



**Report to the University Senate on  
Regional Campus Updates  
Carl W. Lejuez, PhD  
Provost and Executive Vice President  
for Academic Affairs  
February 1, 2021**

... The University of Connecticut's Blue Gem



UConn 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
- Situated on 72 acres of land, containing 22 buildings totaling 347,331 square feet
- Our location provides a 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 with its Department of Marine Sciences being the highest ranked

department 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 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.

## ACADEMIC PROFILE

### Four-Year Undergraduate Programs

American Studies  
English  
Marine Sciences  
Maritime Studies  
Bachelor of General Studies (BGS)  
Launching Platform for 100+ majors

### Graduate and Professional Programs

Oceanography (both MS & PhD)  
Engineering – Master's in engineering (MENG)  
Nursing – Certificate Entry into Nursing (CEIN)  
Teacher Certification Program (TCPCG)

- STEM areas and Special Ed (in partnership with LEARN)

### Minors

American Studies  
Anthropology  
English  
History  
Human Development and Family Studies  
Marine Biology  
Maritime Archaeology  
Native American and Indigenous Studies  
Oceanography  
Political Science  
Psychological Sciences  
Women's Gender & Sexuality Studies

## BY THE NUMBERS

- 630 Current Total Enrollment
    - 543 undergraduate
    - 66 graduate
    - 21 non-degree
- Source: Fall 2020 Tenth Day Majors Report 9/26/20
- 16:1 student-faculty ratio
  - 39% first-generation students
  - 34% students of color
  - 81% first year retention rate

## HIGHLIGHTED PUBLIC ENGAGEMENT

- UConn Avery Point was awarded a \$100,000 conservation program rebate as part of retro commissioning of air-handling systems in the Weicker Building to save UConn that amount yearly by cutting the building's electric consumption by 17+ percent.
- Partnership with Higher Edge, a non-profit program serving New London and Windham High School low-income and first-generation students, to continue supporting their continued success while enrolled at our dissertation.
- Most student-athlete community service and engagement has been limited due to Covid-19, but the department worked to collect books and contribute to the Read to Grow Program in conjunction with efforts of UConn Avery Point alum and former Major League Baseball standout Rajai Davis.
- It has been a privilege to hear from local community members and others that have travelled to the campus for a bit of respite from our current circumstances. The campus is a special place in the Southeastern Connecticut region; it serves as a park atmosphere for numerous families who visit to walk the campus or sit by the water to enjoy scenic views.
- Alexey von Schlippe Gallery Exhibits
  - Open Air Art Exhibition - a daytime and nighttime exhibition organized as a response to the COVID-19 pandemic. Open Air leveraged our unique campus; by night, buildings become projection screens; daytime artworks offer thematic links to Avery Point's landscape as well as its academic offerings.
  - Poetry Walk - in collaboration with other regional agencies an outdoor poetry walk was established to highlight issues of ecology and indigenous experience. Programming included a virtual capstone event with US Poet Laureate Joy Harjo.
- Regional Night Sky Observation

## HIGHLIGHTED REGIONAL & NATIONAL PROGRAM

National Estuarine Research Reserve - after many years of planning, Connecticut submitted a site nomination for a National Estuarine Research Reserve (NERR), which was granted approval to move on to the next stage of designation. The efforts to establish a CT NERR is a collaborative effort between the Department of Energy and Environmental Protection, UConn Marine Sciences, CT Sea Grant, the campus, and CT Audubon Society. With the Avery Point campus at its center, a NERR will focus on resource stewardship, training, and education of critical ecosystems of Long Island Sound. NERR will add to the campus's portfolio of scholarship and outreach activities and will draw scientists and students from across the Country.

## SELECTED EXEMPLAR FACULTY



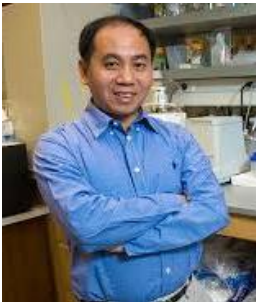
Kroum Batchvarov, Ph.D.  
Associate Professor  
Maritime Archaeology

- Co-Director of the Black Sea Maritime Archaeology Project
- Lecturer for the American Institute of Archaeology 2018-2019
- Archaeological Institute of America's McCann-Taggart Lecturer in Nautical Archaeology 2019-2020
- Affiliated Scholar of the Institute of Nautical Archaeology



Heidi Dierrsen, Ph.D.  
Professor  
Marine Sciences and Geography

- Leads the UConn Avery Point Coastal Ocean Laboratory for Optics and Remote Sensing
- Recognized by NASA during its 2020 Honor Awards event for her work with postdoctoral student Dr. Brandon Russell
- Research Experiences for Undergraduates (REU) Mentor



Senjie Lin, Ph.D.  
Professor  
Marine Sciences

- Elected as a Fellow of the American Association for the Advancement of Science (AAAS) by his peers for his distinguished work and commitment to advance the sciences of dinoflagellate biology and biological oceanography
- Elected in the Section on Biological Sciences, the Association recognized Senjie for, “.... distinguished contributions to the field of marine genomics and ecology, particularly elucidating dinoflagellate biology in harmful algal blooms, coral symbiosis, and adaptation to eutrophication”

## SELECTED EXEMPLARY STAFF



Prescott Littlefield  
Waterfront Programs Manager  
Adjunct Faculty, Kinesiology

- Nominee for the 2020 UConn Unsung Hero Award
- 2019 recipient of Avery Point “Excellence in Service” Award
- Member of the UConn Avery Point community since 2005; 35 years of practical instructing experience on the water
- Oversaw more than 500 “waterfront” hours during the Fall 2020 semester



Lyndsey Neville  
Admission Office Program Manager  
FYE Co-Instructor  
UConn Connects Mentor

- Manages the UConn Avery Point Welcome Center to engage prospective families
- Coordinates the Avery Point Husky Ambassador Program to enhance student leadership skills
- Leads campus Spirit Committee to connect faculty and staff Co-Chair of the Avery Point White Accountability Group (WAG)
- Nominee for the 2020 UConn University Citizen Award

## STUDENT LIFE

UConn Avery Point campus is highlighted as the only regional campus with an athletics program, sponsoring women’s basketball, men’s basketball, and baseball. The Pointers participate in the National Junior College Athletic Association (NJCAA). All three teams were recognized by the NJCAA with Team Academic Awards for their prowess in the classroom during the 2019-20 academic year. In addition, the department achieved 100-percent participation in community outreach activities from its student-athletes and head coaches last year. The women’s basketball team ranked as high as No. 10 in the nation during the season and qualified for the Region XXI Tournament finals for the third consecutive year. The men’s basketball team also registered 16 victories and qualified for the Region XXI Tournament semifinals, where they lost to the eventual champion. The baseball team has registered seven College World Series appearances, 14 NJCAA Division II New England Championships, seven East District Championships and finished as the national runner-up in 2010.

UConn Avery Point Scholarships Program was committed to awarding 15 students over \$17,500 in scholarships based on financial need, academic success, and community service that aided students in furthering their academic goals at UConn.

UConn Avery Point has a vibrant student activities program that affords students the opportunity to participate in a variety of campus clubs, organizations, leadership programming,

and community service, including this year's university-wide HuskyThon fundraising efforts, Jonathan's Challenge, and Wellness Points Program.

The campus has an active social media program with regular posts on all platforms:

Instagram: <https://www.instagram.com/uconnaverypoint/?hl=en>

Facebook: <https://www.facebook.com/UConnAveryPoint/>

Twitter: <https://twitter.com/uconnaverypoint?lang=en>

YouTube: <https://www.youtube.com/channel/UCGxxVE2RQXxuzY7cKAmIytg>

### EXEMPLARY ACADEMIC SUPPORT PROGRAMS

UConn Avery Point offers a First Year Experience (FYE) Program that fosters a sense of community among faculty, staff, and students and builds the foundations for a successful first year at UConn. Avery Point is the only regional campus with a vibrant FYE Mentor program allowing upperclassmen to participate in a transformational experience working closely with a faculty/staff instructor to promote the success of incoming students while building their own leadership, communication, and professional skills and earning credits towards degree completion.

UConn Avery Point's Academic Center (APAC) was able to convert all academic support programming to a virtual platform which included free online tutoring in all subjects provided by peer tutors, who have recently excelled in the classes they support, allowing them to gain valuable leadership, communication, and organizational skills. Individual tutoring sessions increased over 100% from Fall 2019 to Fall 2020. Introduced this year for students who are not available during open hours for synchronous tutoring, the APAC now offers non-synchronous support. Also offered are weekly online review sessions in BIO, PSYC, CHEM, and MATH facilitated by APAC subject area tutors.

