

**THE UNIVERSITY OF CONNECTICUT  
WATERBURY CAMPUS  
ACADEMIC PLAN  
Submitted February 2007  
Revised January 2008  
Revised February 2009**

**Contents**

Academic Plan	Pages 1-5
Appendices #1 - #7	Pages 6-25

**1. Mission Statement**

The University of Connecticut's Waterbury campus promotes the personal growth of students of all ages and economic circumstances through intellectual achievement, enhanced leadership skills, and workforce development. The campus provides access to lifelong learning and community engagement through its academic programs and provides entry to the more than one hundred undergraduate programs available at the University of Connecticut. The Waterbury regional campus is committed to developing important interaction between its student body, faculty and the community.

**2. Undergraduate Education**

**a) Enrollment Management**

Over the last five years, the mission of the Waterbury campus has expanded significantly to include several four-year degree programs. A steadily increasing number of students wish to complete their UConn degree at the Waterbury campus. The result has been that our enrollment has grown significantly and our students have requested more undergraduate majors on our campus.

Our enrollment has nearly doubled since our relocation to a new state-of-the-art campus in downtown Waterbury in 2003. This marks the highest enrollment increase of any regional campus. In the past the only degree completion option at the Waterbury campus was the Bachelor of General Studies. Since 2000, the campus has seen the addition of five bachelor degree programs and in the fall of 2009 the campus will add the four year English major as a sixth bachelor degree program option in Waterbury. The campus offers four graduate degree programs: Master of Science in Nursing, Master's Entry into Nursing, Teacher Certification Program for College Graduates, and the Master of Business Administration. In addition, the campus offers course work toward the Master of Social Work. Of our approximately 1,100 students, 138 are currently enrolled in new Bachelor degree programs, 154 are enrolled in graduate programs, and 100 students are enrolled in the BGS program.

**b) Degree Programs**

The Waterbury campus provides entry to the more than one hundred undergraduate programs offered at the University of Connecticut. With consistently increasing enrollments, in order to successfully continue this mission, additional faculty are necessary in almost all academic areas: sciences, humanities, and social sciences. There is particular pressure in the sciences, with ever increasing class sizes. It is also important to note that over the years the campus has lost positions to retirements in several departments and these positions were never replaced. Some examples are foreign languages, philosophy, political science, fine arts, chemistry, and a Biology/Chemistry laboratory assistant.

Many students who begin their academic careers at the Waterbury campus now choose to complete their undergraduate degrees here. The number of students choosing this option continues to grow. We currently offer the following majors:

American Studies  
Business and Technology  
English – *beginning in the fall 2009 semester*  
General Studies  
Human Development and Family Studies  
Psychology  
Urban and Community Studies

**Business & Technology:** There are approximately 30 junior and senior Business & Technology majors in Waterbury. At least seven in-residence faculty members are required to deliver both the undergraduate and MBA programs at the Waterbury campus: one in accounting, one in finance, two in management, one in marketing, one in operations management and one in information technology. Presently, there are seven business faculty shared between Waterbury BSBT & MBA and Hartford (where there are now over sixty BSBT majors). Originally, seven business faculty members were promised to Waterbury, alone, in order to deliver the undergraduate and graduate business programs offered here. In Stamford, there are seven business faculty dedicated entirely to teaching undergraduate courses with no graduate teaching responsibilities. While seven business faculty members in Waterbury will not provide parity with Stamford, it is a step in the right direction.

**Human Development and Family Studies:** A degree program in HDFS was approved for Waterbury in the fall of 2004. Since that time, the number of majors has increased from five to more than thirty. There are two full time faculty at Waterbury, a full time lecturer shared with the Waterbury, Torrington, and Hartford campuses and a strong cadre of adjuncts. HDFS courses are also resources for BGS students concentrating in human services. In order to meet the needs of our students, we request:

1. Expanded course offerings
2. At least one additional faculty position
3. One administrative support person

See Appendix #1 for complete details.

**Psychology:** In 2004, the Department of Higher Education approved a Bachelor's Degree program in psychology for the University's Waterbury, Torrington, and Hartford Campuses. This program has been extremely successful at Waterbury. Due to the ever increasing enrollment, we request the following:

1. One additional faculty in either the clinical or social division
2. One half-time administrative assistant
3. One quarter-time research assistant
4. Funds, lab and office space to support the growth of this program

See Appendix #2 for complete details.

**Urban and Community Studies:** Urban and Community Studies has been offered at the Waterbury campus for the past eight years. There are approximately twenty majors and this number is growing. Also, students enrolled in a variety of majors take courses in UCS. In order to keep pace with increased student interest in this area, we request the following:

1. One additional faculty member in Geography, preferably with expertise in Geographic Information Systems (GIS)
2. New concentration in GIS
3. New Minors in Urban Ecology and Social Work
4. One half-time administrative assistant

See Appendix #3 for complete details.

## PROPOSAL FOR NEW UNDERGRADUATE MAJORS AND MINOR

Below is a list of proposals for new majors at the Waterbury campus. Additional resources required for each of these are outlined in the respective appendices.

