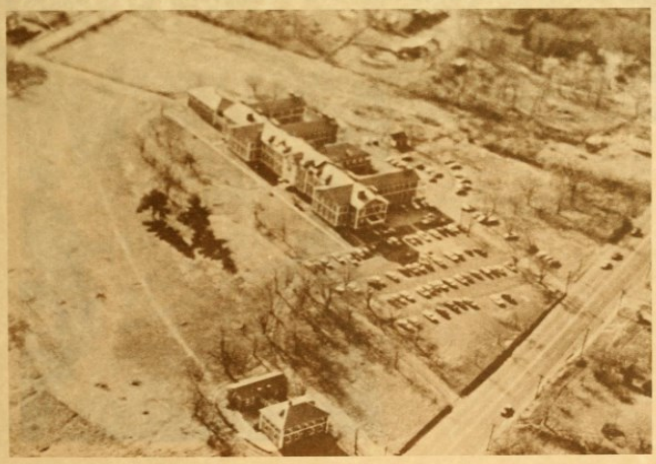
In 1954 President Bethel is granted a leave of absence and in 1955 Marvin K. Peterson becomes the new president of New Haven College.

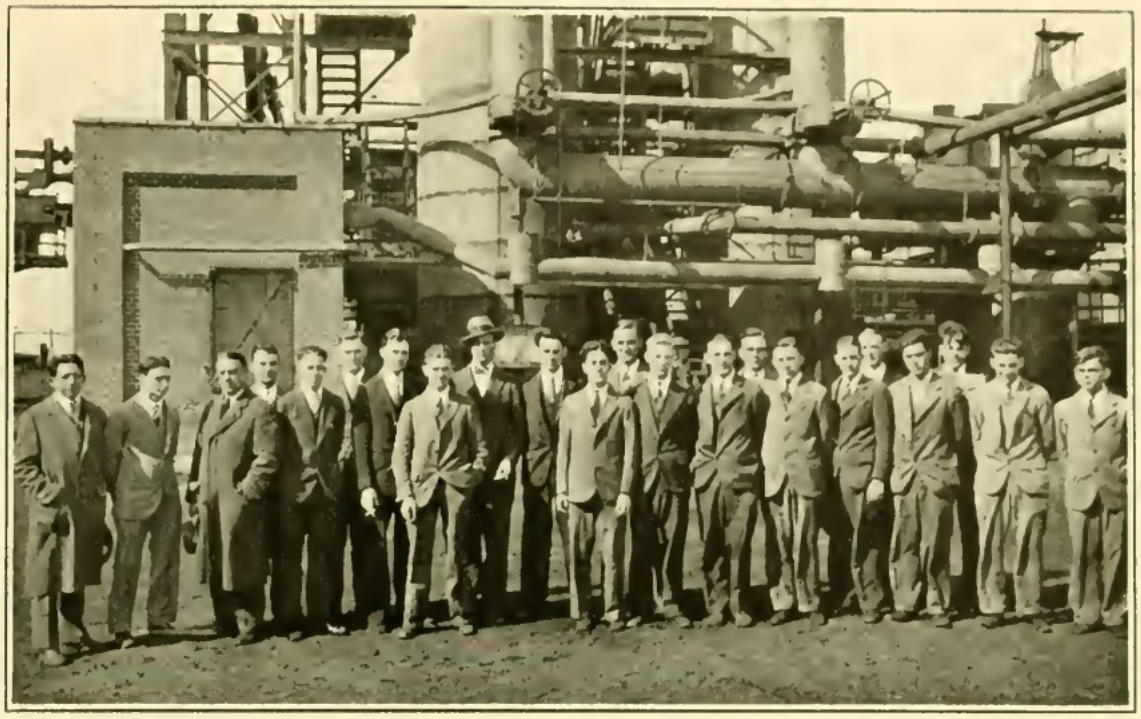
New Haven College in 1960, acquires its own campus in West Haven, only after a series of run-ins with the neighbors. The West Haven residents were quoted as saying "we are willing to take any legal action to block the bid of the New Haven County Home Building by New Haven College." After many disagreements the land and building was finally sold to New Haven College even though they were the lowest bidder. So in 1960 New Haven College found a home of its own. Only two years had passed before 26 more acres of land were purchased, which is now North Campus.