UConn Avery Point Biology faculty utilized Undergraduate Teaching Assistants by creating a plan to make use of the unoccupied, adjacent chemistry lab to provide simultaneous instruction for students in their courses. These high achieving undergraduate students, who had previously completed these courses, were able to assist the instructors in best supporting the students in each lab. These courses proved to be extremely successful with these courses receiving some of Avery Point's highest SET ratings regarding satisfaction from students.

UConn Avery Point bi-weekly Faculty Discussions provide support for instructors who are having to think differently about their teaching during the pandemic, allow them to connect and share resources, and provide resources to support students in the courses. These informal sessions provide a space for instructors to ask questions, share ideas, and compare notes with colleagues and instructional support staff. Discussions range from the best practices in each teaching mode to technology to the use of proper assessments.

UConn Avery Point White Accountability Group was formed by three Avery Point faculty/staff to engage campus members in conversations related to systemic racism. Members met virtually for ten weeks working from a national program created by scholar Kathy O'Bear, PhD. In Spring 2021, new sessions are being offered to faculty and staff and a student group is being created. The objective of this space is to allow individuals to gain experience conversing with others

about these important topics, to learn about their own identity, and with this, to engage in anti-racist practices within the university and the broader community.

The Avery Point Global Café is a faculty-driven, student-focused interdisciplinary learning community engaged in critical dialogues on topics related to local environments and global citizenship. The mission of the Global Cafe is to bridge disciplinary perspectives, provide students opportunities to make connections across courses, and enrich our campus's learning community through lunchtime discussions and events.

#### Program highlights from 2020-2021

- 1/16/20: Subtle Acts, Big Impact: Understanding Bias & Microaggressions
- 9/14/20: An evening with Joy Harjo, author of this year's [One Book One Region](#) book choice *Crazy Brave*.
- 10/9/20: Deliberative Dialogue Workshop: A Deeper Dive to Prepare for Elections and Debates
- 10/21/20: 2020 U.S. Elections: Got Questions? An Ask Me Anything session with UConn Political Science Professors
- 10/29/20: Policing: What Should We Do to Ensure Equal Justice and Fair Treatment in Our Communities?
- 11/10/20: Post Election Dialogue
- 1/19/21: Campus Dialogue on the Storming of the Capitol
- February-May 2021: An event in cooperation with UConn Reads that encourages students to create and share their own stories (poems, songs, short stories, works of art, etc.) featuring the devastating effects of climate change
- March 2021: A poetry walk associated with Read Across America
- April 2021: An Earth Week climate-change symposium, in cooperation with the Avery Point EcoHuskies

The Waterfront Program conducts a variety of sailing and paddle craft water-based initiatives each year. Since the start of Fall, 2020 semester, faculty, staff, and students alike have enjoyed more than 500 combined hours out on the water.

#### 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.
- Strong Student Services Unit growing programs to enhance retention and student success through the expansion of programs such as First Year Experience and UConn Connects; increasing opportunities for Life Transformative Educational (LTE) Experiences such as participation in our Honors Program, Educational Abroad experiences, internship, independent study, and undergraduate research opportunities, enhancing access to service learning, experiential and project-based learning, and expanding mentoring and entrepreneurship opportunities in collaboration with the Office of Diversity and Inclusion, First Year Programs, and the Werth Institute.
- Strong sense of connection and community across campus and throughout the neighboring communities with established engagement and partnerships with Mystic Aquarium, Mystic Seaport, Williams-Mystic Maritime Program, Always Home, Inc., the



American Heart Association, Groton Human Services, Groton Senior Center, Read Across America, Women's Business Development Council, local government, and non-profit organizations.

- Annual faculty, staff, and student recognition programming highlighting the outstanding work of those on our campus via our Academic Awards Ceremony, Student Life Awards Ceremony, FYE Recognition Reception, SSS Closing Ceremony, and Senior Recognition Ceremony coordinated by our Student and Academic Services Units.
- Support for Life Transformative Educational course development. For example, 1-Credit courses like Tools for Emotional Wellness with Professor Jamie Kleinman, Heartfulness Meditation with Professor Patricia Brown, and Reflections on Hierarchy, Genetics, and Culture in Dystopian Literature with Professors Pamela Bedore, Michael Finiguerra, and Jamie Kleinman.

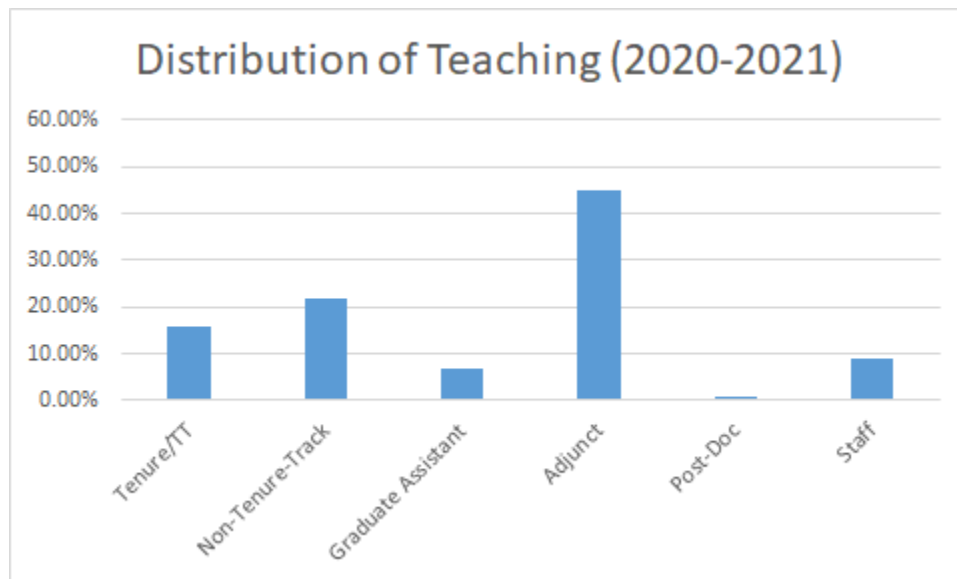
## CHALLENGES

- A small number of 4-year programs (5)
- Over-reliance on adjunct faculty (below)
  - Leads to inconsistent student experience, preparation, less faculty/student engagement outside of the classroom.
  - Compromises student preparedness, retention, and satisfaction.
  - Adjunct faculty report less job satisfaction, which leads to decreased engagement outside of the classroom. Five new APiR hires have helped to reduce the percentage of adjuncts teaching. In AY 2017-2018 adjuncts provided nearly 55% of instruction. Going into AY 2020-2021, adjuncts will teach 45% of our courses.
- Attracting faculty and staff with diverse backgrounds
- Current grant and contract cost sharing policies do not appropriately acknowledge the efforts of regional campus administrators
- Lack of on-campus housing to address prospective and current student interest/need in a traditional residential experience
- Retention of highly productive faculty
- Limited professional advising; particularly for orientation advising to promote enhanced experience for our incoming students and improve efforts toward first year student success
- Limited professional staff working on retention and diversity initiatives

## OPPORTUNITIES

- Further advance awareness, education, and support for diversity and inclusion programming.
- Expand Institute of Student Success (ISS) Programming and Life Transformative opportunities for students to enhance their academic plan and goals towards student success to be engaged and active citizens in our society.
- Continue to advance academic program offerings through school, college, and department partnerships.
  - Potential new four-year programs: Environmental Studies, Psychology, Communications, and Human Development and Family Sciences.

- 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
- Continue to progress 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
- Physical plant and ground infrastructure positioned to allow for expansion.



### CAMPUS GOALS FOR ACADEMIC YEAR 2021-2022

GOAL: Establish Diversity, Equity, and Inclusion Committee (DEI) for the Avery Point Campus

- Increase access and equity for undergraduate scholarship, faculty and staff hires, and leadership development.
- Assess campus climate and review attitudes, behaviors, standards, and practices at various levels that impact access for, inclusion of, and respect for historically marginalized communities.
- Incorporate and integrate DEI into all campus related research, curriculum, pedagogy, and overall scholarship.
- Commitment to life-long learning and development across co-curricular programs, services, and overall resources.
- Creation of campus and unit level DEI accountability infrastructure that effectively supports and monitors progress in achieving DEI goals.
- Address university-wide responsibility to be an exemplary model, primary catalyst, and thought leader for advancing best practices for creating a sustainable, inclusive, and equitable community.

GOAL: Recognize excellence in teaching, expand research opportunities, and promote Scholarship through an inclusive and collaborative lens

- Expand promotion 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 on understanding campus enrollment trends, needs, and refine the campus enrollment growth strategy through data collection and analysis
- 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 scholarship programs.

