

**Report to the University Senate on
Regional Campus Updates
John C. Volin
Vice Provost for Academic Affairs
September 30, 2019**

Avery Point Campus

UConn | AVERY POINT
... The University of Connecticut's Blue Gem



Avery Point provides exemplary undergraduate and graduate education in Southeastern Connecticut for a variety of majors and certificate programs with the advantage of smaller classroom sizes, individualized attention to students and a strong sense of community. Our interdisciplinary educational environment encourages faculty and staff to coordinate and collaborate across disciplines to make education meaningful, exciting and applicable to our lives. Unique coursework and programming addresses topics such as sustainable coastal ecosystems, marine and maritime policy and resource management, and integration of the natural, physical and social sciences, all with the purpose of meeting the educational and professional needs of the region while developing global citizens.

THE CAMPUS

- Established in 1967
- Sits on Long Island Sound at the mouth of the Thames River (bordered on three sides by water)
- Situated on 72 acres of land, containing 22 buildings totaling 347,331 square feet
- Our location provides the unique hands-on opportunity to participate in ocean-focused academic programs and learn sailing, kayaking, and safe boating

As the “blue gem” of the University of Connecticut, Avery Point is a global leader in Marine Research and Education. The campus’s Department of Marine Sciences is highly ranked at UConn for external research funding and nationally for both graduate and undergraduate research and education. The Maritime Studies program provides students with a unique educational experience that integrates disciplinary perspectives from the humanities and social sciences with a marine and maritime focus. English and American Studies programs offer students broader cultural contexts and complete Avery

Point's foundation for advanced STEM instruction in an environment that values and promotes the humanities and experiential learning. UCONN's blue gem campus is also home to important institutions and programs that augment marine and environmental research and education, including Connecticut Sea Grant, CT Institute for Resilience and Climate Adaptation (CIRCA), Mystic Aquarium Research Laboratories, National Institute for Undersea Vehicle Technology (NIUVT), Naval and Maritime Consortium, and Project Oceanology.

Avery Point, fulfilling UConn's role as a Sea Grant institution, is the University's center for ocean and coastal literacies. Coastal zones, where half of the world's populations currently lives, have become crucibles where human communities and natural forces converge. Avery Point's unique marine and maritime programs provide UConn students across all majors with the scientific, social, and humanistic education that both informed citizens and experts will need in order to face some of the globe's most pressing 21st-century challenges.

Rationale

Ocean and coastal literacies provide the fundamental knowledge needed to understand, analyze, and address issues that are both local and global, such as:

- Urbanization, greenhouse gas production, and global warming
- Sea level rise and hardening of coastlines
- Globalized movement of capital, labor and commodities
- Forced and voluntary migration and human rights
- Historical, artistic, and emotional relationships to coasts and seas
- Geopolitics and legal regimes of polar regions, islands, the deep-sea floor and other unique coastal and oceanic geographies
- Economic development of highly populated, dynamic coastal regions
- Marine natural resource distribution and consumption
- Cultural heritage management and preservation on land and underwater
- Coastal zone management and marine spatial planning

Human choices, behaviors, and infrastructures, concentrated in growing coastal population centers, are shaping coastal and global natural processes. Those in turn manifest themselves more strongly along coastlines than elsewhere. Educating students to recognize and comprehend this feedback loop linking human communities with physical forces prepares them for 21st century citizenship.

ACADEMIC PROFILE

<u>Four-Year Undergraduate Programs</u>	<u>Minors</u>
American Studies	American Studies
Bachelor of General Studies (BGS)	Anthropology
English	English
Marine Sciences	History
Maritime Studies	Marine Biology
Launching Platform for 100+ majors	Maritime Archaeology
	Native American and Indigenous Studies
	Oceanography
	Women’s, Gender, and Sexuality Studies

Graduate and Professional Programs

- Oceanography (both MS & PhD)
- Engineering – Masters in Engineering (MENG)
- Nursing – Certificate Entry into Nursing (CEIN)
- Teacher Certification Program (TCPCG)... STEM – Special Ed (in partnership with LEARN)

By the numbers

- 630 Current Total Enrollment¹
 - 559 undergraduate
 - 70 graduate
- 16:1 student-faculty ratio
- 47% first-generation students
- 22% students of color (self-reported, 60% response rate)
- 86% first year retention rate

Research

- Grantsmanship (2018)
 - 99 Active grants & contracts (total funds of approximately \$22.9M)
 - Marine Sciences ranked top in College of Liberal Arts and Sciences for awarded grants (> \$13M)
 - Diversified funding sources (>10)
- Scholarship
 - >200 Published peer-reviewed papers (2016-2018)

¹ source: Fall 2019 10th Day university Census (frozen 9.9.19)

- Faculty with numerous prestigious awards (e.g. National Science Foundation Career, Office of Naval Research Young Investigator, University Corporation for Atmospheric Research Early Career, Fulbright Scholars, Fellows of Scholarly Societies including American Association of Advancement of Sciences)
- Facilities and Staff
 - Modern research equipment to support interdisciplinary research in chemical, physical, & biological oceanography/marine sciences
 - Exceptional research & administrative staff supports marine research & teaching enterprise

Avery Point is home to:

- UConn's Department of Marine Sciences
 - Research Vessel Connecticut
 - Rankin Seawater Laboratory
 - Long Island Sound Integrated Coastal Observing System (LISICOS)
 - Coastal Laboratory for Atmospheric and Marine Studies
- Connecticut Sea Grant
- Project Oceanology
- Connecticut Institute for Resilience and Climate Adaptation (CIRCA)
- Mystic Aquarium Research Program
- National Institute for Undersea Vehicle Technology

Highlighted innovative ocean/environmental focused experiential learning opportunities

- NSF Grant - Research Experiences for Undergraduates (Marine Ecosystem)
- Coastal Studies Lecture Series (public lectures on coastal issues)
- Sail Through the Night (on the Mystic Whaler)
- Alternative Break – Coastal Clean Up
- Ecology and Evolutionary Biology Camping Trip
- Eco Husky Fellowship
- Multiple course offerings in Sailing and Scuba Diving available to all students
- Internships (e.g. Mystic Seaport, Mystic Aquarium, Blue Heritage Trail, USS Niagara, Project Oceanology)