The New Haven College expanded its grounds tremendously in the 60's, adding the Engineering Building, the Student Center Building, the Graduate Building, and later other land and buildings were added to the list.

In 1969 the Graduate School was developed, having several different areas of study, in Business Administration and Engineering.

Finally in October of 1970 the Board of Governors of New Haven College voted to change the name to its present one; The University of New Haven. This was approved by the State of Connecticut and today we enjoy University status.





ENGINEERS ON AN INSPECTION TRIP

DRAWING CLASS

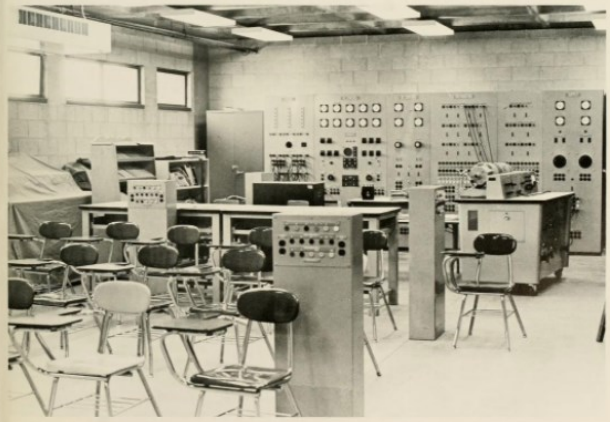
GROUND BREAKING FOR ENGINEERING-SCIENCE BUILDING - Nov. 30, 1966

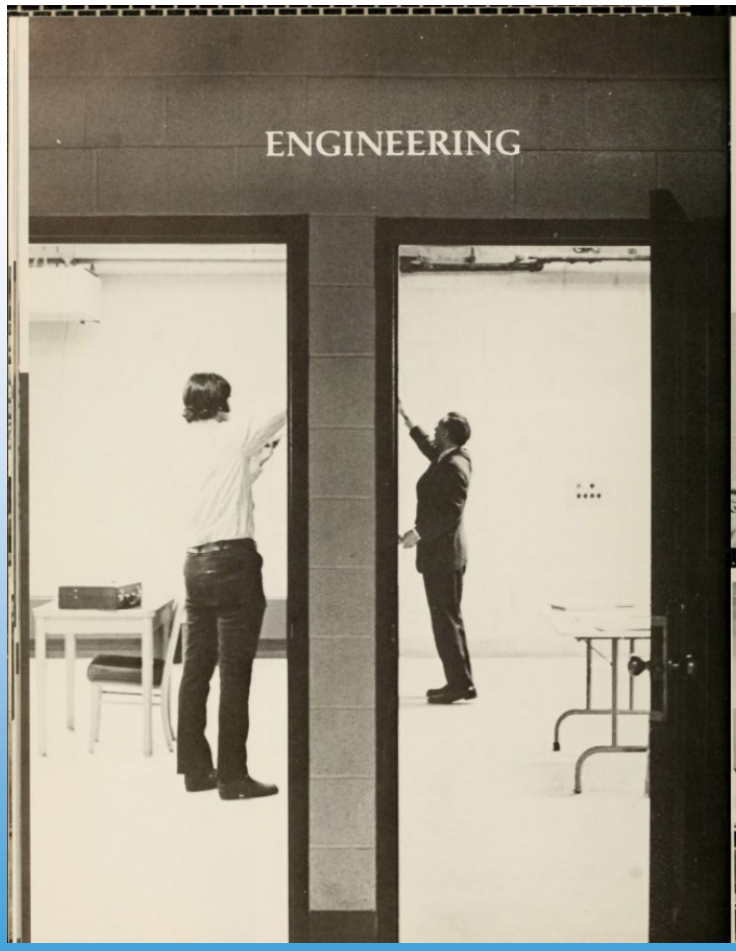
LEFT TO RIGHT:

1. Ralph D. Hyard, NHC Director of Purchasing, Buildings and Grounds
2. E. Stanley Moss, Chairman of the Board of Edwin Moss & Son, Inc., contractor
3. Thomas C. Warner, Jr., NHC Director of Engineering
4. Edwin Moss 3rd, President of Edwin Moss & Son, Inc., contractor
5. Roland M. Hixler, Chairman of the NHC Board of Governors
6. Herbert M. Noyes of Davis, Cochran and Miller, architects
7. NHC President Marvin K. Peterson
8. Norman I. Botwinik, Chairman of the Building Committee of the NHC Board of Governors
9. Henry F. Miller, Architect, of Davis, Cochran and Miller
10. Paul M. Kaplowitz, President of the NHC Day Student Council

Engineering Building

Perhaps the most simplistically designed structure on the entire campus, as well it may be — for it houses, as it's name suggests, the Engineering Dept. There are several offices, science and communication labs, and classrooms. Off one of the EE classrooms is a smaller room, where "Nomad", the second of UNH'S computers, lives. Unlike the Data Center computer, Nomad — if you know the right words to type — will devistate your ego by defeating you at chess, tic-tac-toe, and a number of other skill games, as well as solving engineering problems.





If one were to ask all the students at UNH what course offered the toughest academic requirement at the institution, the resounding answer would most certainly be that of the School of Engineering.

No student at the school must work any harder or study more diligently than Engineering students, and although in recent years the enrollment of the Engineering School has gone down some, it is still an extremely strong part of the University.

Students in the Engineering School have their choice of such Engineering majors as Civil, Electrical, Industrial,

UNIVERSITY OF NEW HAVEN

INSIGHT

SPRING 1990 VOL. XII NO. 3

Construction for Engineering Wing Underway

When Norman I. Botwinik, chairman of the university's Board of Governors, dug his shovel into the mound of earth where the new wing for the School of Engineering would be built, it was a very special moment. (See photo on page 2.) Twenty-seven years ago, Botwinik, as chairman of the board's building committee, presided over a similar ceremony—only at that time it was the Student Center, the first new facility on the then recently acquired West Haven campus, that was to be built.

At the February 22 groundbreaking, Botwinik—joined by Phillip Kaplan, university president; Francis Schneiders, chairman of the Fund for Engineering and president of Enthone/OMI; and M. Jerry Kenig, dean of the School of Engineering—formally kicked off the construction of a $1.7 million addition to the Jacob F. Buckman Hall of Engineering and Applied Science. Over a year in the planning, the addition will consist of 10,000 square feet of state-of-the-art academic space spread over three floors. The expansion, slated for completion for the start of the next academic year, includes classrooms, modern manufacturing and human factors laboratories in support of the university's industrial engineering curricula, work and study areas, offices and meeting rooms.

The plan also entails the reconfiguration of several sections of the existing building to allow for the provision of new laboratory and office space for the university's chemical and civil engineering programs.

FIP Construction Inc. of Cheshire, an arm of The FIP Construction Corporation, serves as the general contractor while the TPA Design Group of New Haven is the architect for the project. Both firms have previous experience in campus building efforts, having undertaken major projects for several area colleges.

"This new facility adds significant strength to our commitment to serve our students and the community in the areas of engineering design and manufacturing," said President Kaplan, commenting on the addition. "It will help maintain UNH in the forefront of undergraduate and graduate education in engineering and related sciences."

"This new facility adds significant strength to our commitment to serve our students and the community in the areas of engineering design and manufacturing"
— President Kaplan

The artist's rendering, above, shows the new wing to be added to the School of Engineering's Buckman Hall. The expansion, now underway, will include classrooms, laboratories, work and study areas, offices and meeting rooms.

Concurrent with the construction activities at Buckman Hall, renovation work is currently underway at two other sites on campus. A general facelift is in progress at several of the university's residence halls for upperclassmen, at an estimated cost of $1.5 million. Work on these buildings, which is targeted for completion by fall 1991, includes painting, carpeting and upgrading of the entryways and kitchens of Parc Vendome and Olympic Heights residence halls. Upgrading and repairs also have begun at Harugari Hall, which houses the School of Hotel, Restaurant and Tourism Administration.