# UCONN | HARTFORD

## *Campus Overview*



**Campus Director:** Mark Overmyer-Velázquez  
**Associate Campus Director:** Nadine Brennan  
**Assistant Campus Director:** Katherine Martin  
**Finance Director:** Stephen Marchillo  
**Director of Event Services:** Kim Schwarz  
**Director of Academic Affairs:** Linda Halgunseth  
**Date:** January 25, 2021

## **Executive Summary – Priorities**

In the 2020-21 academic year, UConn Hartford will continue to advance our mission of academic excellence for the public good in the context of urban and community-based, collaborative learning and research. With a sustained increase in the undergraduate retention rate and enrollment, growth in first-choice campus applications, strengthening of a new interdisciplinary research initiative, and establishment of community and corporate partnerships, UConn Hartford has become an established anchor institution in the City of Hartford where it builds on its 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, community collaborations and external funding. Our commitment to anti-racism, diversity, equity and inclusion informs and permeates all aspects of our mission. Importantly, returning to campus post-Covid will require a central focus on (re)integrating and supporting new and returning students, staff and faculty.

### **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' campus change to Storrs, we will focus resources on deepening Life Transformative Education through peer mentorships and tutoring in our Academic Achievement Center, W and Q, and B (Bio) tutoring Centers. Additionally, we recently have completed hires in mental health and academic affairs (Director), and will complete hires in student activities and academic advising.

### **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 government, corporate entities, and non-profit and arts organizations to enhance research productivity and serve as a scholarly and creative engine for the wider community. With the support of the Provost's Office, the Sustainable Global Cities Initiative (SGCI) has developed and promoted new research programs and added 85+ affiliate faculty. SGCI is focusing on determining its financial and scholarly sustainability, with the goal of establishing an interdisciplinary university research institute that will enhance UConn's research excellence.

### **Building Community**

A central aspect of Life Transformative Education, community partnerships are critical 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.

### **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.



### **Campus Overview**

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.<sup>1</sup> 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 four 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 majors in Digital Marketing & Analytics, Financial Management, and Social Work. The student U-Pass CT provides free, direct CT Transit bus service between Hartford and Storrs that fosters bi-campus curricular, teaching, and research opportunities.

Our campus workforce has a variety of budget and reporting lines, some fully in Hartford and others centralized in Storrs. Temporary (adjunct and graduate student) 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 anti-racist, 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 minoritized (50%) 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 persistent increase enrollment (up 8% in 2020) 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 &

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<sup>1</sup> 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 Fine Arts, School of Business's Graduate Business Learning Center, Rudd Center, Health Disparities Institute, and Analytics and Information Management Solutions (Nursing).



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: B, W and Q Centers; and developing the Student Center with a focus on intersectional diversity and equity. In partnership with the Institute for Student Success and First Year Programs, we continue to develop the Academic Achievement Center (AAC) at UConn Hartford. In addition, we are seeing an increase students basic needs and wellness. To address our student's food insecurity on campus, we are coordinating solutions with the Provost's Office Regional Campus Food Insecurity Committee and the Rudd Center. 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. Within six months of post-graduation, 82% of students that started at UConn Hartford are employed or have continued their education. Of those students, 93% are employed in Connecticut and 83% are continuing their education at UConn.

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 Psychological Science, Human Development and Family Sciences, Social Work, Public Policy, Business, Law, Urban and Community Studies and other Hartford-based units, the 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 serves as a collaborative research hub that integrates and enhances the global urban studies scholarship and community practice of UConn Hartford's faculty. It promotes 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 to become a permanent university-level research institute (see Appendix).

This year's appointment of a new Director of Academic Affairs will further support the advancement of teaching and research on campus, with a particular focus on integrating Hartford-based classroom and scholarly opportunities.

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, we finalized a community partnership with Hartford's HartBeat Ensemble. HartBeat's mission aligns with our focus of connecting our community beyond traditional barriers of race, gender, class and geography. Our collaboration also led to the hiring of Godfrey Simmons, HartBeat's Artistic Director, to teach on campus and serve as an ODI specialist with our team. We are partnering in the development of an MFA in Fine Arts Administration at



the Wadsworth Museum Atheneum and have completed construction of teaching and office spaces there. Finally, we are completing the design phase of a large-scale art/graphic design installation on campus that will highlight and intersect with the campus's history and the City of Hartford. It will be a powerful reflection of Hartford History Shapers past, present and future.

### ***Building Community***

The Associate Campus Director is leading efforts to establish a campus-wide, integrated vision and mission on Diversity, Equity, and Inclusion and 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. Currently, we are working with ODI to develop a mentoring program for our students of color with alumni. 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 begun to create and establish programming and opportunities for our UConn Hartford students to engage in Life Transformative Education amidst the pandemic. Examples of student engagement include:

- Mortensen Scholars placements with iQuilt, CT Immigrant and Refugee Coalition, Foodshare, Urban League of Greater Hartford, AHEC, UConn Hartford Office of Advocacy and Community Engagement
- Capital City Crew students serve as leaders with the Yard Goats Youth Program, providing programming around financial literacy, racial justice and serving as mentors.
- Student involvement with the ConnectiCorp Program and service as a Transport Hartford Ambassador.

Examples of programming include:

- Participation with the UConn Hartford Voting Power Corps situated in the School of Social Work's Nancy A. Humphrey's Institute for Political Social Work. The Corps hosted weekly roundtables, open to graduates, undergraduates, staff, faculty, and community partners, with the charge of building civic literacy, skills, and voting power - together.
- Development and supporting of the Unspoken Truths Program with the Charter Oak Cultural Center. Programming focused on the history of police brutality against people of color, the physical, psychological, emotional, spiritual, and financial impacts of police brutality and what actions steps need to be taken to stop police brutality.
- Continued work with Hartford Police and Footwear with Care to support the population experiencing homelessness in Hartford.
- Dialogues for change: You, Me, Racism and Community.

Alongside the capital region's 9 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 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 campus serves both as a functional and symbolic space for the University. While maintaining its primary use as an academic site, we 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; Footwear with Care; Hartford Business Improvement District; 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, Mental Health, CAP/SSS, Enrollment Management, Police, Library, Facilities (oversight and training).

### ***Securing External Funding***

Our beautiful 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 UConn Hartford campus-dedicated Foundation Director of Development and her colleagues to cultivate and steward new and existing donor possibilities.

Funds include:

- Mortensen Family Foundation (\$1M)
- The Travelers (\$250K)
- 21<sup>st</sup> 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 + 25K)
- 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)
- Hartford Foundation for Public Giving Transfer Scholarship (\$25k annually)
- Hartford Promise Scholarship (UConn Hartford with highest percent of student beneficiaries)
- Proposed: Bank of America naming of Art Installation Project (\$125K)

In addition, we have formed the UConn Hartford Board of Advocates to assist the Campus Director in furthering the Campus's prominence and relevance in Connecticut and beyond. The Board partners with the Campus Director to promote the Campus's achievements, build and strengthen relationships with alumni and community members, and support philanthropic activities. Board members serve as



ambassadors for the Campus in Hartford, the state and nationally. Board members are leaders in the community, and active in projects and philanthropy that support the Campus vision and mission.

## **Strategic Investment and Growth**

### *Research and Revenue Generation*

- Obtain research grants and indirect costs revenue through a new research unit, Sustainable Global Cities Initiative (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 events
- Grow summer and winter session program offerings
- Create an ECE Academy that could serve under resourced public school students on our Campus during the semester. Potentially to grow into a summer academy as a revenue generating experience for any student to take ECE courses.
- Collaborate with School of Engineering and Trilogy Education Services to run additional fee-based coding boot camps for professionals in the region
- 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)
- Collaborative community space for HRI/Dodd Impact
- 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 could 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 2018-2020**

Fall 2018	Fall 2019	Fall 2020
358	362	360

**First Year Enrollment**

Fall 2018	Fall 2019	Fall 2020
629	630	665

**Five-year Undergraduate Enrollment**

2016	2017	2018	2019	2020
1211	1246	1398	1531	1659

**UConn Hartford Undergraduate Diversity – Fall 2020**

White	697
Asian	306
Hispanic or Latino	299
Black or African American	237
Two or more Races	67
American Indian or Alaskan Native	3
International	37
Unknown	13
Total	1659

**Faculty**

Tenure-Track	18
APiR / liR	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 (TCPCG)	5
School of Fine Arts (MFA Administration)	2
<b>Total</b>	<b>157</b>

**Staff**

Staff (see org. chart)	56 FTE
------------------------	--------

**Other Staff (approx.)**

School of Social Work	16
School of Business (GBLC)	19
College of Liberal Arts & Sciences (DPP)	6
Neag School of Education (TCPCG)	1
School of Fine Arts (MFA Administration)	2
<b>Total</b>	<b>44 FTE</b>

**Undergraduate Retention**

Hartford Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2019	85			
Fall 2018	83	75		
Fall 2017	84	77	73	
Fall 2016	82	73	70	
Fall 2015	85	77	74	
Fall 2014	84	73	67	59
Fall 2013	87	77	73	66
Fall 2012	85	76	72	65
Fall 2011	86	73	69	63
Fall 2010	83	69	65	57

**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 2021)
--

#### 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 (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

The [Sustainable Global Cities Initiative](#) (SGCI) is determining its 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 21<sup>st</sup> century cities need.