Highlighted Public Engagement

- UConn Early College Experience (ECE) programs throughout Southeastern CT (e.g. New London High School, the Williams School, Grasso Tech, Groton Schools)
- Cardboard Boat Race for ECE High Schools (500+ students in addition to Avery Point student, faculty, and staff participation)
- Quahog Bowl (H.S. Science Competition)
- Connecticut Sea Grant On-the-water workshop series
- Earth Day
- Read Across America
- Regional Night Sky Observation
- On-campus Ensemble in Residence Performances
- Coast Guard Band Concerts

STRENGTHS

- Home to Department of Marine Sciences (top ranking CLAS department for awarded research grants), Sea Grant, CT Institute for Resilience and Climate Adaptation, and other centers/institutes of marine and environmental research/education
- Access to service learning, experiential learning, and hands-on research laboratory for undergraduate students
- Strong student experience (e.g. friendly and nurturing campus environment, personal attention from faculty and staff that strive to position students for personal and professional success, navigable support systems)
- Number of partnerships and level of participation with regional community and business organizations (e.g. Mystic Aquarium, Mystic Seaport, Women's Business Development Council, local government and non-profit organizations)

OPPORTUNITIES

- Continue to advance academic program offerings through school, college, and department partnerships.
 - Introduce new four-year programs: Environmental Studies, Psychology, Communications, and Human Development & Family Sciences.
 - Add additional course offerings and majors to meet the unique needs of southeastern CT, including degree completion programs
- Find additional ways to support faculty research based on or directed to regional needs and circumstances
 - Off-Shore Wind research, regional education/lecture series, industry conference
 - Continue to foster collaborations with UConn colleagues and regional partners to address naval and maritime advancement opportunities
 - Military and governmental programming
- Offer degree completion programs that attract, retain, and graduate people in the region with special emphasis on military personnel and families that have stopped out of higher education
- Physical plant and grounds infrastructure positioned to allow for expansion

CAMPUS GOALS

GOAL: Recognize excellence in teaching, expand research opportunities and promote scholarship

- Expand promotion of and incentives for excellence in teaching on campus
- Elevate support for growth in research opportunities
- Diversify opportunities for undergraduates to participate in rich and varied research
- Demonstrate value and recognition for non-traditional forms of scholarship

GOAL: Increase undergraduate, graduate and post-baccalaureate enrollment

- Expand 4-year degree program offerings at Avery Point (e.g. Environmental Studies, Psychology, Communications, Human Development & Family Sciences)
- Enrollment Management and the staff/faculty at Avery Point will continue to work to understand campus enrollment trends, needs, and refine the campus enrollment growth strategy
- Reinvigorate the Bachelor of General Studies (BGS) program on the Avery Point Campus

GOAL: Faculty & staff development - Increase the quality and number of development opportunities for faculty, instructional support staff and administrative staff

- Advance an environment and culture that encourages training and professional development to maximize performance
- Create awareness of and generate participation in teaching & learning workshops, seminars and presentations
- Expand resources and support for quality teaching at Avery Point

GOAL: Advance the physical campus through exploration of:

- Possible public, private, partnership residence hall including collaborative learning and living spaces
- Support for updating campus master plan
- Progression towards permanent accessibility to campus facilities in place of temporary systems/solutions
- Long-term planning for a new academic building and facilities to meet the needs of growing space demands (e.g. centers, institutes, lab space, visiting Storrs faculty, industry research and partnerships)

GOAL: Partner with the UConn Foundation to increase our visibility in Southeastern Connecticut with the goal to bolster our fundraising abilities. These activities will build upon prior activities (e.g. Women Leaders Making a Difference, UConn Day of Giving) and establish new initiatives for athletics and the scholarship program.

- Finalize the endowment for the Roger Bidwell Scholarship
- Secure funding from local business to support Avery Point Scholarships
- Reinstate an annual golf tournament as an athletic program fundraiser
- Develop criteria for athletic hall of fame selection and begin planning for future induction event

Hartford Campus



Campus Director: Mark Overmyer-Velázquez
Associate Campus Director: Nadine Brennan
Assistant Campus Director: Katherine Martin
Finance Director: Stephen Marchillo
Date: July 11, 2019

Executive Summary – Priorities

With two years and the transition to a new urban campus behind us, in the 2019-20 academic year UConn Hartford will focus efforts on advancing our mission of academic excellence in the context of urban and community-based, collaborative learning and research. With an increase in the undergraduate retention rate and enrollment, continued growth in first-choice campus applications, development of a new interdisciplinary research initiative, and establishment of community and corporate partnerships, UConn Hartford is building on its early successes.

Our priorities for the coming year are integrated, mutually constitutive elements that strategically build on and advance our current strengths in the core areas of our mission: undergraduate education, research, external funding and community collaborations.

Advancing Undergraduate Student Success

Our top priority continues to be the improvement of undergraduate access, achievement, and retention in the context of a highly diverse student population. To support student success at UConn Hartford and in the students' transition to Storrs, we have launched a new Academic Achievement Center; are enhancing

existing resources: W and Q Centers to increase tutoring for students in accounting, economics, and chemistry; and are developing new support units: Biology Center and Student Center with a focus on intersectional diversity and equity.

Fostering Research Excellence

Building on the outstanding scholarship in Social Work, Public Policy, Business, Urban and Community Studies and in other Hartford-based units, we are leveraging the campus's proximity to state and local governments, corporate entities, and non-profit and arts organizations to enhance research productivity and serve the wider community. With the support of the Provost's Office, the Sustainable Global Cities Initiative (SGCI) is moving forward with a 1 ½ year assessment phase to determine financial and scholarly sustainability, with the goal of establishing an interdisciplinary university research institute that will enhance UConn's research excellence.

Securing External Funding

In addition to catalyzing new research and teaching initiatives, the campus's strategic location affords new funding opportunities. We continue to support and develop community assets (corporations, businesses, not-for-profit organizations) in the service of our urban-based education. Leveraging initial gifts from the Mortensen Foundation (1M) and Travelers (250K), we have received additional commitments (e.g., Guttenplan Memorial Scholarship, 600K; Marfuggi Memorial Scholarship, 100K) and have several other private, corporate and foundation prospects under development.

