

theindependentvoice

Connecticut Conference of Independent College... *Student Success Statewide*

Connecticut's Educators, Employers, Community Partners

By Judith B. Greiman, President



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

For three hundred years, Connecticut's independent colleges and universities have been integral to the state's social and economic fabric. For seventy years, the Connecticut Conference of Independent Colleges (CCIC), a non-profit corporation, has represented these accredited, nonprofit institutions. These colleges and universities serve essential public purposes and are bound by a common commitment to the highest standards of personal and academic excellence. We produce graduates who know how to learn, are prepared to be leaders in their chosen fields and their communities, and are ready to adapt to the ever-changing global environment.

As the largest sector in Connecticut's system of higher

education, we enroll 37% of all students and award 51% of all degrees, including 61% of all degrees to minority students. Fully half of our students come from Connecticut and our commitment to enhancing Connecticut businesses is widespread and active.

The economic activity of independent colleges and universities fuels Connecticut's economy creating jobs and providing tax revenues for the state and income for thousands of residents and their families. In the aggregate, we are Connecticut's third largest employer with 19,331 employees. Our impact is even greater, though, since through campus operations, students and tourism, we generate 53,573 jobs in Connecticut, representing 1 in 30 people in the work-force who pay \$199 million in taxes. All together, our institutions, students and visitors generate a total impact of nearly \$3.8 billion on Connecticut's economy. Additionally, our 171,000 alumni living in Connecticut

earn \$9.3 billion annually and pay almost a billion dollars in state and local taxes.

Over the past five years, we have invested \$875 million into physical plant renovations and new construction. This investment has enhanced our on-campus learning and living spaces while creating more than 19,000 jobs for Connecticut workers who paid nearly \$62 million in state and local taxes.

This quarterly newsletter will highlight the cultural, economic and social contributions of the sixteen diverse institutions that make up the Connecticut Conference of Independent Colleges. The independent sector in Connecticut is higher education at its best: varied, comprehensive and giving. We believe passionately in our roles as Connecticut's educators, employers and community partners. •

2000-01 CICS Grant

Average Grant	\$ 3,960
Average Minority Student Grant	\$ 4,009
Total Recipients	\$ 4,792

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UNH Dean, Technology Chief Agree to Engineer Shortage Alliance

The dean of the University of New Haven's School of Engineering & Applied Science and the president of the Connecticut Technology Council (CTC) have agreed to pursue an assault on a critical shortage in technology – engineers. The alliance will involve the academic community, industry and government.

Dean Zulma Toro-Ramos, Ph.D., and J. Michael Theodore, president of CTC, recently addressed what they see as a severe shortage in the supply of engineers and other professionals in science and technology.

"Who," Toro-Ramos asked a UNH breakfast group of 50 representatives of technology, government, industry and education, "will engineer tomorrow? Who will design the pyramids of the 21st century, the microchips, the advances in communications? Who will break through the barriers that prevent us from solving problems requiring technological acumen?"

(See UNH, page 3)

Governor Rowland, Legislative Leadership Support Expanded Aid to Students



CCIC staff, member presidents, financial aid directors and students recently joined the Governor and key legislators in a bill signing ceremony to celebrate the expansion of the CICS program. The CICS program provides grants to Connecticut residents to attend Connecticut independent colleges and universities. It is a need-based grant that allows almost 4500 students annually to achieve their dreams of going to college and to ensure their desire for a promising career. In collaboration with Governor John G. Rowland, President Pro Tempore Kevin Sullivan, Speaker Moira Lyons and several other key legislators, CCIC was able to amend the CICS statute to allow for greater funding for the program in future years. •

Fairfield University Partnership Benefits Bridgeport Families

Three and four-year-old pre-schoolers, unfazed by dignitaries, corporate executives, and University administrators looking on, sat at their classroom computers and breezed through reading and math exercises as if they'd been doing this all their (short) lives.