### *Bachelor of Science in Business Administration (BSBA)*

See Appendix #4 for complete details.

### *History*

See Appendix #5 for complete details.

### **c) Minors**

Proposal for Minor in Urban Ecology: with the addition of new science faculty and the return of the campus's full-time engineering faculty who has been on medical leave for several years, this minor could prepare students for careers in urban environmental policy, urban environmental remediation, and a host of other occupations. See Appendix #6 for details.

Proposal for Minor in Social Work: working with faculty and existing courses in UCS, Sociology, Psychology, and Social Work, this minor would allow students to better prepare for entry-level careers in the social services field as well as for graduate school in social work

### **d) Student Enrichment**

**Career Services:** As the number of four-year degree programs at the Waterbury campus continues to increase, we need to respond to students' requests for career planning. A Waterbury-based career counselor would work closely with the UConn Office of Career Services. As of the submission of this academic plan in January 2009, this position is in the search process. The Waterbury Career Services Center will provide:

- individual career counseling
- job search workshops
  - resume writing
  - interviewing skills
  - exploring the job market
- general informational workshops
- study abroad
- presentations in FYE and SYE classes
- internship and co-op information

### **e) Student Support Services**

**Academic Resource Center:** In order to assist the broad-reaching academic needs of the students on the Waterbury campus, we propose an Academic Resource Center that would house the Math Center and Writing Center, as well as provide individual tutoring to all students, including SSS students, in all subject areas offered at the Waterbury campus. The Center would provide both a drop-in component (as is

currently done in the Math and Writing Centers) and pre-scheduled tutoring sessions. The Academic Resource Center would have a full-time coordinator who would:

- recruit, train and supervise professional tutors and student workers
- conduct study skills workshops
- teach in the FYE program
- work closely with the Student Support Services (SSS/CAP) coordinator

The Academic Resource Center would also have professional staff to support the Math Center and Writing Center and to expand hours for these tutoring services.

**Student Support Services (SSS/CAP):** Students enrolled in the SSS program reflect our nation's multicultural and multiethnic society, thereby increasing diversity at the Waterbury campus. As the SSS enrollment continues to grow, we will require the following additional resources:

- Access to the proposed Academic Resource Center
- Professional tutors
- Additional peer tutors

### **3. Research**

**Research:** The Waterbury campus is fully committed to the scholarly pursuit of research, both within the ranks of faculty and within the student population. To support faculty professional and instructional development the campus instituted a fund beginning in the 2008/2009 academic year that is administered by the faculty for the faculty. The Waterbury campus offers the opportunity for applied research that is integrated with community needs and academic programs.

### **4. Graduate Education**

Master of Business Administration (MBA)  
Master of Science in Nursing  
Master's Entry into Nursing (MbeIN) - Accelerated Pre-Licensure Program  
Teacher Certification Program for College Graduates (TCPCG)  
Course work toward the Master of Social Work

MBA: There are approximately 105 MBA students in Waterbury. At least seven in-residence faculty members are required to deliver both the undergraduate and MBA programs at the Waterbury campus: one in accounting, one in finance, two in management, one in marketing, one in operations management and one in information technology. Presently, there are seven business faculty shared between Waterbury BSBT & MBA and Hartford (where there are now over sixty BSBT majors). Originally, seven business faculty members were promised to Waterbury, alone, in order to deliver the undergraduate and graduate business programs offered here.

### **5. Public Engagement**

**Community Outreach and Engagement:** Community Outreach and Engagement enhance the academic experience for undergraduate students at the Waterbury campus. As an urban campus, with its diverse population and proximity to many organizations and businesses, we can provide unique opportunities for partnerships that enhance learning and improve the greater community. The Osher Institute, service learning, internships and volunteerism are valuable learning tools for students in all academic programs.

Students' opportunities for community outreach and engagement in support of their academic programs are expanding. In order to offer this important co-curricular experience, we require a full-time community outreach coordinator to:

- coordinate service learning, student internships, off-campus work-study and volunteer and paid positions within the Waterbury community in conjunction with their courses and majors
- recruit area businesses and organizations to offer internships, service learning and other opportunities to students

This community outreach coordinator would work closely with the Director of External Affairs and the Career Counselor. See Appendix #7 for complete details.

## **6. Physical Plant and Infrastructure**

FACILITIES – To Be Addressed by Master Plan Committee

As we continue to add additional courses and programs, we will explore options for more space, including better use of and expansion of the current facility and exploring use of existing space within the downtown Waterbury area. The campus goal of a fourth wing would address the needs of our current and proposed programs and would include, but would not be limited to, the following:

- Additional classroom space
- Additional laboratory space
- Additional Research space
- Additional high tech classroom space
- Additional office space
- Additional adjunct office space with university computers
- Office space for new faculty and staff
- Cafeteria Space

This report was respectfully submitted originally on February 28, 2007 by the Waterbury Campus Academic Plan Committee.