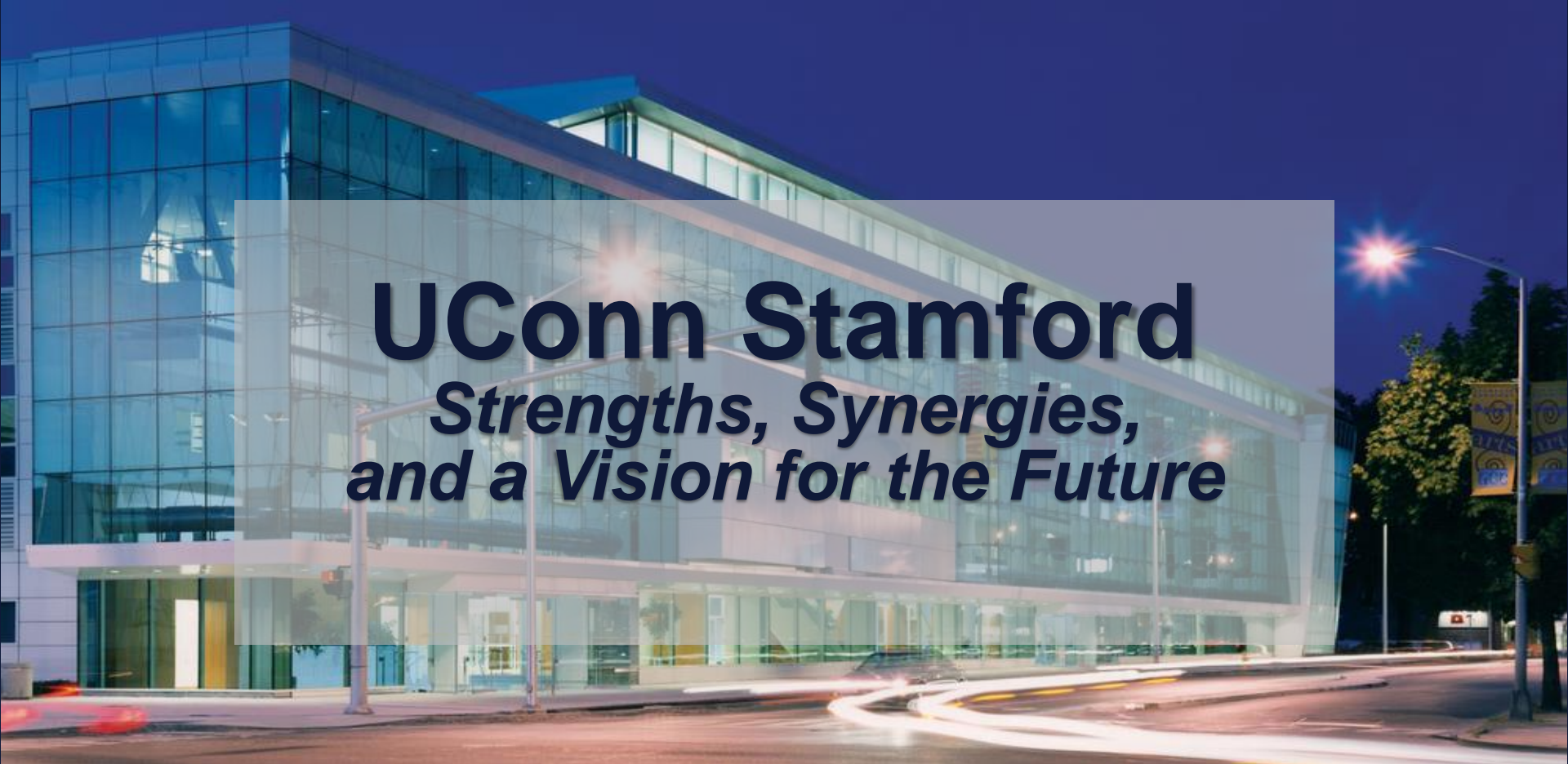
**Purpose and Activities of the SGCI**

The SGCI will amplify 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 workspace in Hartford, the SGCI is uniquely positioned to support research on expansive topics like urban sustainability and generate 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. 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, support will be sought from various schools and colleges where research on cities is undertaken. The 85 Faculty Affiliates of the SGCI, representing 37 departments, provide core support for the SGCI and a basis for engaging deans and university leadership in seeking formal recognition. The support offered by the Office of the Provost, the Office of the Director of UConn-Hartford, the Office of Global Affairs and the School of Business will be extended to other units. Support also will be sought through external grant competition, foundations, and governmental agencies. Formal recognition and support by the university will facilitate building relationships and securing external funding.





# **UConn Stamford** *Strengths, Synergies, and a Vision for the Future*

**Terrence Cheng- Professor of English & Campus Director**

**UCONN**



# Strength: Enrollment

Since Fall 2014:

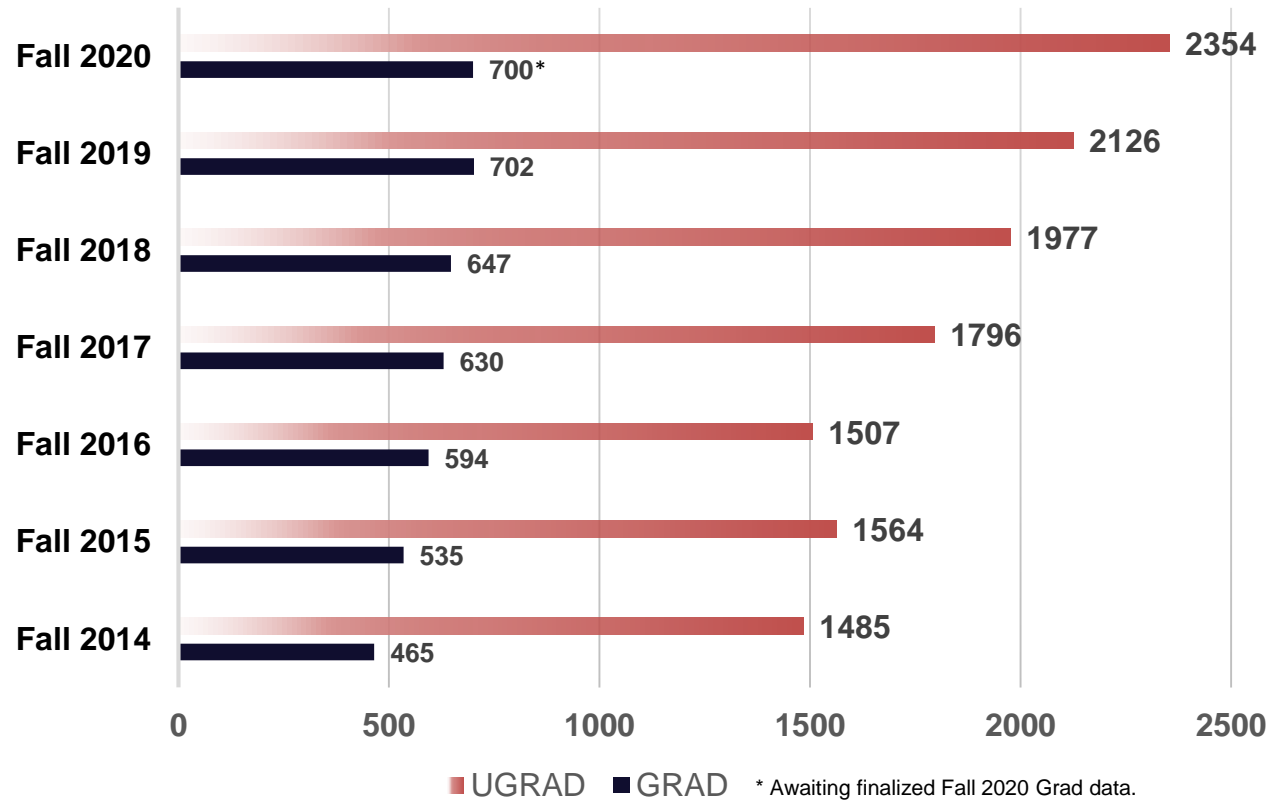
**59%**

increase in  
undergraduate  
enrollment

**51%**

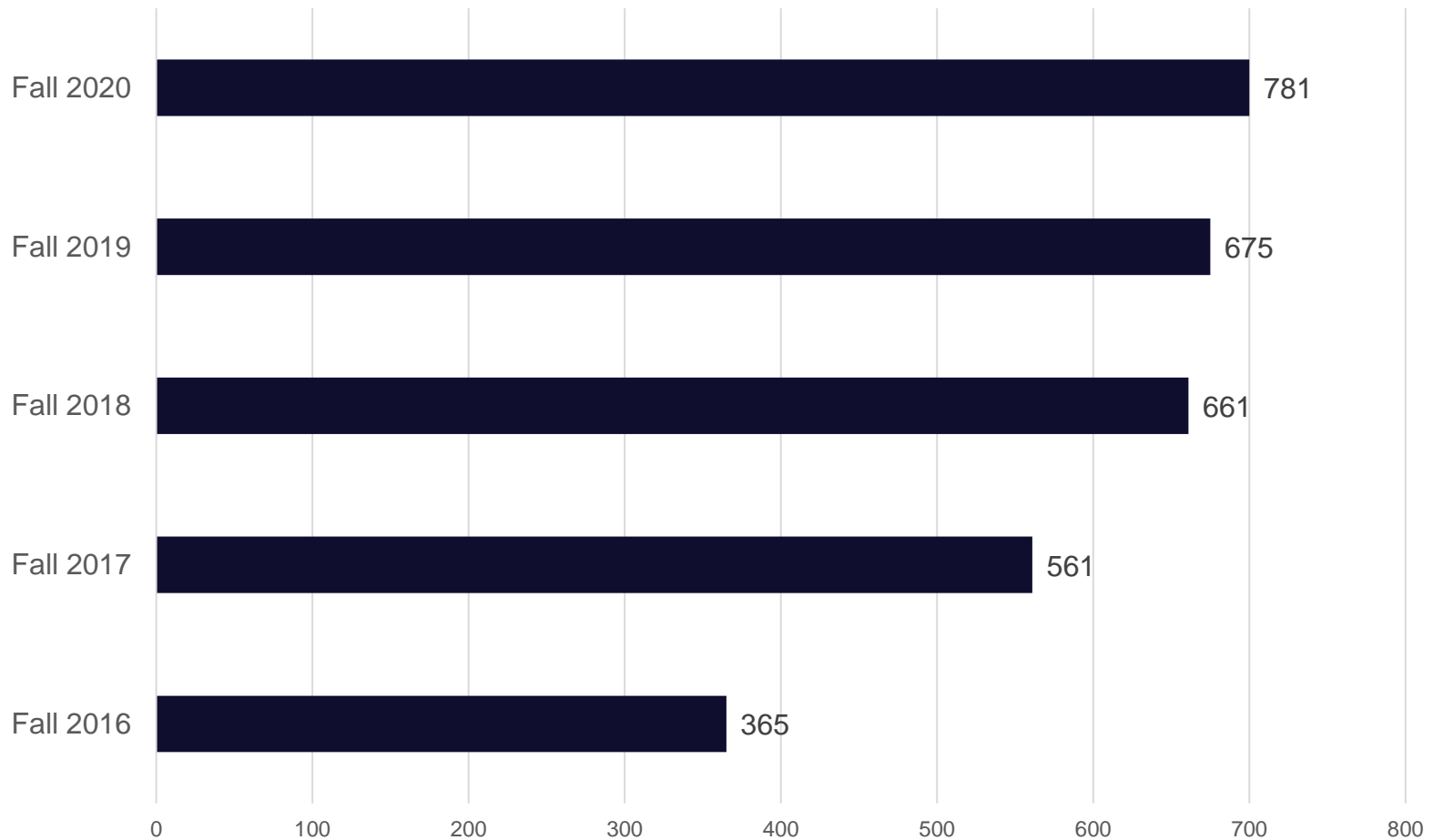
increase in  
graduate  
enrollment

## STAMFORD CAMPUS ENROLLMENT



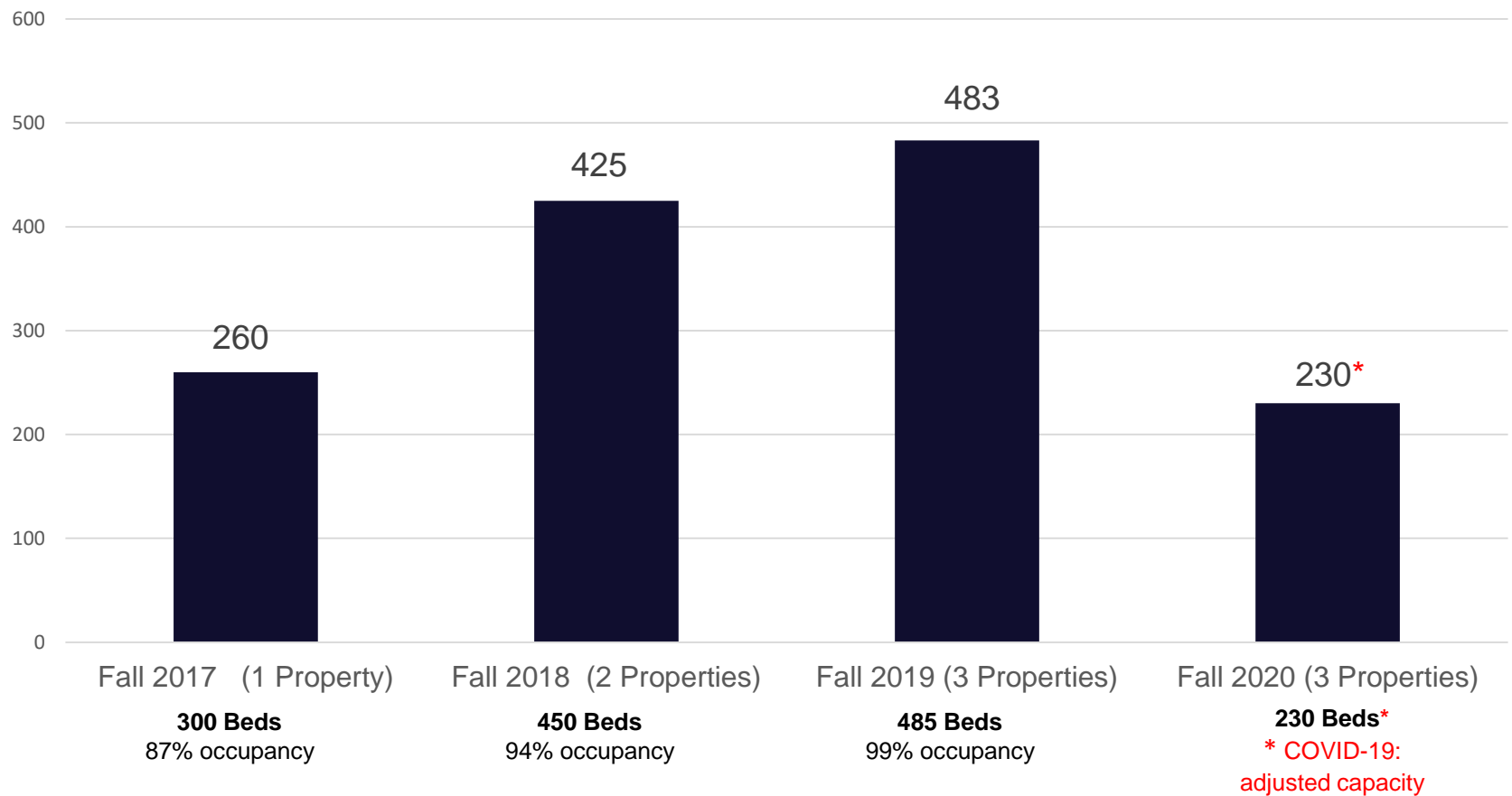
# Strength: Freshmen

UConn Stamford Freshman Enrollment



# Strength: Residential Life

Stamford Campus: Students residing in University Housing



# Strength: Identity and Location

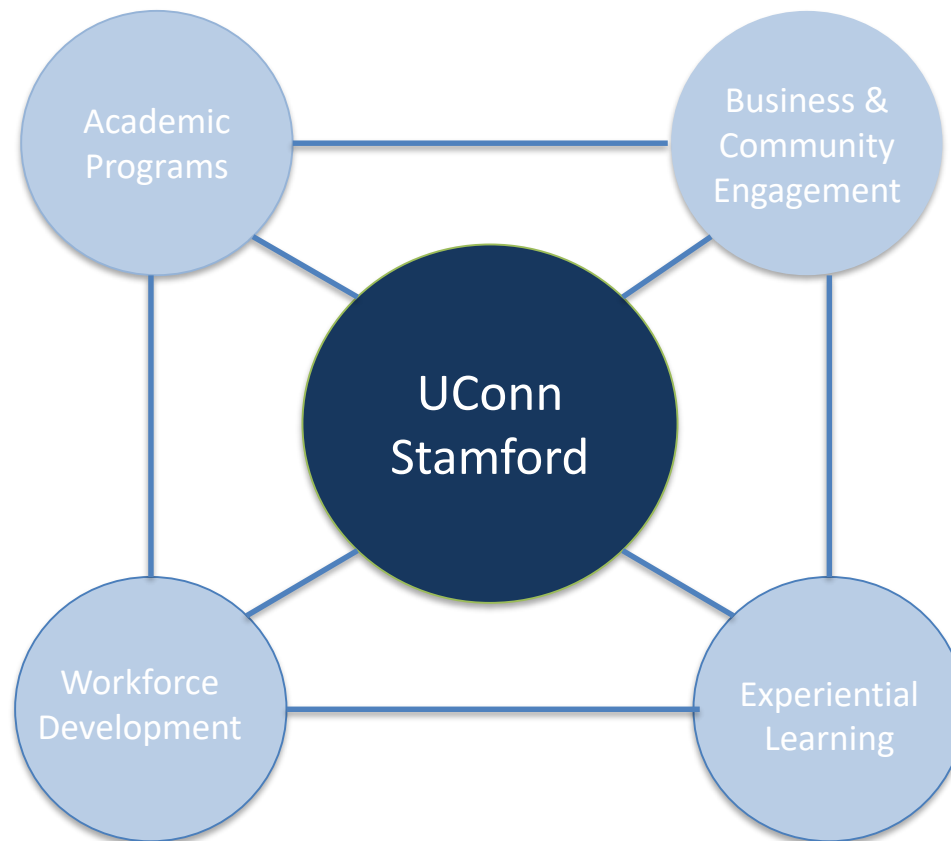
- The “Jobs” Campus: top-tier education, intimate fast-paced urban environment
- Education, and experiential learning, prepares students for future careers
- Premier Fairfield County location
  - Less than an hour to NYC
  - Business partners in Stamford
  - Capitalize on corporate proximity, i.e. Synchrony, AT&T
  - Socio-economic impact
  - Workforce Development