Actually, they had just begun a few months earlier, thanks to a corporate grant from SNET that highlights the power of partnership in addressing social problems, and a grant from the U.S. Department of Education (DOE) that allowed 18 undergraduate research assistants to be hired for one-on-one tutoring.

On this particular morning, the combined resources of Fairfield University, the ABCD Head Start Program in Bridgeport, SNET, and the federal government grant were clearly at work, beginning to bridge what has come to be known as the "digital divide" – yet another chasm of opportunity separating the "haves" from the "have-nots."

"This partnership has better equipped us, literally, to help families meet the challenges of poverty," said ABCD Child Care Director June Malone. The agency now has computers and state-of-the-art software in each of the 43 classrooms that serve its 723 pre-schoolers at eight sites.

At the children's sides were two of the 250 Fairfield University students who provide literacy training to the Head Start pre-schoolers and their parents every week through the Adrienne Kirby Family Literacy Project, a collaborative effort between Fairfield University and (ABCD) established in 1993 with a three-year grant from the Corporation for National Service. In the years since, the program for low-income pre-schoolers, their parents and even their grandparents, has experienced rapid growth and recognition under the direction of Fairfield University Psychology Professor Dr. Judith Primavera.

In 1994, the program received a Learn and Serve America Higher

Education grant, and was ultimately cited as a model of community-university collaboration by the Corporation for National Service.

In its eight years of existence, this project has grown from involving 14 parents, 150 pre-schoolers, 13 classrooms, 30 Head Start Teachers and 40 Fairfield University volunteers to 71 parents, 700 pre-schoolers, 40 classrooms, 85 teachers, and as many as 290 University volunteers.

In addition to the initial grant, the financial support of the F.M. Kirby Foundation, Reader's Digest Foundation, SNET and People's Bank have allowed the University to continue to expand the project.

Most recently, the program received a three-year, \$366,000 grant from DOE's Community Technology Centers Program to establish the Fairfield University-ABCD Literacy Technology Training Center – one of 30 awarded nationwide from a pool of 750 applications. The

Center will become part of Fairfield University's recently renovated DiMenna Nyselius Library, with satellite computer stations in ABCD's Head Start/School Readiness classrooms. •

Did You Know?

For every 1% increase in the share of enrollment in the independent sector, Connecticut taxpayers save \$313 per degree conferred. A 3% increase in independent college enrollment would save the state \$30.4 million annually. This is a result of the fact that independent colleges and universities receive no direct state support (other than for need-based financial aid for undergraduate students).

Human Capital Research, Inc.

A Commitment to the Community



The opening of an innovative magnet school... a proposal to turn an abandoned car dealership into a performing arts center... a project to revitalize a "Connecticut Main Street."

These are among a number of recent initiatives in which the University of Hartford is working with its neighbors and with state and local officials to make a difference in Greater Hartford.

Since taking office in 1998, University President Walter Harrison has made community involvement a top priority. In recent years, for example, the University established a Center for Community Service and expanded the successful Educational Main Street program, a partnership between the University and five Hartford public schools.

But perhaps the most visible example of the University's commitment to the community is the new University of Hartford Magnet School, which opened on Aug. 30. This unique school brings together children from diverse backgrounds and uses an innovative curriculum that could become a national model. It serves about 400 students from prekindergarten through fifth grade from seven communities: Avon, Bloomfield, Farmington, Hartford, Simsbury, West

Hartford, and Wethersfield. The school is managed by the Capitol Region Education Council (CREC), and its construction was funded by the state.

The magnet school's curriculum is based on the "theory of multiple intelligences," developed by Harvard psychologist Howard Gardner. The theory recognizes that children learn in many ways other than the traditional linear-logic approach, such as through music, art, and movement. The curriculum encourages students to learn in the ways that best suit them as individuals, allowing their true talents to shine through.

The magnet school is more than just a school; it also includes an early childhood education center, a family and wellness center, and before- and after-school day care. Its location on the University of Hartford campus enables the magnet school to take advantage of the University's vast resources and expertise, while providing valuable learning opportunities for University students and faculty members.