Members:

Michael Blumenthal, Assistant Professor, History

Angela Brightly, Associate Director for UConn Waterbury Campus

Candice Chirgotis, Adjunct Faculty, Drama

Ruth Glasser, Lecturer and Coordinator, Waterbury Urban and Community Studies

Christine Johnson, Nursing

Dennis McGavran (Chair), Associate Professor, Mathematics

Abby Peklo, Student Services

Glen Richardson, University Director, School of Business, Regional Campuses

Samuel Robinson, Coordinator, Writing Center

Lillie Wright, Coordinator, Student Support Services

It was revised and re-submitted on January 4, 2008.

It is being re-submitted as revised on February 11, 2009.

## **UConn Waterbury Academic Plan**

### **Appendix #1**

#### **Human Development and Family Studies (HDFS)**

##### **Justification and Rationale**

The Human Development and Family Studies (HDFS) program is still in the early phases of development on the Waterbury Campus. The program is a multidisciplinary major that focuses on individual and family development across the lifespan. Students develop a strong understanding of the social, cultural and historical frameworks within which families function and are influenced by family structure, social structure (past and present), race, gender, social class and ethnicity.

A major in HDFS provides a spring-board to many careers dealing with individuals of all ages and families in various stages of growth. Career opportunities are available in education, social work, counseling, non-profit agencies, human services, and private industry.

Since approval of the program at the Waterbury campus in Fall 2004, the number of students declaring HDFS as a major has grown from five to over twenty-five. There are close to sixty majors among the Hartford, Torrington and Waterbury regional campuses.

The opportunity for students to travel between campuses for classes has been a strong part of the success of HDFS. Students are encouraged to schedule classes among the three campuses to attain the credits they need in a more timely, efficient manner.

There are four areas of concentration in HDFS at the Waterbury campus: Adult Development and Aging; Childhood and Adolescence; Family Relationships: Services and Counseling; and Family and Society: Social Policy and Planning. A fifth concentration in Early Childhood is available on the Storrs and Stamford campuses. This is an area we and the students are interested in pursuing.

With the Osher Outreach Program on the Waterbury campus, “hands-on” opportunities for students interested in gerontology and aging has expanded.

##### **Program Strengths**

- Excellent staffing
- Exceptional adjuncts to cover the depth of courses
- Concentration in aging supports and benefits from outreach and the Osher Life Long Learning Institute
- Complements and enhances other social science areas of instruction
- Provides an outlet for BGS human service concentration
- Majors have opportunity to enroll in related areas that expand knowledge base of HDFS
- HDFS staff are involved in community research via informal caregiving and care-receiving
- First major to establish distance learning courses offered on three campuses (Waterbury, Hartford, and Torrington) by staff (with staff presence at each campus)

- Over 95% of enrollment in HDFS classes for Spring 2007 (number of available seats to actual students enrolled in classes)
- Have strong links to all areas of the Provost's Academic Plan focusing on – Our World, Our Families, Our People, Our Family and Community Connection, and Our Future

## **Current Resources**

### **Staff:**

On the Waterbury Campus, there are two (2) full-time staff (one tenure track and one non-tenure track). We have one Full-Time lecturer, shared among the three campuses depending on course offered, enrollment numbers, etc. We have developed a very strong group of adjuncts among the three campuses, in many specialty areas, to teach in HDFS.

## **Future Needs**

### **Staff:**

- One to two additional full time faculty
- Support staff for special projects and on an 'as needed' basis
  - Community outreach coordinator to work with faculty via internships, fieldworks, etc.

### **Facilities:**

- Office space for additional faculty and staff
- Use of larger, high-tech classrooms for foundation classes (i.e., general education)

### **Program:**

- Expand the number of course offerings
- Expand the number of approved course offerings for BGS students
- Expand opportunities for students and strengthen outreach to the community by offering internships
- Expand interdisciplinary opportunities
- Institute an Honors Program
- Establish an Early Childhood Concentration
  - Investigate collaboration with Naugatuck Valley Community College and other institutions to develop this concentration
- Collaborate with other programs to enhance students' opportunities and skills for employability in fields such as human services, education, public policy and urban studies
- Develop a link to masters programs in education and teacher certification
- Increase the number of majors in Waterbury to more than 100 during the next five to seven years

**UConn Waterbury Academic Plan**  
**Appendix #2**

**Support and Resources for a Growing Psychology Major**

**Justification and Rationale**

In 2004 the Department of Higher Education (DHE) in responding to an application from the University, approved the establishment of a full four-year undergraduate major in Psychology for the Waterbury, Torrington, and Hartford campuses. The emphasis and mission of this major as stated in the application to the DHE was distinguished from the existing major centralized at Storrs. The difference was embodied in a strong emphasis on fieldwork, outreach, and internship opportunities by utilizing the resources that were more plentiful and geographically available in the cities that surrounded the locations of these regional campuses. The major was also distinguished from those available in the state university system by its emphasis on research training and involvement of undergraduate majors in research.

To support the addition of the major courses, one tenure-track position was added in Waterbury for a total of 2, two tenure-track positions were added in Hartford for a total of 3, and one full time instructor position was added in Torrington.