Building Community

Community partnerships are central to our academic mission. Our strategic location and commitments to community allow us to connect faculty and students to learning, research and internships in the city and build university partnerships with corporations and not-for-profits. As a prime example of this, our shared space and collections and programmatic collaboration with the Hartford Public Library integrates us not only in the city center, but also throughout the capital's neighborhoods.

Campus Overview

With the move from West Hartford to downtown Hartford, the faculty and staff at UConn Hartford have built upon the campus's historical strengths while leveraging exciting new possibilities our new location in the state capital affords.[1] Aligned to the University's mission and core values, UConn Hartford connects its diverse student body to teaching, research, and service in and about the global city. With a vision of academic excellence focused on community-based, collaborative learning, UConn Hartford plays a critical role in advancing the University's commitment to innovation, leadership, global engagement, and cultural and intellectual diversity. With the majority of Connecticut and the world's population living in cities, UConn Hartford is ideally located to help our faculty and students better understand and engage the rich opportunities and challenging inequalities of urban life.

UConn Hartford offers undergraduate classes in 36 departments and masters, doctoral and certificate programs in five disciplines. Academic offerings span seven schools and colleges (Agriculture, Health and Natural Resources; Business; Education; Engineering; Fine Arts; Liberal Arts and Sciences; Social Work). Students can complete majors in English, Human Development and Family Sciences, Business Administration, Business Data Analytics, Psychological Sciences, Urban and Community Studies, and new majors in Digital Marketing & Analytics, Financial Management, and Social Work. The student U-Pass CT which provides free, direct CT Transit bus service between Hartford and Storrs has new bi-

campus curricular, teaching, and research opportunities. With additional service provided this year, students and faculty are increasingly traveling between campuses, prompting us to consider the advantages of this new proximity.

Our campus workforce has a variety of budget and reporting lines, some fully in Hartford and others centralized in Storrs. Temporary (adjunct) faculty teach most of our classes. APiR, tenured and tenure-track faculty vary in their teaching and research commitments. We expend over ninety percent of our total budget on salaries and benefits for our faculty and staff. We are carefully examining current curricular structures and offerings, which are the major drivers of our budget with a direct relationship to the delivery and success of our educational model. While we will continue to provide students with a broad array of introductory GenEd classes, we are expanding and deepening Hartford-relevant curricula, including internships and city-based and service-learning classes.

Advancing Undergraduate Student Success

UConn Hartford has a highly diverse undergraduate population. With a large first-generation (49%) and minority (54%) student body, including sizable Muslim and veteran populations, our campus community and classrooms greatly benefit from this diversity. Since many of our students come from educationally under-resourced communities, our student support staff work diligently to provide them access to much-needed academic services.

With increased enrollment (up 21% in 2018-19) and continued growth in first-choice campus applications to UConn Hartford, we are providing additional resources to support students whether they complete their degrees in Hartford or Storrs. We continually are working with University Admissions & Enrollment Planning and Student Affairs to determine how we can improve student retention and transition to the much larger and less diverse Storrs environment.

To support student success at UConn Hartford and in the transition to Storrs, we are enhancing existing resources: W and Q Centers; and developing new support units: Biology Center and a Student Center with a focus on intersectional diversity and equity. In partnership with the Institute for Student Success and First Year Programs, we inaugurated an Academic Achievement Center (AAC) at UConn Hartford. The AAC follows a mission of, “assisting students in attaining their academic and personal goals by providing a comprehensive, personalized array of programs, resources, and services which enhance skill development, effective decision-making, and personal transitions to and within the university setting.” In addition, to address food insecurity among our students and their families, this fall we are partnering with Foodshare Connecticut to open a food pantry on campus. Our students also receive personal support through the mental health Case Manager, wellness programming, disability services, and access to an interfaith and reflection space. Our Career Services staff are working with community partners to create more student employment opportunities for students on and off campus.

We embed these student support initiatives within a campus-wide commitment to diversity, equity and inclusion, and community engagement. We understand that having and being in a diverse urban community is a critical asset of our campus. To support this commitment, we offer staff and faculty regular diversity training and community engagement opportunities. Incentive grants are available to develop related research, curricular, and programmatic initiatives for faculty and students.

Fostering Research Excellence

Building on scholarship in Social Work, Public Policy, Business, Law, Urban and Community Studies and other Hartford-based units, the new Sustainable Global Cities Initiative (SGCI) leverages the campus’s proximity to state and local government, corporate entities, other regional academic institutions, and non-profit and arts organizations to enhance research productivity and serve the wider community. SGCI will

serve as a collaborative research hub that integrates and enhances the global urban studies scholarship and community practice of UConn Hartford's faculty. It will promote the study of cities, and their global engagement, in Connecticut—especially Hartford—the United States, and abroad through scholarly research and provide research outcomes relevant to promoting healthy, sustainable, and democratic urban futures. The SGCI director is assessing the initiative's long-term scholarly and fiscal sustainability and will present a proposal to the Provost's Office in fall of 2019 for its permanent status as a university-level research institute (see Appendix).

We also are deepening our commitment to the arts as part of UConn Hartford's urban-integrated curricula and research initiatives. With the School of Fine Arts, last academic year we established a new Visual Arts Practitioner-in-Residence position to coordinate arts curricula, research, and programming between campus faculty and students and Hartford's arts community. Similarly, we are finalizing a community partnership with Hartford's HartBeat Theater Ensemble. Finally, for fall 2019 with the School of Fine Arts we are developing an MFA in Fine Arts Administration at the Wadsworth Museum Atheneum.