All three projects are part of a series of campus improvements currently underway, including the recent installation of an updated new telecommunications system, the installation of a new VAX 6220 mainframe computer, the upgrading of the university's entire computer network, and extensive renovations of the North Campus gymnasium.

New Engineering Wing Dedicated

The dedication of the new wing of the Jacob F. Buckman Hall of Engineering and Applied Science, home of the UNH School of Engineering, officially took place the morning of October 20, as alumni, faculty, students and friends of UNH applauded the event. With a snip of the scissors, a robot, on loan from the university's industrial engineering and computer science department, cut a length of blue and orange ribbon, symbolizing the official opening of the facility, which has been operational since September.

Chairman of the UNH Board of Governors Norman I. Botwinik opened the brief ceremony, held during the university's annual Homecoming festivities, by expressing his pride in the university's continued growth during its 70 year history.

University President Phillip Kaplan echoed these sentiments and traced the growth of the university's School of Engineering, which has been an integral component in the university's expansion. The School, which offered only associate degrees in its infancy, currently offers nine undergraduate and four master's degree programs. To keep pace with the needs of UNH students, Buckman Hall was built in 1969, said Kaplan.

"The engineering programs at the university enjoy a fine reptuation for both breadth and quality," said Kaplan. He then read a letter from Mrs. Clarice L. Buckman, a major donor after whose late husband, Jacob, Buckman Hall is named. Mr. Buckman was co-founder of Enthone, Inc., a major area corporation.

Next, M. Jerry Kenig, dean of the School of Engineering, discussed the importance of engineering education and focused on the advantages the wing's new laboratories afford students. He also recognized others, including Provost Alexis Sommers and Vice President for Finance Frederick Fischer, for their roles in bringing the construction of the wing to fruition. The 15-minute ceremony concluded with an open invitation to tour the new wing.

The $1.75 million addition houses classrooms, modern manufacturing and human factors laboratories and other facilities in support of the university's engineering programs.

NEW ENGINEERING EQUIPMENT — August 7 was a red-letter day for the School of Engineering when two high-performance computer workstations valued at $61,000 were delivered to the Computer-Aided Engineering Center. The units were donated jointly by Digital Equipment Corporation (DEC) and SNET. Here, DEC senior technical consultant Tom Woerner (seated) points out features of the new software to Academic User Services Specialist Dan Laudano, left, and Mechanical Engineering Professor Richard Stanley, right.

Fall 1990 **Vol.XIII,No.1**

INSIGHT (ISSN 089-6314) is published quarterly by the University of New Haven. Second Class Postage paid at New Haven, CT, publication number USPS 496-870. Postmaster: Please send form 3579 to Public Relations Dept., University of New Haven, P.O. Box 9605, New Haven, CT 06535-9996.

INSIGHT is compiled by the UNH Public Relations Department.

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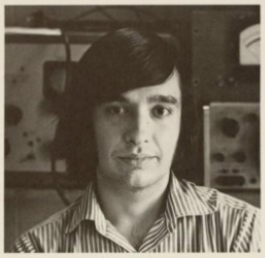
National Society of Black Engineers

The UNH Chapter of the National Society of Black Engineers is one of 250 chapters nationwide. NSBE has three main goals and objectives. The first is to stimulate student interests in various engineering disciplines. The second is to strive to increase and retain minority students studying engineering and the sciences at an undergraduate level. The third is to encourage and advise minority youth in the pursuit of an engineering career.

THE INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS, INC.

Chairman	Leamon Moore
Vice-Chairman	Robert Russo
Secretary	Ronald De Rosa
Treasurer	Dennis Meligonis
Advisor	Dr. Stephen Grodzinsky Associate Professor Electrical Engineering



Bob Russo, Vice-Chairman

Dennis Meligonis, Secretary

The purpose of I.E.E.E. is the dissemination of knowledge (by a program of lectures, projects, etc.) of the theory and practice of all aspects of electrical engineering, electronics, radio, allied branches of engineering or the related arts and sciences, as well as the promotion of the professional development of the student.