# Strength: Value Proposition

- 14 UG majors
- 3 graduate degrees
- Top UG majors:
  - Digital Media and Design
  - Business
  - Psychology
  - Economics
- New B.S. in Computer Science

- External partnerships & special projects
- Digital Media CT
- CITI
- HR pipelines
- Upskilling
- Addressing local, regional, and state needs



- Synchrony
- AT&T
- Henkel
- Chamber of Commerce
- Point72
- Stamford Partnership
- DSSD
- Mayor's Office
- Stamford Health

- Internships
- Agency projects
- Greater access to donors, alumni, and professional development opportunities
- Ready to enter workforce upon graduation

# Strength: Our Students

## Students (Fall 2020):

- 2941 total enrollment
  - 2354 undergraduate
  - 587\* graduate
- 66% students of color
- 45% first-generation students
- Majority of students from Stamford/Fairfield County



\*Decrease from 700+ graduate students in Fall 2019, due to Covid-19, and federal visa policies

# Strength: Profile and Activity



UConn Stamford ranked in the **top 3%** of all degree-granting institutions in the U.S. for return on investment.

## **Student and Community highlights:**

- **Governor Lamont:** Financial roundtable with business leaders, and discussion with UConn Stamford students.
- **U.S. Congressman Jim Himes:** Roundtable to discuss Citizens United 10 Years Later
- **Attorney General William Tong:** Event focused on lawsuits that affect Connecticut families as well as UConn Stamford and its place in the Stamford Community.
- **Digital Media CT:** Annual conference with consortium of universities, companies, and state government, on workforce development and economic impact
- **“Parkland Rising”:** Exclusive screening of award-winning film, engaging community and government leaders
- **Fall 2019 Career Fair:** Nearly 80 employers & 360+ students attended our fall Career Fair on campus.
- **School of Business:** Program and revenue growth



Connecticut’s Most Affordable College with the Best Outcomes :  
**UConn Stamford #1**



Synchrony opens the Digital Technology Center @ UConn Stamford, and donates **\$1 million to the Connecticut Commitment.**

# Possibilities and Potential

## What Stamford can and should do:

- Provide access to, and options for, a UConn education
- Bolster diversity
- Create opportunities for UConn in ways not possible in Storrs
  - Internships, co-ops, experiential learning
  - New R&D for faculty
  - Partnerships
  - Fundraising
- Serve students and communities with programs that make sense for UConn, as well as regional stakeholders





# A New Vision for Stamford

## Programs to Consider Adding/Creating in Stamford and other at Regional Campuses

- Data Science (BS & MS; 4+1)
- Masters Degrees/certifications:
  - Computer Science and Engineering
  - Virtual and Alternative Reality
  - Innovation and Entrepreneurship
  - Educational Technology / Online Pedagogy / Instructional Design
  - Quantitative Economics
  - Actuarial Science
  - Accounting
  - HR Management
- Create low-residency programs that utilize locations across CT



# A New Vision for Stamford

Programs that capitalize on the strengths of both campuses.



- Formalize/solidify:
  - Experiential learning for students
  - Workforce development for companies
- Socio-economic impact for state
- Best of all worlds for students:  
traditional + urban/professional = UConn
- Stamford continues to be solid feeder for Storrs as well
- Summer in Stamford
- Semester in Stamford
- Senior Year in Stamford
  - Fully integrated multi-campus, multi-ecosystem education

# A New Vision for Stamford

## A Leader in Experiential Learning, Internships, and Co-Ops for the State

### State commits:

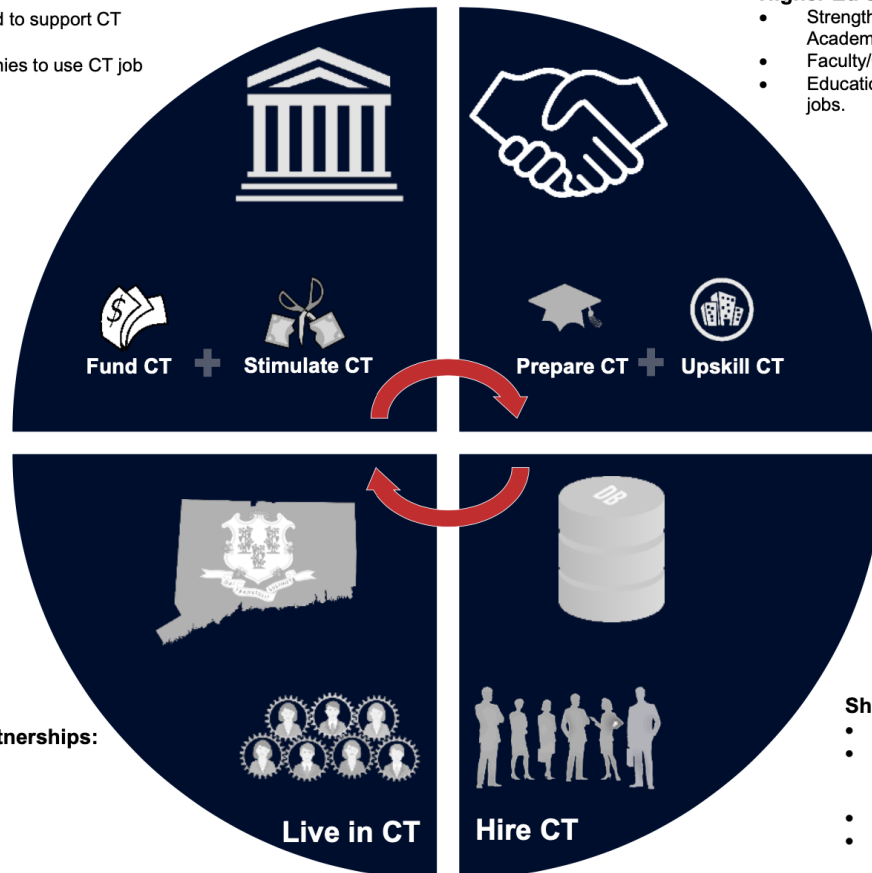
- Funding to Higher Ed to support CT database
- Incentives to companies to use CT job database system.

### Higher Ed commitment:

- Strengthen Graduate & Undergraduate Academic Programs
- Faculty/Curriculum
- Educational opportunities for high demand jobs.

### Company commitment:

- Upskill employees  
*Certifications, Badges, Advanced Degrees, etc.*
- Internship opportunities
- Job opportunities
- Experiential Learning: theory into practice



### CT, University & Corporate Partnerships:

- CT Internships/Jobs availability
- Sparks innovation/entrepreneurship
- Increase state/local tax revenue

### Shared database commitment:

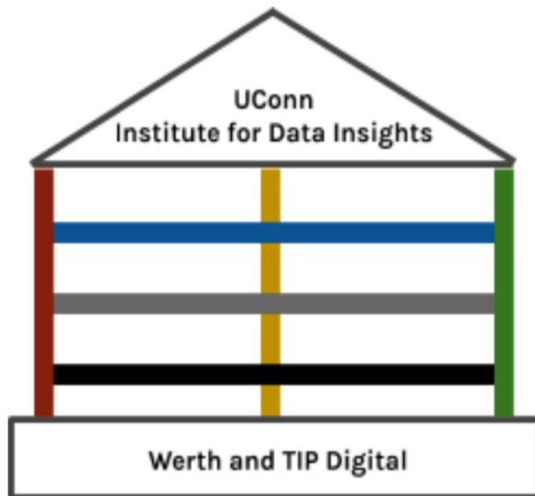
- Internship/Employment opportunities.
- Newly funded career advisors prepare talent (students) for workforce.
- Workforce development plans.
- Increase student employment recruitment.
- Shared access to faculty/research.
- More resources to diversify research.