Securing External Funding

Our beautiful new campus, successes in student advancement, new research initiatives, and community collaborations have attracted considerable interest from corporate, private and foundation donors. To fund scholarships and research, we are working with the first UConn Hartford campus-dedicated Foundation Director of Development and her colleagues to cultivate and steward new and existing donor possibilities, including:

- Mortensen Family Foundation (\$1M)
- The Travelers (\$250K)
- 21st Century Grant with Hartford Public Library and Public Schools (\$450K: \$90K X 5 years)
- Joseph R Marfuggi Memorial Scholarship Fund for Leadership in Urban and Community Studies (\$100K)
- Arthur and Annette Guttenplan Memorial Scholarship Fund (\$308K scholarship; Planned giving: \$300K; Total Giving: \$608K)
- Nancy Kline and James Trail (\$50K to Kline Trail Families' First Gen Opportunity Scholarship and \$25K to Support-A-Husky Hartford)
- Proposed: United Bank naming of AAC (\$125K)

Building Community

The Associate Campus Director is leading efforts to establish a campus-wide vision and mission on community engagement. Student, faculty and staff partnerships with Hartford community organizations enhance learning and research opportunities and bring positive change to individuals, organizations, neighborhoods and/or larger systems in our community. We challenge our students to apply these experiences to their academic success, civic development, personal and career growth and a deeper understanding of larger social issues.

Over the last year, we have focused on post-secondary academic access and anti-poverty initiatives including food insecurities and homelessness. In the fall semester, we will launch our after school program associated with the co-sponsored CT government 21st Century Grant received with the Hartford Public Library. Additionally, UConn Hartford collaborated with UConn Alumni, Hartford Yard Goats and Bear's BBQ to host a Footwear with Care event to support Hartford's homeless. Over 400 men, women and children received brand new sneakers, socks, backpacks, toiletries and a hot lunch from Bear's.

Alongside the capital region's 10 other colleges and universities, UConn Hartford quickly has become an active participant in the emerging "Hartford as a college town" development championed by residents, business leaders, and local and state politicians. We are a member of the Hartford Consortium for Higher Education.

A busy co- and extra-curricular event and program schedule, mostly open to the public, is indicative of our ability to utilize the Hartford campus to highlight our academic offerings. Demand to host events in Hartford has increased from community partners and UConn colleagues from Storrs and elsewhere. UConn Hartford's beautiful campus serves both as a functional and symbolic space for the University. While maintaining its primary use as an academic site, we have started to utilize the buildings and strategic location to generate new revenue for the campus. Attracting significant university-wide, public, private, and political attention, maintenance of our state-of-the-art facility is critical.

Senior campus leadership has cosponsored grant applications with the Hartford Public Library and Public Schools and serves on a number of high-profile boards, including Leadership Greater Hartford; Hartford Foundation for Public Giving; Hartford Public Library; Hartford Consortium for Higher Education; MetroHartford Alliance; Boys and Girls Club of Greater Hartford; iQuilt, and Capitol Region Council of Governments.

A wide range of Storrs-Hartford campus collaborations is integral to our administrative and fiscally efficient operation. Dynamic examples include partnerships with CETL (instructor training); Honors Program (undergraduate research); and Academic Achievement Center, IT, Centers for Students with Disabilities and Career Development, Police, Library, Facilities (oversight and training).

Strategic Investment and Growth

Research and Revenue Generation

- Obtain research grants and indirect costs revenue through a new research unit, Sustainable Global Cities Initiative (Institute, see Appendix)
- Build on success of Hartford Foundation for Public Giving, Travelers, Mortensen Family, and other campus donations to bring in additional foundation, corporate, and private funds for research and student scholarships
- Utilize campus buildings and strategic location to generate rental income for corporate and community event
- Grow summer and winter session program offering
- Create a Summer Academy with UConn's Early College Experience and Student Support Service to not only generate revenue but also provide academically successful rising juniors and seniors in Hartford and our region opportunities to take courses during the summer
- Collaborate with School of Engineering and Trilogy Education Services to run fee-based coding boot camps for professionals in the regio
- Work to secure clients to rent the industrial kitchen in the lower level of HTB. We have started related discussions with the Food Services departments of the Hartford Public Schools, Hartford Public Library, and the not-for-profit food bank, Hands on Hartford.

Campus Expansion

Expanding enrollment and research will require additional campus space. In support of our community-engaged educational mission, the university might consider building-out some of the collocated retail units in our main building at 10 Prospect Street. Responding to the need for additional classroom, research, and programmatic space on campus, the following is an initial list of potential uses and

corresponding revenue-generation potential of the spaces. Any new space also would provide additional opportunities for private and corporate donor naming and support.

- Classrooms (expanded enrollment, tuition revenue)
- Research Space for SGCI, SSW, DPP (indirect costs from grants; internship and employment opportunities for students)
- Community/Research Health Clinic (clinic fees, indirect costs from grants; internship and employment opportunities for students)
- Programmatic/Community Partnership Space (rental fees, offset current campus rental costs; internship and employment opportunities for students)

In addition, in a similar fashion to UConn Stamford, the university should consider the merits of constructing residential dorms for our students in Hartford.

Hartford-focused Faculty Hires

Schools, colleges, and departments will benefit from collaborating with the Hartford campus as a primary location for urban research, teaching, programming, and summer programs that impact the academic success of our diverse region. To realize this benefit, it will be important to make new and restructure existing faculty hires to permit movement across campuses for teaching and research that takes advantage of our strategic location and unique resources.

UConn Hartford Student, Staff, Faculty and Program Data

First Year Applicants Directly to UConn Hartford 2017-2018

Fall 2017	Fall 2018	Increase
322	358	11.2%

First Year Enrollment Increase

Fall 2017	Fall 2018	Increase
521	629	21%

Minority Student Enrollment Increase

Fall 2017	Fall 2018	Increase
290	328	13.1%

Five-year Undergraduate Enrollment Increase

2014	2015	2016	2017	2018
1278	1281	1211	1246	1398

UConn Hartford Undergraduate Diversity – Fall 2018

White	494
Asian	231
Hispanic or Latino	210
Black or African American	181
Two or more Races	36
American Indian or Alaskan Native	2
International	19
Unknown	22

Faculty – Fall 2018

Tenure-Track	18
APiR / IiR	20
Staff	12
Adjunct	70
Graduate Instructor	19
<u>Total</u>	<u>139</u>

Other Faculty (approx.)

School of Social Work	45
School of Business (GBLC)	72
College of Liberal Arts & Sciences (DPP)	33
Neag School of Education (MA & TCPCG)	5
School of Fine Arts (MFA Administration)	2
<u>Total</u>	<u>157</u>

Staff

Staff (see org. chart)	63 FTE
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Other Staff (approx.)