In another project that has the potential to significantly benefit the community, the University is moving forward with a proposal to redevelop the former Thomas Cadillac dealership in North

Hartford and turn the site into a performing arts education facility. The facility would provide much needed extra space for The Hartt School, the University's renowned performing arts conservatory. At the same time, the project would help to revitalize the Blue Hills and Upper Albany neighborhoods, and would provide music and arts education for local youngsters.

Gov. John G. Rowland has cited the proposal as an example of the kind of project that will benefit from the state's new "brownfields initiative." The initiative provides funding for the clean-up of contaminated industrial properties in Connecticut's urban areas, so that they may be returned to productive use.

The University also has been working with merchants in the Upper Albany neighborhood to improve the business climate in that community. Associate Professor Margery Steinberg of the University's Barney School of Business helped local business owners to establish the Upper Albany Business Network and to secure a grant to help them explore ways of addressing employee development and training needs. Dr. Steinberg also helped the neighborhood to become the first urban area designated as a "Connecticut Main Street." This program provides resources and technical expertise to enable communities to revitalize their commercial districts. •

UNH (from page 1)

Illustrating her position, she cited the fact that demand for engineers in the U.S. will have risen by 18.1%, or 235,000 professionals, between 1996 and 2006, while computer and data service jobs will double to 2.5 million. "In other words," said Toro-Ramos, "we are just one college graduating class away from a very serious problem and we must act to solve it."

"We need to rekindle the flame of student fascination," she said "and create a passionate interest in what engineering and technology mean to society. We need to show those who may not have been exposed to technology professions, particularly women and minorities, that here is a chance to shine. Here is a chance to make progress. Here is a chance to make a difference."

Theodore said educational institutions are not to blame for the crisis, citing rapid growth in the "new economy" of dot.coms that has "mistakenly removed emphasis on engineering as a core competence."

While discussing university programs that bring high school students on to campus to explore engineering and science, Toro-Ramos noted that UNH is the only Connecticut university, and one of the few in the country, to offer six nationally accredited programs in engineering and computer science. •

“The Good of the Individual and the Good of the World”

Wesleyan University's first president, Willbur Fisk, said that education should have two goals: “the good of the individual and the good of the world.” Fisk's words ring especially true in relation to the campus response to the aftermath of September 11.

On the evening of the attack, students and the chaplains organized a candlelight vigil that was attended by a thousand students and faculty. In the ensuing days and weeks, faculty and administrators organized panel discussions and question-and-answer sessions at which faculty members tried to begin to create the intellectual and moral context for understanding the attacks.

Wesleyan students hoping for a peaceful resolution of the conflicts organized a nationwide Day of Action that spread to 150 other campuses and incorporated 10,000 students by its conclusion. Other

students believed that military intervention would be necessary and have supported U.S. government actions to date. Still other students have not yet made up their minds.

In a letter to the community about the challenges following September 11, Wesleyan President Douglas J. Bennet wrote:

“Immediately after the attacks the issues surrounding America's response have been inflamed and urgent. They present acute moral and practical dilemmas. In this climate, academic institutions need to guard the integrity of their own discourse so that all views are heard. While encouraging effective political action by members of our communities, universities as institutions should enter the lists of advocates only where core principles such as academic freedom, freedom of speech or a clear moral imperative are at stake.”

On some campuses, differing views of the international crisis have led to divisiveness. Some Wesleyan students may disagree with each other, but the university has created an environment where discourse will not be compromised by disagreements. Integrating instruction in skills and substance is the essence of liberal education. Wesleyan recognizes the opportunity to instruct our students, both in the essential capabilities of a liberal education – including critical thinking and analysis, moral sensibility, communication skills, intercultural competence and capacity for effective citizenship – and in the background of the current crisis – including Middle Eastern history, American foreign policy and civil rights during wartime. By seizing this opportunity, we believe we can make continued civil discourse possible and further “the good of the individual and the good of the world.” •



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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The Independent Voice follows a regular rotation schedule featuring four of the sixteen member institutions in each quarterly issue.

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