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Connecticut Conference of Independent Colleges... Educators, Employers, Community Partners

## The Connecticut Dilemma—Are We Poised for Future Success or Failure?

By Judith B. Greiman



Judith B. Greiman, President, Connecticut Conference of Independent Colleges

*(I have used data and analysis graciously provided by Rob Keating of the CT. Office for Workforce Competitiveness. Data sources are available upon request)*

Thomas Hooker moved to Connecticut, in part, because the land was fertile and the ability to create a new society was inviting. Others soon followed and Connecticut's role in our country's heritage as a location rich in resources and open to innovation was secured. Many years later, that role is under challenge by a set of demographic and economic forces that must be tackled now lest we lose our competitive advantage.

On the demographic front, Connecticut is getting old and gray. Our population is aging more rapidly than other states, and key occupations (e.g. aerospace engineers, skilled machinists, physics and math teachers) are now predominantly filled with people over the age of fifty. There are more

individuals over age 62 than there are teenagers and we have twice as many households without school-aged children as with such children. From 1990 to 2000, the number of residents aged 20-34 dropped by more than 20%, and, by 2010, those over 45 will represent 40% of our workforce. More college students and young adults are leaving the state than are coming in and our total population growth is almost flat with little improvement projected for the coming years.

On the economic front, the costs of production in Connecticut are among the highest in the nation with energy, health care and labor being key drivers. Patent activity, academic and industry research and development and the number of business incubators are all slipping. Additionally, we rank low in measures dealing with business start-ups and failures and in the education level of our manufacturing workforce and lost ground in measures dealing with our technology and science assets that promote economic development.

Underlying all of this data is the fact that the bulk of tomorrow's workforce is living in Connecticut's

urban areas where many live in poverty and find it difficult to master the proficiency necessary for the highly skilled jobs of today and tomorrow. In fact, recent census data shows that the number of Connecticut residents in extreme poverty grew by 38% between 1989 and 1999. What happened in Connecticut during this timeframe is contrary to what happened across the United States where poverty levels actually decreased. Studies on children in poverty are replete with information showing that growing up in extreme poverty results in significant health and developmental issues. These in turn have a negative impact on educational performance.

Such an impact can be seen in the pre-school attendance rates, CMT and CAPT test scores, high school graduation rates, remediation courses necessary at the college level and college graduation rates of our urban students. The futures of our children living and learning in poverty are closely tied to our state's future...they are Connecticut's workforce of tomorrow. They are our knowledge assets. We must do all that we can to

ensure that our students have a strong grounding in science, math and technology as well as in writing and communication.

Our skilled workforce has always given Connecticut its edge. To be sure that *all* Connecticut learners bring the necessary skills and talent to our knowledge economy jobs, we must invest in early childhood education so that all students come to kindergarten prepared to learn. We must demand that a college preparatory curriculum be the norm in all of our K-12 schools. We must enhance career-mentoring programs in urban areas so that students can be inspired and assisted by role models. We must increase the number of students in teacher preparation programs who have concentrations in math and science fields. We must fully fund our financial aid programs so that our needier students have the necessary financial support to attend and graduate from college without taking on huge loan burdens.

If we work together with focus and a clear purpose, we can remain true to our colonial roots by being a fertile place filled with possibilities and innovation.

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## Being a Good Neighbor

New Haven is a city of neighborhoods. Yale helps make the city stronger by taking part in many neighborhood-centered revitalization efforts. Examples of the University's support of these projects abound, and nowhere is this more apparent than in the Dixwell neighborhood, which borders Yale along its northern side.

In the Dixwell neighborhood, Yale works with residents on a variety of community development initiatives. Based on conversations with neighbors in recent years, Yale has begun construction of a new police facility on the site of an old, abandoned factory behind the



was created in 1994 under the leadership of President Richard C. Levin. Yale's investment of more than \$15 million has yielded home purchases of more than \$85 million and has been responsible for 7.5 percent of all home sales in New Haven in the last 10 years.

to rehabilitate and sell to an owner-occupant. The house was purchased by a Yale employee using the Yale Homebuyer Program. Now the homeowner lives in the same part of the neighborhood where his mother, also a Yale employee, owns a home—also purchased through the Homebuyer Program.

In addition, Yale has contributed funding to other local community development nonprofit corporations to build new housing or renovate dilapidated buildings for moderate-income homebuyers within Dixwell.

Meanwhile, students from Wexler and Helene Grant Elementary Schools and other Dixwell schools participate in educational and recreational programs sponsored by Yale, such as America Reads, an initiative through which Yale student tutors provide one-on-one literacy instruction to children. Additionally, students from the Yale School of Forestry and Environmental Studies help neighborhood residents to clean vacant lots and initiate "greenspace" projects. During the summer, more than 600 local children participate in free, all-day programs at Yale, and during the school year, more than 10,000 New Haven young people take part in academic and athletic activities at Yale, thanks to hundreds of Yale student volunteers.