School of Social Work	16
School of Business (GBLC)	19
College of Liberal Arts & Sciences (DPP)	6
Neag School of Education (MA & TCPCG)	1
School of Fine Arts (MFA Administration)	0
<u>Total</u>	<u>42 FTE</u>

Undergraduate Majors Offered at UConn Hartford

English
Human Development and Family Studies
Individualized and Interdisciplinary Studies
Psychological Sciences
Urban and Community Studies
Business Administration
Business Data Analytics
Digital Marketing Analytics
Financial Management
Social Work
General Studies
Fast-Track in Public Policy

Graduate Programs at UConn Hartford

College of Liberal Arts and Sciences - Department of Public Policy

Master of Public Administration
Master of Public Policy
Master of Arts in Survey Research
Nonprofit Leadership Program
Online Graduate Certificate in Survey Research
Online Graduate Certificate for Nonprofit Leaders
Public Financial Management Certificate
Leadership and Public Management Certificate
Joint Masters Degree Program in Public Administration (MPA) and Public Policy (MPP) and Latino and Latin American Studies.
Joint Masters Degree Program in Program in Public Administration (MPA) and Public Policy (MPP) and Survey Research (MASR).

School of Social Work

Master of Social Work
PhD Social Work

School of Business - Graduate Business Learning Center

MBA – Full-time, Part-time and Executive
MS in Business Analytics and Project Management
MS Financial Risk Management

Neag School of Education

Teacher Certification Program for College Graduates
Master in Curriculum and Instruction
Master in Educational Psychology

School of Fine Arts

Master of Fine Arts Administration (fall 2019)
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Graduate Students (approx.)

School of Social Work	352
School of Business (GBLC)	1,301
College of Liberal Arts & Sciences (DPP)	158
Neag School of Education (MA & TCPCG)	38
School of Fine Arts (MFA Administration)	13
<u>Total</u>	<u>1862</u>

Appendix

Sustainable Global Cities Initiative

Dr. Robert Wilson, Interim Director

With the support of the Provost's Office (\$192K), the Sustainable Global Cities Initiative (SGCI) is moving forward with a 1 ½ year assessment phase to determine financial and scholarly sustainability with the hope of establishing a university research institute located at the UConn Hartford campus.

Mission

To promote (1) the study of cities and their global engagement in Connecticut, the United States, and abroad through faculty and student research and (2) the integration of the research outcomes into public discussions of strategies to build just, healthy, and sustainable cities.

Vision

The Sustainable Global Cities Initiative (SGCI) at UConn Hartford aspires to be a university-wide interdisciplinary research unit investigating questions relating to cities and new models of urban life that identify and address key challenges faced by cities in Connecticut and around the world, with the goal of enhancing UConn's research capacity and scholarship.

Goals

- Support interdisciplinary scholarship across the university on urban topics and cities, and the mobilization of resources—financial, human, and space—needed for this work;
- Showcase pioneering, publicly relevant research on global cities and their futures in the state capital and elsewhere;
- Leverage UConn Hartford's proximity to key stakeholders (policymakers, businesses, and community organizations) to catalyze urban-focused research and contribute to the University's growing research portfolio;
- Support existing efforts of Hartford-based partner organizations through collaborative, interdisciplinary research and teaching;
- Enhance the rapidly growing reputation of UConn Hartford by highlighting its role as a primary center for research at UConn.

Why Cities?

Spheres of social creativity — ranging from arts and culture to community initiatives to science and technology — as well as a growing share of the world's wealth generation processes are increasingly located in metropolitan areas. Diversified urban economies with high levels of human capital are especially well positioned for innovation and growth. Cities, however, must simultaneously grapple with very complicated issues of human capital development, health, public safety, affordable housing, social exclusion, and neighborhood stability. Equity issues in cities, especially for residents with disadvantaged backgrounds and immigrant communities, and avenues for intergenerational mobility require inclusive economic development. As cities search for innovative and sustainable approaches to promote development and prosperity for their populations, public universities, including UConn, are increasingly responding to these issues.

Why UConn?

Urban areas have many advantages and opportunities for UConn's research and public service agendas. UConn, with three urban campuses in a state with an 85% urban population, has considerable research capacity that focuses, or could be focused, on city-related topics, spanning numerous schools, colleges, and research centers. UConn's contributions involving research and training of graduate students harbor incredible potential for improving the quality of life for urban residents and promoting technological and economic development that 21st century cities need.

Purpose and Activities of the SGCI

The SGCI will maximize UConn's urban-related research and outreach efforts by identifying, connecting, and supporting scholars and experts and marshaling UConn's resources to increase research capacity. A dedicated interdisciplinary work space like the SGCI would be uniquely positioned to support research on expansive topics like urban sustainability and could lead to new research agendas on emergent topics like the "Smart Cities" movement. The SGCI will attract new researchers and provide infrastructure for existing researchers through seed grants and post-doc support. Past efforts of UConn, such as the Convergence Awards for Research in Interdisciplinary Centers, provide a model for creating research networks on urban research (see Table 2). The SGCI will be a catalyst for new partnerships with external institutions, which will also provide new local, national, and international opportunities for UConn research. Finally, the SGCI will actively promote these initiatives through social media, original podcasts, and a website featuring a portal to an up-to-date searchable database.

Sources of Support

To fulfill the aspirations of a university-wide unit, multiple deans need to be engaged and persuaded to support the SGCI. This will be accomplished by identifying faculty members and centers in schools and colleges with urban-related research interests. With the support of deans, the conversation will shift to key members of the central administration and university offices such as Global Affairs. Funding support will be sought within the university as well as through external grant competition, foundations, and governmental agencies. Formal recognition and support by the university will facilitate building relationships and securing external funding.