Since its inception the enrollments in psychology courses have grown steadily at all three regional campuses (See **Tables 1 & 2**). The enrollment data and major data for both before and after the psychology major approval are presented in the appended tables. As can be seen in the appended Table 2, "Psychology Majors 2005 vs. 2007," the increase in majors at the three campuses has been 79.2%. **Psychology Majors at Waterbury have increased from 43 in January of 2005 to 76 in January of 2007, an increase of 77%.** The number of majors per tenure track faculty at Waterbury has increased from 21.5 in 2005 to 38 in 2007. When this ratio of 38 majors to tenure track faculty at Waterbury is compared to the other regional campuses and to Storrs (28 at Hartford, 30 at Stamford, 20 at Avery Point, 33 at Storrs) it is apparent that Waterbury has the highest ratio.

In addition to the dramatic increase in enrollments (Table 1) at Waterbury in all Psychology courses, as well as the number of majors, the program has been fulfilling its stated mission of training undergraduates in research methodology, and involving undergraduates in fieldwork and outreach.

It is anticipated that the enrollments and majors in psychology courses at Waterbury will increase at the rate of 15% per year for the next 5 years. At that rate, the number of majors in Psychology at Waterbury alone will be 153 in January of 2012. Without any further increase in faculty positions, the ratio of majors to tenure track faculty will reach 76 in that year. The current ratio of 38 majors per faculty at Waterbury as well as the number of enrollments per faculty is already much higher than the stated goal of 25 for the University as a whole.

In summary, two things are abundantly clear: 1) the inception of a psychology major has been markedly successful in terms of serving a need at the undergraduate level at Waterbury and fulfilling its stated mission, and 2) the program is under great enrollment pressure and is in need of additional supportive resources.

## **Current Resources Needed for the Psychology Major**

### **A. Full-time Faculty for 2008-2009**

A full time, tenure track faculty position for the academic year of 2008-2009 in either the Clinical or Social Division is requested to meet the current needs of the psychology major. This position will provide instruction in classroom settings as well as research and field experience placements in the community and other non-profit organizations and businesses. Examples of these organizations are the Waterbury area hospitals, theaters, chambers of commerce, and social service agencies. An additional full-time tenure track faculty position is necessary (see Table 3). Areas of teaching expertise should be Physiological Psychology, History & Systems, and/or Sensation & Perception. The research focus of the new position should be consistent with Waterbury's mission, and focus on community-based topics. This faculty position will require office and lab space ranging from 200-1000 square feet, to be determined at the point of hire.

### **B. UCPE Level 3 Administrative Assistant for 2007-2008**

A part-time UCPE Level 3 administrative assistant to the psychology major is required currently to assist in implementing the Waterbury major. A job description is attached. Main responsibilities will include undergraduate advising, coordination of the participant pool, provision of psychology major materials, and program support.

### **C. Research Assistant**

A part time Research Assistant (RA) is required to assist tenure-track faculty with research endeavors. This funding will provide a graduate-level student presence at the campus, and will focus on implementing community-based research in Waterbury. The position will provide 10 hours per week for the fall and spring semester, and will allow the Waterbury-based faculty to compete successfully with Storrs-based faculty for graduate student resources located only at Storrs.

### **D. Research Contingency Fund**

To maintain the psychology suite equipment (e.g., camera system, computer systems, furniture, laptops, etc.) an annual contingency fund is requested to repair or replace equipment as needed for continuous research capabilities.

### **E. Educational Supply Fund**

A fund to provide educational materials, such as video series, charts, software, etc., for didactic purposes is required. As new courses are developed by additional faculty, additional educational supplies may be required.

**Table 3. : Summary of Budget Requests**

<b>Item</b>	<b>Current Cost</b>
Full-time tenure track Assistant Professor	<ul style="list-style-type: none"><li>• 2007 salary range from \$48,000-\$58,000</li><li>• Start-up funds \$25,000</li><li>• 200-1000 square feet of office and research space</li></ul>
Part-time UCPE Level 3	\$20,000 (2007 salary + fringe)
Part-time Research Assistant	\$6350 (2007 salary + fringe) per semester
Research Contingency Fund	\$2000
Educational Supplies	\$250

PLEASE NOTE:

The Waterbury Psychology Strategic Plan is offered in the context of a Psychology Major offered jointly by the Waterbury, Greater Hartford, and Torrington campuses. No single campus as of 2007 is capable of offering the Psychology Major in isolation. Thus, we (the faculty at these three campuses) have elected to continue the joint-campus Psychology Committee to continue implementing and coordinating the Psychology Major. This Strategic Plan and Budgetary requests have been developed in coordination with this joint-campus Psychology Committee, as well as with the Psychology Department at Storrs and our Department Head. A number of our Waterbury students continue to take advantage of psychology courses offered at the Greater Hartford and Torrington campuses. For the foreseeable future, we will operate in this manner to provide the best possible psychology major to our Waterbury students.