These are just a few examples of Yale University's commitment to New Haven neighborhoods.

For more information: <http://www.yale.edu/onhsa/index>



This past fall, Yale celebrated a special partnership in the Dixwell neighborhood that helped a Yale employee buy his own house very near the home of his childhood. On a prominent

corner in Dixwell, the University purchased a blighted two-family house that had been boarded up. Residents had

Grove Street Cemetery. The facility will include a new Dixwell-Yale University Learning Center: a place for residents to gather for community meetings and events, enhance their computer skills, and participate in Yale-sponsored educational and recreational youth programs.

Dixwell is one of the many areas of the city included in the ground-breaking Yale Homebuyer Program — a benefit that provides employees with \$25,000 grants over 10 years if they purchase a home in designated New Haven neighborhoods. More than 650 Yale employees, including 32 employees in Dixwell, have bought homes through this program since it



complained that the house was an eyesore for the community. After purchasing the building, Yale donated it to Beulah Land Development, a church-based affordable housing developer in Dixwell,

## Sacred Heart University First in CT to Offer Doctorate in Physical Therapy

Sacred Heart University accepted its inaugural class into a new Doctor of Physical Therapy program in Fall 2004. The University is the first in the state of Connecticut to offer the doctorate in Physical Therapy. The program is fully accredited at both the state (Connecticut Department of Higher Education) and national (Commission on Accreditation of Physical Therapy Education) levels. As a result, graduates will be eligible for physical therapist licensing examinations anywhere in the United States.

The program will lead to a clinical doctorate (Doctor of Physical Therapy, or DPT) as the entry-level degree for professional practice. The course of study will be three years in length, including 8-10 weeks of full-time clinical work in each of the summers between the first and second years, and 20 weeks in the final semester of the program. A total of 106 credits is required to complete the DPT curriculum.

According to Physical Therapy Department Chairman Dr. Michael Emery, "This new curriculum will prepare Physical Therapy students to enter a changing clinical practice environment which now allows physical therapists to practice independently and engage more formally in a clinical diagnostic process with their patients. This is a very exciting step for the profession of Physical Therapy and for the academic program at Sacred Heart University."

Special features of this program include a problem-based learning (PBL) environment, where students will be educated in a highly interactive, small group-focused learning style. PBL teaches students to learn from and solve clinical problems, thus resulting in a more reflective practitioner.

(SHU continued on p. 3)



## Saint Joseph College Addresses Needs of Latino Community with Interdisciplinary Initiative

Saint Joseph College's Undergraduate Curriculum Committee has approved a new minor in Latino Community Practice. This academic program—one of its kind in the region and possibly in the country—will provide a bilingual and bicultural credential to students from every academic major at the College. The Languages Department's program in Spanish and the Department of Social Work collaborated on the design and implementation of the minor.

The minor will be achieved upon the completion of 18 to 20 credits. Course offerings that satisfy the Latino Cultures and Cultural Diversity component of the minor come from across the College curriculum, including CHST 450: Cross-Cultural Studies of Children and Families, EDUC 251: Teaching in Diverse Classrooms, INTS 100: Global Issues and Perspectives for the 21<sup>st</sup> Century, POLS 351: Government and Politics in the Caribbean, RELS 302: Social Justice in the City of Hartford, SOCL 225: Inequality in America, SOCW 206: Latina Women and Their Worlds, and SPAN 390: Spanish American Literature. Students must demonstrate at least a 300-level proficiency in the Spanish language, and in addition to conducting three credits' worth of Latino Community Research, they must also fulfill four to eight credits in a supervised internship. Whether they choose clinical practice, field practice, student teaching or other academic internships and/or a community service project, students must complete

between 240 and 480 hours to meet this requirement.



New College President Dr. Evelyn C. Lynch discussed the new initiative on September 22, 2004 with Ray Dunaway and Diane Smith on the WTIC AM Radio Program "Mornings with Ray and Diane." She said: "...What's exciting for me, as an incoming president, is to know that we have programs that were here at the founding of the College in 1932 that keep changing and adapting to today's needs. As you may know, Latinas and Latinos represent the region's fastest growing population. And yet they still have the highest rates of poverty and unemployment. And so there is a great need to have social workers, educators and other health and human service professionals who are bilingual and familiar and comfortable—culturally competent—in working with Latinas and Latinos. And so this new community practice minor will graduate, we hope, social workers, teachers, nurses, business managers and other professionals."