Additional Items to Highlight

- Bold new campus vision: urban, collaborative, community engaged*
- Piloting new initiatives for potential university-wide implementation
- Expanding undergraduate Engineering program
- Piloting intro Arabic language and culture program
- Sponsoring participatory budgeting program for undergrads
- Collaborating with Obama Foundation Youth Leadership Program
- Analyzing undergraduate campus change
- Rebuilding of UConn Hartford alumni network

[1] For purposes of this overview, UConn Hartford consists primarily of the staff, faculty, and spaces at 10 and 38 Prospect Street and at the Hartford Public Library. Other Hartford-based UConn units and their faculty and staff also are active academic partners in the wider campus. These units include the School of Business's Graduate Business Learning Center, Rudd Center, Health Disparities Institute, and Analytics and Information Management Solutions.

Stamford Campus

UConn | STAMFORD



Who We Are

The “Jobs” Campus

- Top 25 R1 education in an intimate urban educational environment
- UConn’s largest undergraduate regional campus, in the most high profile and economically productive county in CT
- Educate in the classroom, and with experiential learning opportunities that help students prepare for future careers

Advantages for UConn Stamford

- Less than an hour to NYC
- Student housing
- Downtown location
- Stamford as business center
- Diversity and culture
- Intellectual and human capital: UConn, Fairfield County, NYC

Our Students

(Fall 2018):

- 2624 total enrollment
 - 1977 undergraduate
 - 647 graduate
- 55% students of color
- 45% first-generation students
- Majority of students from Stamford/Fairfield County

Residence Halls

- Residential program growth
 - Fall 2017: 261 students, 1 building
 - Fall 2018: 424 students, 2 buildings
 - Fall 2019: 485 students, 3 buildings
- Residence halls attract more students, who have higher expectations for academics, residential life, and overall student experience.

Enrollment Growth

**UNIVERSITY OF CONNECTICUT
Stamford Campus Enrollment**

UNDERGRADUATE	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Degree	1336	1430	1382	1670	1858
Non-Degree	149	134	125	126	119
Total	1485	1564	1507	1796	1977
Total International	87	102	108	113	125
GRADUATE (3 Business Programs)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total	465	535	594	630	647
Total International	125	186	254	278	304

Academic Programs

- Start and finish in Stamford
 - 14 undergraduate majors
 - 3 graduate degrees in Business
- Top undergraduate majors:
 - Digital Media and Design
 - Business (4 different majors)
 - Biology
 - Psychology
 - Economics
- New B.S. in Computer Science
- Adding Communications in Fall 2020

List of Undergraduate Majors

- Business Administration
- Business Data Analytics
- Certificate of Entry into Nursing
- Computer Science
- Digital Marketing & Analytics
- Digital Media & Design
- Economics
- English

- Financial Management
- General Studies
- History
- Human Development and Family Studies
- Political Science
- Psychology

**Adding Communications in Fall 2020*

Preparing Students for the Workforce/Experiential Learning

Examples Include:

- Digital Media and Design
 - Strategies for Business
 - Web Development
- Digital Media CT (summer training)
 - 3 Masters Degrees in Business
- Financial Risk Mgmt.
- Business Analytics & Project Mgmt.
- Part-time MBA
 - Computer Science
 - Minor in Accounting
 - Professional Certifications

Experiential Learning:

- Hundreds of Internships
- Agency and Learning Accelerator projects
- Network of donors, alumni, and Friends of UConn in Fairfield County and NYC, provide mentoring, leadership, and other professional development opportunities
- Ready to enter workforce upon graduation

Community Engagement

Non-Profit:

- Business Council Fairfield County
- Downtown Special Services
- Mayor's Office, City of Stamford
- Stamford Public Schools
- Stamford Public Education Foundation
- Fairfield County Community Foundation
- Stamford Family YMCA
- Stamford NAACP
- Ferguson Library
- Stamford Health

Corporate (select):

- Google
- Synchrony Financial
- Indeed.com
- NBC Sports
- Blue Sky Studios
- Datto
- FactSet
- WWE
- RBS/NatWest Markets
- Pitney Bowes
- Charter Communications

New Initiatives

- Hiring tenure-track faculty across schools in FY20 & FY21
- Innovate Stamford
 - Summer 2019 & 2020
 - 50 summer internships with stipend & housing for undergraduates at prominent Stamford companies
- Summer Housing for Non-UConn student interns in Stamford
 - 60 students housed in Summer 2019
 - Resource for businesses in Stamford and Fairfield County
 - Strengthening HR pipeline into Stamford / Fairfield County / CT
- New Honors Program
- Synchrony Digital Technology Center
- Fundraising for scholarships, paid internships, study abroad, and more

Strengths and Opportunities

Strengths

- Clear message and identity
- Location
- Loyal staff and faculty, committed to UConn *and* Stamford
- Expertise and institutional knowledge in myriad areas
- Support from Storrs
- Support from regional municipalities

Opportunities

- UConn Stamford = “NYU of Connecticut”: major urban higher education presence, impacting CT, NY, and beyond
- Expand physical presence (academic and residential)
- Build on core strengths in business, digital media, computer science
- Work with industries to train current employees navigating change, while preparing future workforce in our students
- Public-Private R&D (TIP Digital, Werth Institute, others)

- Codify network of alumni, donors, and other supporters
- Create high-powered experiential learning program, i.e. Northeastern University
- Programs for International Students

Vision for the Future

Create unified center for research and innovation

- The Werth Institute in collaboration with OVPR can create a new unit to provide student startups with digital media, computer science and School of Business support
- Build industry partnerships to understand and act upon current and future needs.
- Create degrees and credentials for students and workforce.
- Increase and expand the University's research agenda and extramural opportunities.

Potential for New Programs:

- Nursing, allied health, nutritional sciences, and masters degrees in education.
 - Campus would have base strengths in Digital/Tech, the Liberal Arts, Business, Health and Human Services, and Education.
 - Areas of need; socio-economic impact; built on UConn's strengths.
- Nexus of activity: flexible, interdisciplinary; experiential learning, faculty research.
- Extend UConn's reach and impact: engage donors, alumni, and external partners; advance mission and vision for what UConn can do as a top research university.

Waterbury Campus



Overview

The University of Connecticut at Waterbury was established in 1942 as an Extension Center to address the educational needs of students in the surrounding areas. It has grown steadily to become a full-service regional campus that meets the continued and varying demands of almost 1000 area students.