CHEMICAL ENGINEERING CLUB

EVENING	DAY
Marlene Bialecki	Mary Ann Papa
Robert Cirillo	Jim Campisi
Nancy Sage	Juan Cadavid
James Macci	Wan Abdullah
Robert Ha	David Madumadu
Bennett Yalartai	Herren Ton
Ed Komarnicki	Slavica Grogin
Donna Cedroni	Frank Paul
	Laura Cadavid
	Jim Macci

The Student Chapter of the American Institute of Chemical Engineers was formed to develop the technical skills of future engineers by introducing them to industrial processes in the area. Plant visits, outside speakers and career development are subject of interest to all students and these are just some of the activities of the Chemical Engineering Club.

AMERICAN INSTITUTE OF INDUSTRIAL ENGINEERS

John Bianchi
Grayson Gregory
Scott Haburay
Dr. Ira Kleinfeld
Elaine Rihn

Live + Learn

UNH SUCCESSFULLY INTRODUCES NEW PILOT PROGRAM TO EASE FRESHMAN ENGINEERING MAJORS INTO THE RIGORS OF COLLEGE LIFE

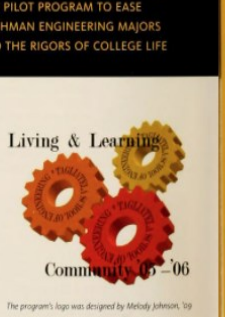
Leaving the security of home and the familiarity of friends for the first time is sometimes as daunting as it is exciting for college freshmen.

Mix in a tough academic course of study, bustling dormitories, an unfamiliar neighborhood, hundreds of new peers, and dozens of new faculty members, and the stress can be downright scary.

A pilot program that began this year in the Tagliatela School of Engineering successfully softened those stresses for 15 freshmen in the rigorous engineering program and is likely to be expanded to other majors because of the rave reviews by students and faculty.

The Living-Learning Community, developed by administrators at the suggestion of UNH President Steven Kaplan, puts engineering students in the same dormitory wing, gives them easy access to tutors, exposes them socially to engineering professors, and gets them out in the community together for fun activities.

"They're coming from high school where most of them have been spoon-fed," said Jean Nocito-Gobel, assistant professor of civil and environmental engineering and coordinator of this year's Living-Learning Community. "For that reason, the first year can be very stressful. The idea is learning outside the classroom in hopes of improving success inside the classroom for the first year."



The program's logo was designed by Melody Johnson, '09

The unofficial results of the first year are in: happy, high-achieving students; low dropout rate, and most of all, close friendships that are likely to endure.

"It was great to have that comfort zone in the beginning," said student Michael Monico, 18, a mechanical engineering major from North Haven. "I still would have been able to get through (without the program), but it would have been more challenging...knowing everyone so well makes it easier."

The first step for students in the program was arriving on campus a weekend early to give them a chance to bond and move into the dormitory before things got crazy with the flood of students and start of school. That weekend, with staff guiding, the group had dinner together and embarked on some fun, ice-breaking activities, including a ropes course for team building and a trip to Dadd's Extreme Sports, where go-kart rides and miniature golf please kids of all ages.

"The nice thing is, they were already moved and settled in before school began," Nocito-Gobel said. "It's all about forming bonds and feeling like, 'I belong here.'"

Engineering students were chosen for the pilot because along with all the other stresses of starting college, their academic program is tougher than most. As part of the Living-Learning Community, students have two tutors in the dorm at their disposal Sunday through Thursday from 7 p.m. to 9 p.m. Few of the students tapped that resource in the beginning, but after mid-terms, that all changed, Nocito-Gobel said.

"It's amazing to have a tutor at your fingertips," said Jason Zurita, 18, an electrical engineering student from Long Island.