**Table 1. Psychology Majors 2005 vs. 2007**

**Data as of January 2005**

	<b>Hartford</b>	<b>Waterbury</b>	<b>Torrington</b>	<b>All Three Campuses</b>	<b>Stamford</b>	<b>Avery Point</b>	<b>Storrs</b>	<b>Totals</b>	<b>%</b>
freshmen	16	10	2	28	8	9	76	121	10.9%
sophomores	12	18	5	35	20	6	147	208	18.7%
juniors	11	7	1	19	25	5	308	357	32.1%
seniors	6	8	5	19	42	3	363	427	38.4%
	45	43	13	101	95	23	894	1113	100.0%
	4.0%	3.9%	1.2%	9.1%	8.5%	2.1%	80.3%	100.0%	
<b>tenure track faculty</b>	3	2	0	5	3	1	42	51	

	<b>All Three Campuses</b>	<b>Stamford</b>	<b>Avery Point</b>	<b>Storrs</b>
<b>majors per ft faculty in January 2005</b>	20.2	31.7	23.0	29.0

**Data as of January 2007**

	<b>Hartford</b>	<b>Waterbury</b>	<b>Torrington</b>	<b>All Three Campuses</b>	<b>Stamford</b>	<b>Avery Point</b>	<b>Storrs</b>	<b>Totals</b>	<b>%</b>
freshmen	21	18	10	49	20	7	138	214	16.7%
sophomores	24	28	3	55	17	9	212	293	22.8%
juniors	24	21	5	50	23	3	330	406	31.6%
seniors	15	9	3	27	30	1	308	366	28.5%
	84	76	21	181	90	20	988	1279	99.5%
	6.5%	5.9%	1.6%	14.1%	7.0%	1.6%	76.9%	99.5%	
<b>tenure track faculty</b>	2	2	0	4	3	1	41	49	

	<b>All Three Campuses</b>	<b>Stamford</b>	<b>Avery Point</b>	<b>Storrs</b>
<b>January 2007</b>	45.3	30.0	20.0	33.2
<b>% increase in faculty from 2005 to 2007</b>	-20.0%	0.0%	0.0%	-2.4%
<b>% increase in majors from 2005 to 2007</b>	79.2%	-5.3%	-13.0%	10.5%

**Table 2. Psyc Enrollments Pre & Post the Initiation of the Psych Major at the WTBY, TORR, HTFD Campuses**

<b>100's level GED Courses:</b>	<b>Academic Year</b>	<b>132</b>	<b>133</b>	<b>Credit Hours</b>	<b>Total Enrollments</b>	<b>pre-post enrollment increase since major</b>
	2001-2002	449	188	1911	637	
	2002-2003	465	170	1905	635	
	2003-2004	455	151	1818	606	
	<b>2004-2005</b>	<b>489</b>	<b>209</b>	<b>2094</b>	<b>698</b>	
	<b>2005-2006</b>	<b>540</b>	<b>202</b>	<b>2226</b>	<b>742</b>	
	<b>TOTALS:</b>	<b>2398</b>	<b>920</b>	<b>9954</b>	<b>3318</b>	<b>15.0%</b>
<b>200's Courses</b>	<b>Academic Year</b>	<b>200 lecture</b>	<b>200's Q</b>	<b>200's W</b>	<b>Total Enrollments</b>	<b>pre-post enrollment increase since major</b>
	2001-2002	212	48	9	269	
	2002-2003	153	3	21	177	
	2003-2004	209	18	9	236	
	<b>2004-2005</b>	<b>284</b>	<b>18</b>	<b>21</b>	<b>323</b>	
	<b>2005-2006</b>	<b>382</b>	<b>34</b>	<b>52</b>	<b>468</b>	
	<b>TOTALS:</b>	<b>1240</b>	<b>121</b>	<b>112</b>	<b>1005</b>	<b>60.4%</b>
<b>200's Research</b>	<b>Academic Year</b>	<b>294 Field Exp</b>	<b>297 Research</b>	<b>299 Research</b>	<b>Total</b>	<b>pre-post enrollment increase since major</b>
	2001-2002	0	0	0	0	
	2002-2003	1	12	2	15	
	2003-2004	4	13	3	20	
	<b>2004-2005</b>	<b>13</b>	<b>17</b>	<b>8</b>	<b>38</b>	
	<b>2005-2006</b>	<b>10</b>	<b>12</b>	<b>8</b>	<b>30</b>	
	<b>TOTALS:</b>	<b>28</b>	<b>54</b>	<b>21</b>	<b>103</b>	<b>183.3%</b>

<b>TOTALS:</b>	<b>All Three Campuses</b>	<b>100's</b>	<b>200's content</b>	<b>200's research</b>	<b>Total</b>	<b>pre-post enrollment increase since major</b>
	2001-2002	637	269	0	906	
	2002-2003	635	177	15	827	
	2003-2004	606	236	20	862	
	<b>2004-2005</b>	<b>698</b>	<b>323</b>	<b>38</b>	<b>1059</b>	
	<b>2005-2006</b>	<b>742</b>	<b>468</b>	<b>30</b>	<b>1240</b>	
		<b>3318</b>	<b>1473</b>	<b>103</b>	<b>4894</b>	<b>32.9%</b>

**UConn Waterbury Academic Plan**  
**Appendix #3**

**Urban and Community Studies**  
**Proposed Changes to Current Program**

**Justification and Rationale**

As the recent Provost's report has indicated, urban issues are an important focus for the University's efforts as we move into the future. Urban and Community Studies has been, and can continue to be, a key player in addressing those issues through faculty research, student in-class and fieldwork-based education, and sustaining and developing ever-deeper connections with the urban community that surrounds our campus.