The Waterbury campus provides educational access and excellence to hundreds of students annually from Connecticut’s northwest corner, the greater Naugatuck Valley, and the New Haven and Danbury areas. The campus offers an extensive array of programs as well as the opportunity for students bound for undergraduate degree programs at Storrs to complete the first or second year of course work at the Waterbury campus. The campus also offers post baccalaureate options in Nursing, Education, and Business.

The Waterbury campus boasts the largest first generation student population of all the regional campuses. In the fall 2018 semester almost half, 49.9%, of our undergraduate students were first generation. This was up 44.6% from five years earlier.

First Generation Enrollment - Regional Campus Comparison

	AVYPT Total %	HTFD Total %	STFD Total %	WTBY Total %
Fall 2018	222 542 41%	665 1396 47.6%	854 1858 46%	419 840 49.9%

Undergraduate and Graduate Academic Programs

- American Studies
- Business
 - Business Administration (BSBA)
 - Business Data Analytics (BSDA)
- English
- General Studies/Center for Teaching and Learning (CETL)
- Human Development and Family Sciences
- Psychological Sciences
- Urban and Community Studies
- Master of Business Administration (MBA)
- Teacher Certification for College Graduates (TCPCG)
- Certificate Entry into Nursing (CEIN)

Strengths and Initiatives

Waterbury Campus Faculty

Waterbury faculty have published books and peer-reviewed articles. Waterbury faculty are editors and peer reviewers. Our faculty are keynote speakers, presenters, panelists, panel moderators and panel chairs as well as departmental and professional society officers and committee members, University Senate and Senate Committee members, Advisory Board and Editorial Board members, student organization advisors, and supervisors for Field Studies, Service Learning, Independent Studies, and Internships.

Our faculty provide many opportunities for our undergraduate students, engaging them in undergraduate research that has led to a number of funding awards from both inside and outside the university. Through the support of our faculty, students have traveled throughout the country and the world to work on research projects and to present papers and posters at various academic conferences.

Retention

Retention efforts at the campus have been extremely successful. Efforts focus on supporting and retaining our academically challenged student population and include a comprehensive Scholastic Probation program, accessible academic resources in our expanded Tutoring Center and the campus's two consecutive absence policy.

Scholastic Probation

A student who is on Scholastic Probation will be notified via email and will be encouraged to schedule an appointment with the Probation Advisor by the first week of classes. The first meeting includes a discussion about what academic probation means for the students, issues that may have impacted grades in the previous semester, current study habits and work schedule, and the importance of using a planner. The student and the advisor review current major and career interests and discuss whether their current major is right for them. They create a plan for the semester including referrals to academic resources such as: the Writing Center, Tutoring Center, and Career Development. Students are encouraged to meet with the Probation Advisor every two/three weeks at least up to the 9th week withdrawal deadline.

Fall 2018

60 students on probation; 46 retained = 77%

46 of the 60 students met with probation advisor at least once = 77%

Of the 46 students who met with probation advisor, 37 were retained = 80%

Spring 2019

73 students on probation; 52 retained = 71%

67 of the 73 students met with probation advisor at least once = 92%

Of the 67 students who met with probation advisor, 48 were retained=72%

Tutoring Center

The Tutoring/Q Center offers peer and faculty tutoring for many of the first year STEM courses such as Accounting, Biology, Chemistry, Economics, Mathematics/Statistics, Psychology, and Spanish. In addition, a Study and Life Skills tutor is available to assist students with test taking preparation, note taking strategies, study skills, time management techniques and more. The Tutoring Center also provides students with computer access to useful links to academic resources, support with use of classroom technology (HuskyCT, Student Administration System, Google Apps), and printing services.

Fall 2018 Check-Ins = 966

Spring 2019 Check-Ins = 736

*Spark Board (WebEx Board) to be operational in 2019-20; will provide streaming access to Storrs Q Center tutoring/review sessions

Two Consecutive Absence Policy

The "Two Consecutive Absence" policy involves all faculty and designated staff at the Waterbury Campus. Faculty notifies the Registrar of any student who has missed two consecutive classes. The Registrar alerts the Academic Advisor who tries to make contact with the student. The Advisor identifies the student issue, refers to resources, and/or assists with course withdrawal.

Food Insecure Committee

The issue of food insecurity among college students has been gaining national attention in the last several years. Because of the alarming statistics, coupled with a round table discussion with Congresswoman Johana Hayes on the Waterbury campus, the Waterbury Campus Mental Health Resource Center surveyed the student population to gain a better scope of the issue at the Waterbury campus. The survey was distributed through email to all undergraduate and graduate students. There were 104 responses to the survey. Out of this small sample of students that responded, 40.2% indicated being food insecure. The question on the survey that directly asks about food insecurity stated, "While a student at UConn has there ever been a time when you did not have enough food for yourself or your household?" After careful consideration of the results, the Waterbury Campus Food Insecure Committee was developed to address what appears to be a significant issue on campus. The committee was established in July 2019 with committee members from Student Services, Mental Health Resource Center, Student Support Services, Admissions and campus administration. The committee has begun to address the issue of food insecurity with the following initiatives:

- Inviting a local vendor to sell low cost lunches to students once a week. The vendor has agreed to sign up for Husky Bucks along with accepting cards and cash.

- A “Grab and Go” station is being explored to provide students with a complimentary snack daily. Partnership with the Connecticut Food Bank is being explored so that the committee can purchase snack items at a reduced rate.
- “Food for Thought” events throughout the semester are planned. The first event is scheduled for October 31, 2019. Faculty and staff will serve the meal to students to foster more engagement and relationship building with the students on campus.
- Committee is assisting the management at the campus’s private off campus residential building, the Brown Building, to set up a “food closet” for the residents that live in the building.
- Committee has developed a relationship with the local food pantry, Greater Waterbury Interfaith Ministry, to provide emergency food items to students in need. A direct line of access to the food pantry has been established with the campus’s Mental Health Resource Center.

David and Joan Reed Faculty Fellowship

Through the very generous donation of Dr. David Reed and his wife Joan, the David and Joan Reed Faculty Fellowship was established for the Waterbury campus. This endowed gift of \$1 million to the University allows for the fellowship to bring UConn’s best faculty to teach at the Waterbury campus. The key criterion for selection of the fellowship recipient is excellence in teaching. The first Reed Fellow was named in the 2015/2016 academic year.