# A New Vision for Stamford

## Data Science Institute

UConn data science would impact:

- Research and scholarship;
- Experiential learning for our students;
- Economic/workforce development for the state.



- Policy Dynamics Center
- Fintech Center
- Healthcare Analytics Center
- Artificial Intelligence Center
- Data Visualization Center
- Cybersecurity & Data Integrity Center

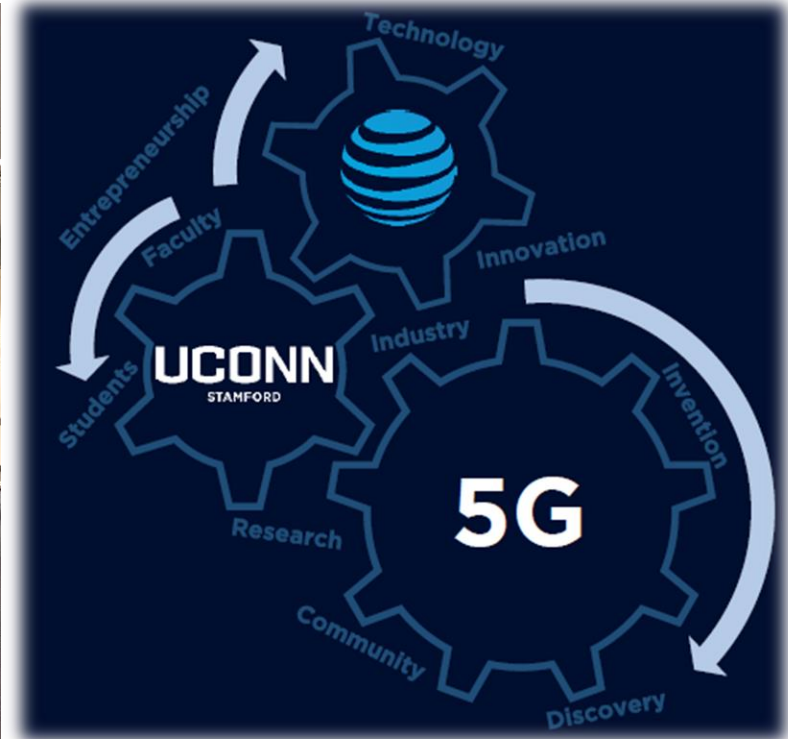
Note, center names/disciplines are for illustrative purposes only.

## *Optimal Location*

- Proximity to NYC (external partners, recruit top talent)
- Donor cultivation
- Urban preference among millennials (recruitment, and post-graduation retention)
- Build on existing momentum for UConn Stamford (dorms, Synchrony, TIP Digital etc.)
- Transform campus with research at a fraction of typical STEM research outfitting costs

# A New Vision for Stamford

## Public-Private Relationships, i.e. Synchrony and AT&T

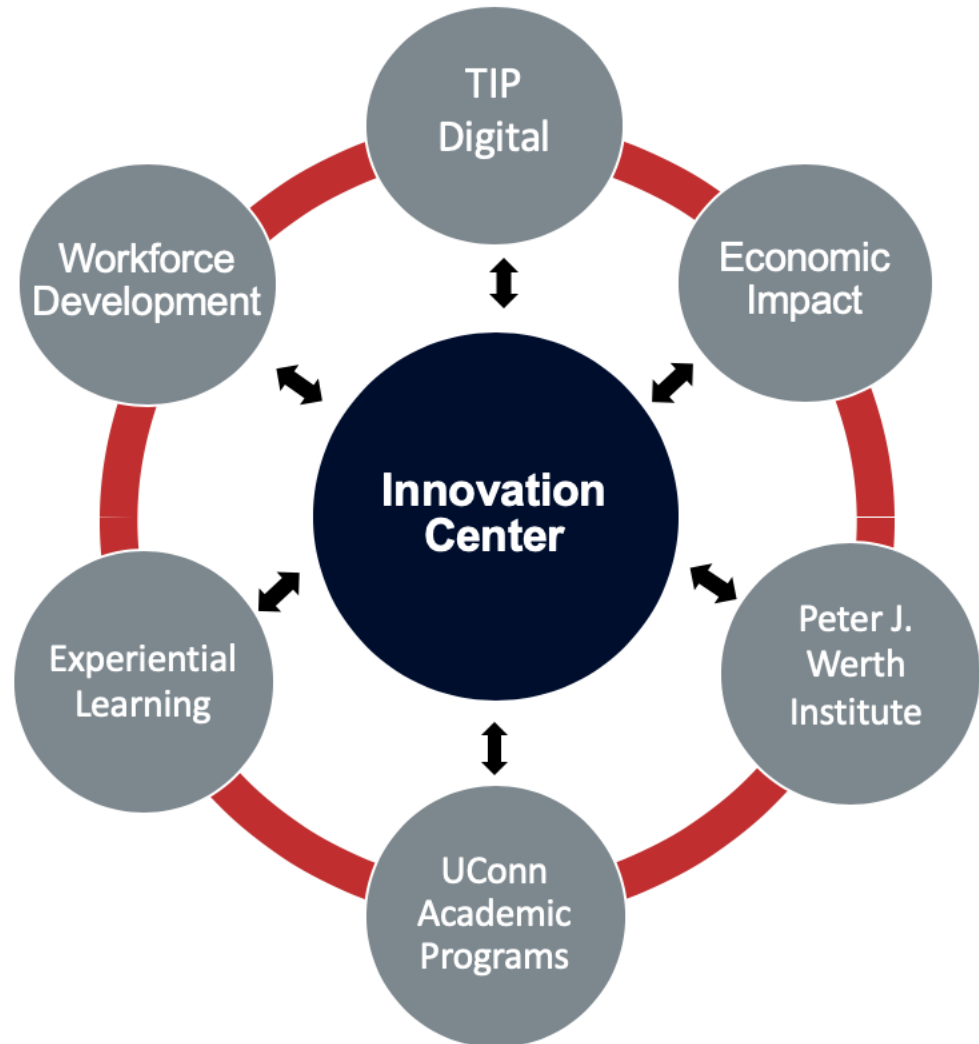


*Achieves:* experiential learning, philanthropy, innovation, entrepreneurship, public-private R&D, knowledge creation, workforce and economic development

# A New Vision for Stamford

## Innovation Campus

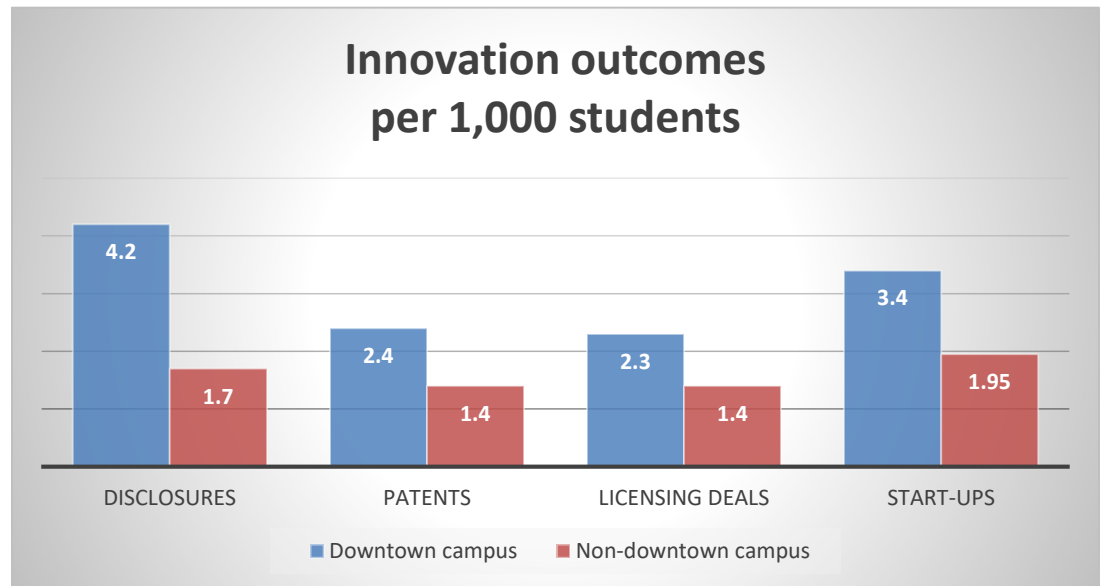
- Incubator for start-ups
- Entrepreneurship and Innovation
- New technologies and knowledge creation
- Faculty research
- Integrate and synergize
  - academics
  - external partnerships
  - experiential learning
- Impact on city, region, state and industries
- Vision/inspiration for investment



# A New Vision for Stamford

## UConn Tech Campus in Stamford

- Stamford is #1 in most Fortune 500 firms per capita, but is the only city in top 25 without major research university presence.
- Expanding research activity at UConn Stamford would provide an immediate jump-start to innovation at lower costs with more public benefits.
- Commercialization of research is best done in urban settings with major research university presence.
- Connecting research to local & regional industry needs generates public and private benefits.