Students may also choose to earn a Latino Community Practice Certificate, which requires 13-17 credits.

Happy Thanksgiving  
from CCIC

## Hudson United Bank agrees to \$5 million sponsorship of Quinnipiac University's Athletic Center

Quinnipiac University President John L. Lahey announced today that Hudson United Bank has agreed to a \$5 million sponsorship of Quinnipiac's new athletic center, which will now be known as the Hudson United Bank Center.

"Over the last 30 years, Hudson United Bank has generously supported Quinnipiac in so many ways, but none more meaningful and enduring than this," Lahey said. "The Hudson United Bank name will now join a distinguished group whose generosity has helped Quinnipiac to become one of the country's leading regional universities."

The Hudson United Bank Center will be a 157,000-square-foot facility containing a basketball arena and a hockey arena, joined by a common lobby area for concession stands and ticket sales. The \$65 million center also will include: offices, locker rooms, club and premium seating, conference and meeting rooms, storage and weight-training facilities.

The new Athletic Center, which is expected to open in January 2007, is the first building in Quinnipiac's \$150 million economic development project to develop its 230-acre Sherman Avenue campus.

Future plans call for the construction of a graduate education center and a student residential community.

Kenneth T. Neilson,  
chairman, president & chief  
executive officer for Hudson

United Bank, said, "Quinnipiac University has been a longstanding partner with Hudson United Bank, and it is an honor to be associated with such an outstanding academic institution. Our organizations not only share a marketplace, but also a strong commitment to the communities we serve. We are proud to help make the Hudson United Bank Center a reality."

(Quinnipiac Cont. on p. 4)

(SHU continued from p. 2)

The program also offers qualified students the opportunity to complete an undergraduate degree and a DPT degree within six years. The ability to take advantage of the "3+3" option (three years of undergraduate course work and three years of graduate course work) is available only to students who elect to complete their undergraduate studies with a major in Exercise Science, Psychology, or Biology.

The Sacred Heart University Physical Therapy faculty is comprised of eight faculty members, with over 75 years of combined teaching experience. All of the faculty members hold post-professional doctoral degrees or advanced clinical certification, including those who are nationally recognized for scholarship, service to the profession, and teaching excellence.

For more information on the DPT curriculum, including courses listed by years and semesters, visit Sacred Heart University's Physical Therapy and Human Movement Science Department website at <http://physicaltherapy.sacredheart.edu/physicaltherapy/>.

(Quinnipiac cont. from p. 3)

Neilson noted that Hudson United has been serving the Hamden community for nearly 40 years. The bank's roots date back to the

more information, please visit [www.hudsonunitedbank.com](http://www.hudsonunitedbank.com) Quinnipiac is a private, coeducational, non-sectarian institution located 90 minutes north of New York



Hamden National Bank, founded in 1965.

Hudson United Bancorp has \$8 billion in assets, and operates 204 branches throughout New Jersey, Connecticut, New York and Pennsylvania. Hudson United Bank offers a full array of innovative products and services to the retail and commercial markets. Hudson United's Public Sector Group addresses the financial service and business relationship needs of state and local governments, schools and universities, public sector projects, charities, membership organizations and not-for-profit associations. For

City and two hours from Boston. The university enrolls nearly 5,200 full-time undergraduate and 2,000 graduate students in more than 50 undergraduate and 17 graduate programs of study in Business, Health Sciences, Law, Liberal Arts, Education and Communications. Quinnipiac consistently ranks among the top universities with master's degree programs in the Northern region in *US News and World Report's America's Best Colleges*. Quinnipiac also is recognized in *Princeton Review's The Best 357 Colleges*."

For more information, please visit [www.quinnipiac.edu](http://www.quinnipiac.edu).

Connecticut Conference of Independent Colleges  
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Student Success Statewide

### Did you Know?

Private colleges and universities enroll virtually the same percentage of low-income, minority, and first-generation students as public colleges do.

Percentage of students whose family income is less than \$25,000: Private 16%, Public 16%

79% of full-time students who receive a bachelor's degree from an independent college or university are able to complete their degrees in four years or less compared to 49 % of full-time graduates of public four-year institutions.

African American students who attend private colleges and universities have a better chance of earning their bachelor's degree than those who attend public institutions (50% vs. 32%)

Data source: NAICU National Statistics on Affordability, Access and Success at Independent Colleges and Universities.

### Applying to College?



Visit CtMentor.org, a free Internet-based information system helps prospective students prepare for college admission, seek information about higher education opportunities in Connecticut, and find the best college choice among the many colleges and universities in this state.



The Independent Voice is a publication of the Connecticut Conference of Independent Colleges, a public policy association representing Connecticut's nonprofit independent higher education institutions.

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