Zurita said that because he and others in the program lived in such proximity to one another – just across a hallway – they often studied together. Since they have the same core requirements (and because of some administrative juggling) students often share the same classes. Typically, students aren't housed by academic area, and seeking help from peers is difficult because it means searching other dorms.

"They learn from each other; there's no doubt it's collaborative learning," Nocito-Gobel said. "They're enjoying the perks of living together."

> "THEY LEARN FROM EACH OTHER; THERE'S NO DOUBT IT'S COLLABORATIVE LEARNING. THEY'RE ENJOYING THE PERKS OF LIVING TOGETHER."
>
> –JEAN NOCITO-GOBEL, ASSISTANT PROFESSOR OF CIVIL AND ENVIRONMENTAL ENGINEERING

Zurita remembers how he studied for a test with Michael Monico and came to realize there was important information each had overlooked in the materials. Nocito-Gobel said that sometimes it's easier for another student than for a professor to pinpoint where a student is having a hard time understanding.

"Two brains are better than one," Zurita said with a smile.

Melody Johnson, 19, a chemical engineering student from Massachusetts, said the upperclass student tutors were helpful beyond, say, showing how to hammer out a calculus problem.

CONTINUED >>

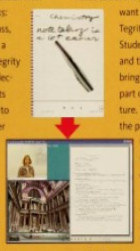
» TEGRITY SMARTENS UP UNH CLASSROOMS AND STUDENTS «

Some of the smart classrooms at UNH are approaching brilliant status with the addition of Tegrity, a software program that records lectures and all the information the professor presents through electronic, digital, or computer means, such as PowerPoint presentations.

The cutting edge software that is likely to be encountered by students in the Living-Learning Community through Pauline Schwartz's chemistry classes, sets UNH apart from other area universities because UNH students are among the first to use the system.

Schwartz, associate professor of chemistry and chemical engineering, has emerged as a huge proponent of Tegrity, partly based on student feedback and also future possibilities.

Here's how it works: At the beginning of class, the professor turns on a microphone and the Tegrity software, delivers the lecture, and then it all gets uploaded for students to access on the computer blackboard that is part of the e-learning network. The system includes digital pens and special notebooks students use that help them locate where in the lecture a specific topic was mentioned. For example, say a student has something in his or her own notes about the year 1918 that they want to review on the Tegrity recording. Students can enter 1918 and the program will bring them right to that part of the professor's lecture. The next step after the pens are put into use will be to capture on video all that goes on in the classroom.



Students with a less than perfect grasp of English have told Schwartz how useful Tegrity has been to them because they can listen to a lecture a second time and get more out of it. It's also been a fabulous tool, she said, for students who miss a class or even those who just want to go back to prepare for a test or quiz.

"There are some aspects of it that are a wonderful teaching tool," Schwartz said. "We've yet to evaluate if it's a good learning tool."

Schwartz said that as this technology catches on at universities – and she's sure it will – debates are bound to emerge over whether the recorded lectures are the intellectual property of professors or of the school.

For now, she and the students are caught up in enhancing the classroom experience.

"The tutors gave good advice, like which teachers are good or fit in with your style of learning," Johnson said.

But this year, there were also more direct ways to get to know the professors. As part of the program, one semester there were two pizza parties and a barbecue so staff and students could mingle.

"Involvement with the faculty is a good thing; it starts to bridge the gap that exists between the students and faculty," said chemical engineering professor Michael Collura. "I think the (Living-Learning Community) is a great concept and we should continue."

Students say that living together in the same dormitory wing has had many immeasurable benefits. Aside from having a supportive ear and study help just a knock on the door away, they all have treasured the relatively quiet environment, free of the common college dorm scene, they say, of drinking and partying. The environment and convenience have helped motivate them, students said.

> "FOR FIRST-YEAR FRESHMEN COMING IN, IT WAS A GOOD EXPERIENCE. A LOT OF THEIR LEARNING AND HELPING EACH OTHER HAPPENED OUTSIDE THE CLASSROOM."
>
> –PATRICIA CHRISTIANO, DIRECTOR OF RESIDENTIAL LIFE

"In the other freshman dorm they sometimes go wild in the hallway," said Alex Racicot, 18, a mechanical engineering student also from Massachusetts. "Since we're all serious students a lot of us don't get wild. It's quiet during the week, and we need it to be quiet or we can't get our work done."