# A New Vision for Stamford

## UConn Tech Campus in Stamford

- *UConn Stamford provides the best option for state investment in digital, data, and technology related fields.*
  - Focused more on application than theoretical
  - Relevant to CT industry strength in business and engineering
  - Interdisciplinary in strategic use of broad range of disciplines



## Compared with private options:

- UConn will enroll many more CT students
- Cost per student is significantly less than private institutions
- More transparency, no hidden costs



## Waterbury Campus

**UConn** | WATERBURY



### 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. The Waterbury regional campus meets the continued and varying needs of approximately 1000 area students.

The Waterbury campus provides educational access 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 four-year 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.

### Campus Enrollment and Demographics

Fall 2020 total enrollment for the Waterbury campus is approximately 1000 undergraduate, graduate, and non-degree students. The campus welcomed 355 new students in the fall 2020 semester, almost a 50% increase in new student enrollment over fall 2019.

In the 2020/2021 academic year, 85% of Waterbury campus's undergraduate students received some form of financial aid from any known source. More than half of our undergraduates, 55%, received need based grants.

The Waterbury campus boasts the largest percentage of first-generation students of all the regional campuses. In the fall 2020 semester, more than half, 51.14%, of our undergraduate degree students were first-generation.

## Undergraduate and Graduate Academic Programs

- Allied Health
- American Studies
- Business
  - Business Administration (BSBA)
  - Business Data Analytics (BSDA)
- English
- General Studies
- 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)

## **Waterbury Campus During the Covid Crisis**

The Waterbury campus's fall 2020 and spring 2021 course offerings utilized many different instructional modalities: in-person, hybrid, hybrid reduced, split, distance learning, and online.

### Fall 2020

- 25% of sections in-person/hybrid/split
- 57% of sections distance learning
- 18% of sections online

### Spring 2021

- 20% of sections in-person/hybrid/reduced hybrid
- 57% of sections distance learning
- 23% of sections online

Given covid spacing guidelines and capacity restrictions, instructional space at the Waterbury campus is extremely limited. The campus offered in-person courses using three locations that provided a capacity of 19 or more. Two of those spaces were non-classroom event spaces. All other classrooms had a capacity that averaged 9 students and not viable for in-person classroom instruction. These rooms were made available to students for study space and space for remote learning. In addition to classroom usage, the campus also conducted in-person and hybrid instruction in our computer labs, biology labs, and chemistry labs.

The campus Tutoring Center and Writing Center offered remote services for fall and spring.

Waterbury's Student Services moved remotely with opportunities for drop in and scheduled virtual appointments and an available chat function on the campus home page. The campus Mental Health Services provided both remote and in-person options to assist students.

### Activities and Student Engagement

Through the Office of Student Activities, the campus provided virtual events and activities through the fall semester with one in-person event in early November. This event was coordinated by Student Activities and the Waterbury campus Associated Student Government (ASG) to help build community and was very successful. Approximately 100 students attended in total, all pre-registered with assigned time slots to ensure social distancing. No more than 4 students at a time participated in the event. The event was held to distribute boxed gifts for students, which included a stuff-a-husky and other giveaways. The in-person event

was then followed up with a virtual stuff-a-husky event.

There are many virtual, educational events scheduled for the Waterbury campus for the spring 2021 semester. These events are planned and sponsored by the campus's Office of Student Activities in collaboration with the Waterbury campus ASG. The following is a representative list of some of virtual events planned for the Waterbury campus for the spring 2021 semester:

- Mental Health through Mindfulness, Peter Callahan
- Violinist, Alex Ahn
- Black History Trivia Night
- Black in America, Nyle Fort
- Near Death Experience Speaker, Peter Panagore
- Black History Open Mic
- Women's History Trivia Night
- Alive! Mental Health Fair, From the founder of 1-800-SUICIDE and the National Hopeline Network, Reese Butler has developed a special mental health event for college campuses
- Muslim female comedian, Mariam Sobb
- Me Too, One Women's Fight Against Revenge Porn, Chrissy Chambers
- Jane Doe No More, Survivors Panel

### Laptop Scholarship

Through a generous donation of \$10,000 from an anonymous donor, the campus made available 10 laptops to full-time students at the Waterbury campus in good academic standing, with financial need. All students were eligible, but priority went to students in the STEM field. The laptops were loaned to students for the academic year to support remote learning.

### **Waterbury Campus Faculty**

- 26.5 full-time faculty
- 41% are tenured or tenure-track
- 3 anticipated retirements at end of 2020/2021 AY – all tenured 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.

### **Initiatives and Campus Programs**

#### Diversity and Inclusion

During the fall semester the Waterbury campus held two Diversity and Inclusion Town Hall meetings. The purpose of the meetings was to give a voice to students, faculty, and staff feeling impacted on the issues of racism, social injustice, and prejudice. From these town halls, several initiatives emerged to help the campus move towards creating an even more inclusive and welcoming environment for all. We are aware there is

much more work to be done - inside and outside of the classroom. However, we are hopeful that these initiatives being introduced this spring will be the first steps in the campus's diversity and inclusion goals. The campus is reaching out to all faculty, staff and students inviting them to be involved in these initiatives, which include:

- Campus Diversity, Equity, and Inclusion Committee  
Open to all students, faculty, and staff. The objective of the community is to develop programming and to schedule events that reflect the diversity among students through art, lectures, and celebrations.
- Director's Diversity Work Group  
Open to students only. This group will meet with the campus director every other month to offer insights and suggestions on how to improve diversity related issues/topics on campus.
- Workshop "How to Work with Students of Color"  
Program Director for Regional Campus Wellness is offering a workshop to Waterbury campus faculty and staff on this important topic. The workshop is scheduled for late January 2021.

### 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. 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: 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.

#### *Two Consecutive Absence Policy*

Faculty notifies the Registrar of any student who has missed two consecutive classes. The Registrar alerts the Academic Advisor who contacts the student. The Advisor identifies the student issue, refers to resources, and/or assists with course withdrawal.

### 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.

This year's Reed Faculty Fellow was Political Science Associate Professor Jeffrey Ladewig. Dr. Ladewig taught Political Issues: The 2020 Elections as a distance learning course in the fall 2020 semester.

## Osher Lifelong Learning at UConn Waterbury (OLLI)

OLLI at UConn is a member-driven program offering non-credit learning experiences (courses, lectures, and special events) to all adults who are 50 or older and want to engage socially and intellectually with their peers as teachers and learners.

### *2020 Highlights*

- Set a 2020 fundraising goal of \$10,000 which was reached three months before the deadline, and was more than twice the money raised in any OLLI year (since inception in 2006).
- Successfully applied for \$7000 grant for OLLI community and service-learning urban garden.
- Moved all courses, meetings, administration online within weeks of Covid-19 shutdown; able to offer first-ever 100% online summer session; continuous improvement of online learning experience for each subsequent semester.
- In line with OLLIs across the country, member enrollment dropped to about 45%, but is now increasing.
- Created new volunteer committees to move us forward: Tech Support Team, Marketing Team, Fundraising Team
- Balance of academic and social events for members, supporting positive aging and combating older adult isolation.

## **Opportunity and Growth**

### New in Fall 2020 - 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
- MBA

### Opportunities for Potential Expansion

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

### Waterbury: The Allied Health Campus

This fall 2020 the Waterbury campus began offering the Allied Health program. The Waterbury campus is the only regional campus to offer the full Allied Health major.

- First faculty member in Allied Health hired in fall 2020
- The campus enrolled 44 new and continuing Allied Health majors in fall 2020
- Second faculty hire scheduled for fall 2021 – search currently underway
- Increased collaboration with the community, particular interest in working with St Mary's and Waterbury Hospitals for internships, teaching opportunities, and professional development
- Increased interest of transfer students from Community College
- Pathway to post-baccalaureate programs on campus: 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

- 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
  - 2020/2021, 11 tenure/tenure-track positions at Waterbury campus
  - Three tenured faculty will retire end of 2020/2021 Academic Year

Loss of faculty has a negative effect on our academic offerings and our student experience. 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 five years, the Waterbury campus has lost four staff members to retirement and one position to a layoff that have not been replaced. The campus has lost three facilities positions. The campus was allowed a replacement position, but this employee was brought to Storrs in fall 2020 and we were only granted a student worker to replace the position. The campus is also down four police officers, the most recent loss was the campus supervisor of police services in Waterbury who was transferred to the Health Center. There has been no replacement and currently the campus is being supervised through Hartford.