We have already made enormous strides in this direction. From a fledgling program with just a handful of students that began five years ago, Urban and Community Studies at the UConn Waterbury Campus has grown to include approximately twenty students. The number of interested students continues to grow. Given the limited resources, our progress is admirable.

**Current Resources**

**Staff:**

- Equivalent of two full-time faculty members
- A few adjunct faculty
- Sporadic administrative support from staff based in West Hartford.

**Future Needs**

**Staff:**

- One geographer with sub-fields in Geographic Information Systems (GIS) and urban studies, including urban ecology, who would work within our program on at least a half-time basis
  - This would allow us to offer consistent courses in urban ecology, urban geography, and Geographic Information Systems [see below] as well as give us additional faculty capacity for advising students, serving on committees, and fostering community-based projects for UCS students in our classrooms and beyond
- One half-time program assistant who would be responsible for both managing the day-to-day needs of the program and implementing outreach strategies both within and beyond our campus

**Facilities:**

- One additional faculty office
- One central administrative office

**Program Goals:**

- A greater variety of course offerings and minors, attracting new students to the program and the university
- More service learning and civic engagement initiatives to serve the students and to more effectively integrate the campus with the local community
- A substantial increase in student majors
- Improved workforce development and job opportunities for our students through new options to learn marketable skills

**Course and Program Offerings:**

The following recommendations take advantage of current faculty and allow for new and creative synergies between UCS and other existing programs:

**Minor in Urban Ecology:** with the addition of new science faculty and the return of the campus's full-time engineering faculty who has been on medical leave for several years, this minor could prepare students for careers in urban environmental policy, urban environmental remediation, and a host of other occupations [Appendix #6]

**Minor in Social Work:** working with faculty and existing courses in UCS, Sociology, Psychology, and Social Work, this minor would allow students to better prepare for entry-level careers in the social services field as well as for graduate school in social work

**Concentration in GIS:** Offering at least two consistent GIS courses at our campus would benefit students not only in UCS but also in Business and Technology and Human Development and Family Studies, both of which are currently offered on our campus. GIS is an increasingly recognized and marketable tool with applications to a variety of fields. Within our field specifically, for example, GIS increasingly is recognized as a key contribution to a full understanding of urban policy problems, offering a spatial analysis that can result in effective and realistic findings and policies. GIS analysis, for example, has depicted patterns of predatory mortgage lending, segregation, gentrification, crime rates, and environmental impacts, and has been used in conjunction with municipal data to develop an early warning system that predicts housing abandonment. GIS could also be applied within specific courses related to urban ecology.

**UConn Waterbury Academic Plan**  
**Appendix #4**

**PROPOSAL FOR BUSINESS ADMINISTRATION MAJOR (BSBA)**

**Justification & Rationale**

The **Business Administration (BSBA)** major is proposed for students at the Waterbury Campus. The program objective of the BSBA will be to provide a broad business major for students interested in general management. It will compliment the MBA program offered in Waterbury.

In addition to the standard core of business courses required of all business majors, the BSBA will have an extended core composed of a selection of required courses in Entrepreneurial Management, Finance & Risk Management, Information Technology and Professional Selling. BSBA students may then go on to concentrate in Accounting, Finance & Risk Management, Entrepreneurial Management, Professional Selling or Information Technology by taking three additional courses in one of those areas. Students may choose to generalize rather than concentrate by taking a variety of electives in different areas offered in Waterbury.

While the Business & Technology (BSBT) major has been successful in Waterbury, students have expressed dissatisfaction with the constraint that this is the only business major available at any of the regional campuses. The BSBA will compliment the BSBT by encouraging enrollments in courses and concentrations that already exist in Waterbury. It will also articulate smoothly into Transfer Pathway programs at Connecticut's Community Colleges.

**Academic Program**

The essential core of required general education and business courses will remain the same as other business majors at UConn. In addition, there will be an extended course of three courses selected from the following:

- **FNCE 202 (Investment & Security Analysis)**
- **MGMT 2XX (Starting a New Business Venture) *or* MGMT 225 (International Business)**
- **MKTG 252 (Professional Selling)**

Three Business School electives at the 200 level beyond the common body of knowledge courses are also required. Students may be able to focus these three courses to form a concentration in one of the following areas of business:

**Finance, Risk and Insurance Management (choose 3)**

FNCE 221 (Risk Management & Insurance)

FNCE 204 (Financial Risk Management) or FNCE 206 (Financial Services)

FNCE 228 (Risk Management: Property & Liability) or FNCE 230 (Real Estate Principles) or

FNCE 210 (Personal Finance)

**International Business**

FNCE 205 (Global Financial Management)