Patty Christiano, Director of Residential Life, said that although there is program tweaking to be done, one of the best measures of success is that the 15 engineering students who remain in the Living-Learning Community this year want to live together again next year, even though the formal program will be over for them.

"For first-year freshmen coming in, it was a good experience," Christiano said. "A lot of their learning and helping each other happened outside the classroom."

Many in the test group have also become fast friends – something no amount of administrative planning could have accomplished. They play cards, watch movies, take trips to the mall, and even meet for breakfast three days a week.

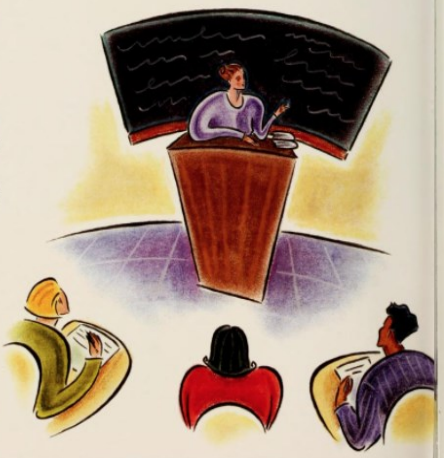
Success begets success. In September 2006, freshman forensic science students will have such a program, as well as the next engineering class. Forensic Science was chosen because that, too, is a no-nonsense major, administrators said.

Students in the program and faculty members have met to reflect on the first semester and agreed that the concept is a hit, even though there are places for improvement. Students suggested more interesting field trips. Last semester they went on a trip to the Consumer's Union National Testing and Research Center in Yonkers, N.Y. Spring semester they visited Sonalyst.

"We want to expose them to things outside of the technical," Nocito-Gobel said.

Students in this year's Living-Learning Community believe so strongly in the program benefits that some have agreed to pitch it in formal presentations to incoming freshmen and their parents. Many also have asked to serve as mentors next year.

"Overall, it's been a successful program; a positive pilot," said Rebecca Johnson, Dean of Students. "Research has shown students connected with faculty tend to persist and have a better learning experience....For our first effort, this was fine. It will grow." – BY PAMELA MCLOUGHLIN



» THE PIONEERING STUDENTS OF THE LIVING-LEARNING PILOT PROGRAM «

Students in the Living-Learning Community, or the LLC as it's called on campus, took a series of trips to local industries and other organizations to meet with real-life engineers. The students, above, are on a field trip to Sonalyst in Waterford, CT, a company involved with a variety of programs and products ranging from classified work for the military to movie production and music studios. Left to right: Brian Francisco; Osman Hajr; Jean Nocito-Gobel, assistant professor of civil and environmental engineering and the coordinator for the LLC; Melody Johnson; Michael Monico; Adam Conde; Carl Barratt, professor of mechanical engineering, who stepped in to coordinate the program second semester when Dr. Nocito-Gobel was on sabbatical. The photos, right, reflect the living/learning aspect of the program – students in their residence hall, eating pizza and meeting with faculty.

The LLC was so successful in the Tagliatela School of Engineering that another LLC has been created for the fall of 2006 for forensic science students studying in the School of Public Safety and Professional Studies.

UNIVERSITY OF NewHaven
ALUMNI MAGAZINE SPRING/SUMMER 2006

In This Issue

~ In U.S. News & World Report's 2021 "Best Colleges" rankings, the University is ranked #59 in the North region, up seven spots from last year and up nearly 40 spots from two years ago. The University was also recognized for its computer science and engineering programs, as well as its commitment to veterans. The rankings recognized the University's engineering programs, which were ranked in the top third of non-doctoral programs accredited by ABET, a leading organization that accredits programs in applied and natural science, computing, engineering and engineering technology, while the University's undergraduate program in computer science ranked in in the top half of computer science programs accredited by ABET. ~

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