Academic Year	Reed Fellow	Course
2015/2016	Professor Mitchell Green, Philosophy	Problems of Philosophy
2016/2017	Assoc Prof Roger Travis, Literature, Cultures, & Language	Classical Mythology
2017/2018	Professor Regina Barreca, English	British Literature II
2018/2019	Assoc Prof Shareen Hertel, Political Science/Human Rights	Intro to Human Rights
2019/2020	Assoc Prof Stephen Dyson, Political Science	Intro International Relations

Osher Lifelong Learning at UConn Waterbury (OLLI)

- 800+ Lifelong learning members
- \$1 million endowment from Bernard Osher Foundation
- \$1 million David and Joan Reed Faculty Fellowship
- \$25,000 Capacity Building Grant – Bernard Osher Foundation (May 2018-June 2019)
- \$6,000 grant-Connecticut Community Foundation, Greening of Waterbury project (2019)
- \$1,500 grant - Connecticut Community Foundation (Spring 2018 Open House)

Opportunity and Growth

New Undergraduate Academic Major

- Allied Health Sciences – Standard Plan
- Allied Health Sciences – Health Sciences Concentration

Feeder to Current Post Baccalaureate and Graduate Degree Programs

- CEIN/BS – Nursing Accelerated Second Degree Program
- TCPCG/MA – Teacher Certification
- PMBA

Opportunities for Potential Expansion

- Individualized and Interdisciplinary Studies: Health Related Majors
- Allied Health Sciences – Healthcare Administration
- Health Care Management

Waterbury: The Allied Health Campus

Starting in fall 2020, Waterbury will be the regional campus of choice for students interested in pursuing Allied Health.

- 46% of Waterbury entering freshmen are enrolled in majors related to Allied Health
- Faculty excellence-award winning teachers: EEB, MCB, CHEM, PHYS, HDFS, PSYC
- Current academic offerings support the Allied Health expansion
- Private dorm-style housing across from the campus
- Increased collaboration with the community with particular interest in working with Waterbury and Saint Mary's Hospitals to allow for student internships, teaching opportunities, and professional development
- Increased interest of transfer students from Community College
- Serves as a pathway to post-baccalaureate programs already in place including the Certificate Entry Into Nursing, Masters of Business Administration, and the Teacher Certification Program for College Graduates
- Strength in regional employment market

Challenges

Faculty Retirements and Faculty Relocation

- As of the end of FY16, the campus lost five full-time faculty positions
 - only 1 refilled as of FY19
 - plans to refill a 1.5 position for FY20
- The campus lost one APiR to a relocation to the Hartford campus at end of FY17
- Since 2008, the campus experienced a net loss of 10.5 full-time faculty positions (both APiR and tenure/tenure-track)
- Loss of tenure/tenure-track positions
 - 2005/2006, 21 tenure/tenure-track positions at Waterbury campus
 - 2008/2009, 19 tenure/tenure-track positions at Waterbury campus
 - 2018/2019, 12 tenure/tenure-track positions at Waterbury campus

Loss of faculty has a negative effect on our academic offerings and our student experience and is reflected in metrics such as the student to faculty ratio. Based on OIRE Leadership Dashboard data, Waterbury's

overall student to faculty ratio increased from 30 to 1 in fall 2016 to 38.1 to 1 in fall 2018 and is the worst of all UConn campuses even when comparing only undergraduate faculty and student enrollment.

Student to Faculty Ratio for Undergraduate Students and Faculty

	Avery Point	Hartford	Stamford	Waterbury
Undergraduate Student/Faculty Ratio	19.2 to 1	35.4 to 1	31.3 to 1	37.2 to 1

Full-time Faculty Counts – Including Graduate and Undergraduate Faculty

	Avery Point	Hartford	Stamford	Waterbury
Faculty FTE	39.4	42.5	63.5	22.5
Tenured	25.0	18.8	20.5	11.0
Tenure-track	7.0	4.0	9.0	1.0
Non-Tenure Track	7.4	19.7	34.0	10.5

With heavy reliance on adjuncts and graduate students, courses are scheduled based on instructor availability and not on student need. This creates scheduling problems for our students, particularly those who rely on public transportation outside of the city of Waterbury. The campus also suffers from the inability to develop a strong academic community due to the heavy reliance on part-time faculty and graduate students.

Staff Retirements and Low Levels of Staffing

In the last three years, the Waterbury campus has lost three professional staff members to retirement and one position to a layoff. The campus has lost three facilities positions and only one position recently replaced. The campus is also down three police officers and to date none of those positions have been refilled.

- 13.3% decrease in staff FY17 to FY19
- 43.8 to 1 student to staff* ratio

*all undergraduate academic and student services staff

Declining Enrollment

Freshman enrollment increased from fall 2013 to fall 2018 by 44.5%. This fall 2019 semester data, however, shows freshman enrollment dropping by 24.8% from fall 2018. While this is still an 8.7% increase over fall 2013 data, the dip in freshman enrollment is of concern.

First Semester Freshman Enrollment

Year	Enrollment
Fall 2013	218
Fall 2014	275
Fall 2015	223
Fall 2016	249
Fall 2017	312
Fall 2018	315
Fall 2019	237
Increase	35
% change	+8.7%

Junior and Senior Declining Enrollment

While our freshman enrollment numbers have risen since 2013, our overall enrollment struggles to keep pace. This is due to our upper division student enrollment which is decreasing significantly.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Lower Division (Freshmen and Sophomores)	494	517	498	542	611	631	28%
Upper Division (Juniors and Seniors)	366	314	277	261	240	209	-43%
Total	860	831	775	803	851	840	
& of Students in Upper Division	42.56%	37.79%	35.74%	32.50%	28.20%	24.88%	

- Loss of full-time faculty means fewer course options for students, particularly at the upper division level
- More students are required to transition to Storrs earlier and earlier due to lack of course offerings and curriculum changes
- Limited access to UConn courses and programs at Waterbury for place bound students forces students to leave the campus and, in many cases, the university earlier than completion of the four year degree
- Campus expects to see some significant upper division enrollment gains with the full implementation of the Allied Health program