MKTG 254 (National/Global Account Sales Management)

MKTG 270 (Global Marketing Strategy)

**Entrepreneurship and Small Business Ventures**

MGMT 2XX (Small Business Management)

MGMT 2XX (Small Business Planning)

BADM 289 (Small Business Internship)

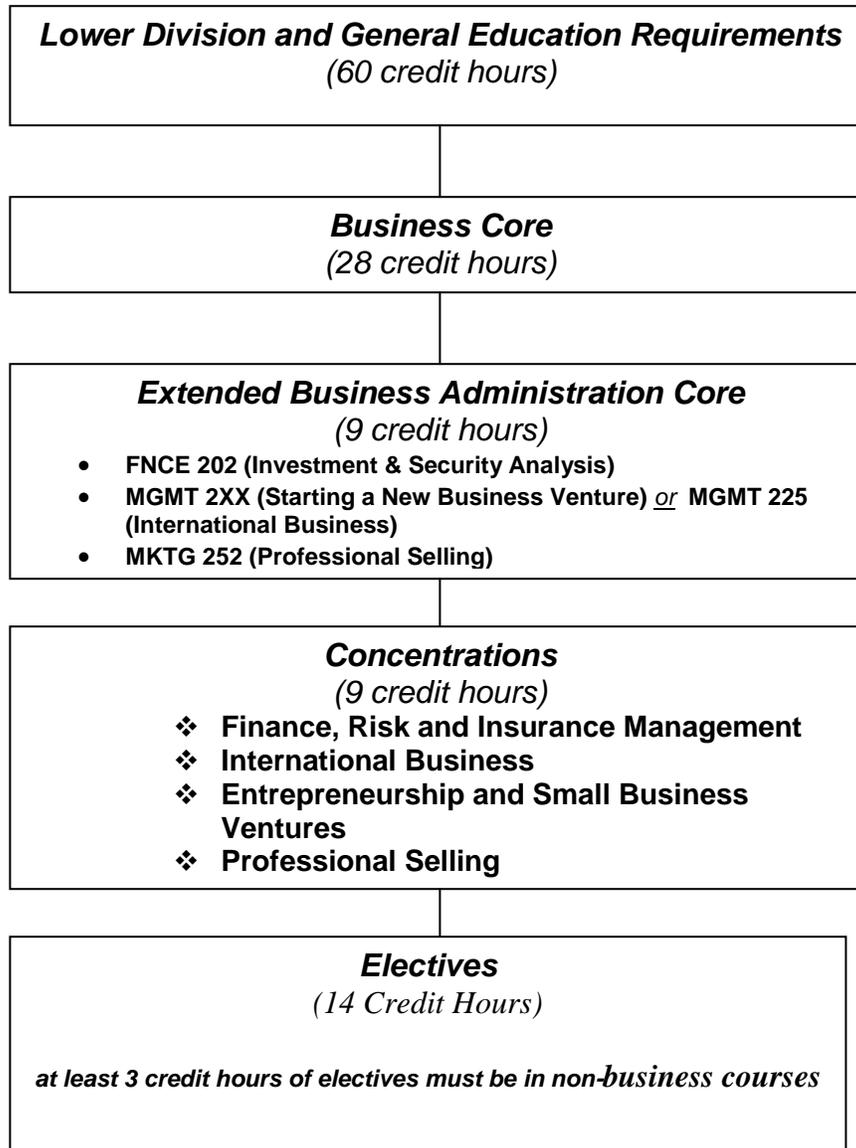
### **Professional Selling**

MKTG 253 (Sales Force Automation)

MKTG 254 (National/Global Account Sales Management)

MKTG 289 (Professional Practice in Marketing: *Internship*)

### **BSBA Visualization**



### **Resources:**

The BS in Business Administration predates Business & Technology as the name of the major to be offered at the regional campuses. The original plan was to have seven faculty located in Waterbury: one in Accounting, one in Finance, one in Marketing, two in Management (one in organizational behavior; the other in small business management and strategic planning) and two in Operations and Information Management (one in Information Technology and the other in Operations Management). The School of Business needs at least this many faculty to effectively deliver the Business & Technology major (BSBT), the Business Administration major (BSBA) and the Master of Business Administration (MBA) in Waterbury.

## Appendix #5

### PROPOSAL FOR HISTORY MAJOR – Additional Resources Required

#### Justification and Rationale

As one of the core liberal arts, history provides a tremendous grounding for students in understanding and interpreting what's happening in America and throughout the world. It creates an awareness of how human society has developed and changed over time. This new major would require additional resources as outlined below but is a recommendation made by the Waterbury campus Academic Plan Committee.

History enriches our understanding of today's world and today's events through greater knowledge of the past. It provides a critical perspective for helping students function effectively in a multicultural world shaped by diverse influences. It helps students gain an understanding of how events are shaped and how the factors which influence them are interrelated; it prepares them to become well-informed citizens. The study of history also fosters the development of analytical and writing skills, necessary requisites for virtually any field of work. In addition, the study of history prepares students for a wide variety of careers: education, business, government and public service, museum work, public relations and law.

The implementation of a **History Major** at the Waterbury Campus would meet student need and would complement the campus's existing focus on Urban and Community Studies. The strongest reason for adding a History Major to our list of offerings is student demand. A number of students want to pursue a history major at Waterbury, and do so already—although it is not easy. Creating a History Major would formalize what already exists informally, and it would facilitate what is currently a cumbersome process. There is strong student desire to complete a history major at Waterbury. In the last two years there have been at least 13 students who have either completed a history major at Waterbury or who intend to, all by taking full advantage of other campus course offerings in history.

A second reason to create a History Major is the current availability of significant faculty support. With three full-time historians at the Waterbury Campus, there are already considerable faculty resources here for a History Major, and courses taught by a full-time lecturer in History and Urban and Community Studies provide additional coverage. The major can currently be completed at Waterbury (with students taking some of their courses at Hartford and/or Torrington) with the exception of two courses: History 211 and History 297W. Those courses are currently offered at both Storrs and the Stamford Campus but could be offered at Waterbury or in Hartford or Torrington by present faculty. In addition to the 27 hours of 200-level history courses needed to fulfill the major, 12 hours of related 200-level courses are also required. Since the history department will accept as "related" any course in the humanities or social sciences, history majors have no trouble fulfilling those requirements, given the strong presence of traditional liberal arts faculty at Waterbury in English, economics, political science, anthropology, human development and family studies, sociology, psychology and urban and community studies.

## **Summary of History Degree Requirements**

History majors must meet the following requirements beyond the CLAS requirements and basic requirements for graduation:

- 27 credits of 200-level History courses, which must include History 211 (usually taken right after declaration of the Major) and History 297W (taken in the senior year)
- 12 related credits at the 200-level and 6 more credits of other 200-level coursework to add up to 45 credits
- Distribution requirements: The 27 credits in History must include one 3-credit course from each of Groups A, B and C, and two 3-credit courses from Group D. Variable Topic courses may also be applied to distribution groups and are determined by course content and Advisor consent.

## **200-Level History Courses Offered at Waterbury During the 2006/2007 Academic Year**

### **Waterbury:**

Group A (Ancient, Medieval and Early Modern): Hist 272

Group B (Modern Europe): Hist 229W

Group C (United States): Hist 238, Hist 246, Hist 260, Hist 278 (also Group D)

Group D (Africa, Asia, Latin America and Middle East): Hist 278 (also Group C),  
Hist 281, Hist 282

### **Resources**

The History Major at Waterbury will require the continuation of at least the three current tenured faculty positions, which provide expertise in American, European and Latin American history, the expertise provided by the full-time lecturer in History and Urban and Community Studies and expertise provided by history adjunct professors. The offering of History 211 and History 297W at the Waterbury Campus together with any additional 200-level history courses to bolster current offerings, will require new faculty resources. It will require an additional tenure-track faculty member and/or additional adjunct history faculty to help cover 100-level courses and provide more 200-level courses.

## **UConn Waterbury Academic Plan**

### **Appendix #6**

#### **Proposal for a Minor in Urban Ecology: A New Interdisciplinary Focus**

The Provost's draft academic plan of 1/26/07 includes several paragraphs on the University's need to focus on the environment. Indeed, under a section entitled Urban Issues he writes: "Urban environments present special issues for the environmental science, technology, and policy presented above. Urban environments present additional challenges in crafting spaces and institutions to address the problems of the people living in them through urban planning, social work, and other socially-oriented disciplines." Urban Ecology is a growing field that addresses these concerns.

An urban ecology minor at the UConn Waterbury campus would represent a natural confluence between the offerings in the areas of Chemistry, Biology, Psychology, Engineering, and the Urban and Community Studies Program. It would create a new and relevant niche for our urban-based campus and could open up promising new career opportunities for our graduates. This new minor would, however, require the addition of new faculty and relies on the return of the campus's full-time Engineering faculty member who has been out on medical leave.

#### **Justification and Rationale**

- We have conventional general education science courses both for majors in the sciences and for non-majors. They are fully enrolled with an indication of further demand.
- However, students come to these classes with different levels of aptitude, preparation, and interests, which make them difficult to teach
- It would be useful, given the provost's statements and our own urban location and niche potential, to offer courses in the sciences as well as in other fields that would lead toward tangible skills, possible careers in environmental fields
- If Urban Ecology courses became general education courses, they could make students more receptive to the sciences since their classroom studies would have a large component of fieldwork and direct application to career possibilities
- Such a program would enhance opportunities for faculty, many of whom have been teaching the same courses for years, to teach new and interesting courses. Science faculty have indicated that they would welcome expanded opportunities to teach new courses that would involve fieldwork and would be invigorated by such a change.
- Jobs are available in such fields, and we could have a niche that would be a concentration that would mainly utilize already existing resources in the sciences, psychology, engineering, and urban and community studies and could lead to careers/graduate work in a range of fields, including:
  - environmental remediation of brownfields and other post-industrial sites
  - preparation of environmental impact statements
  - environmental science and engineering jobs
  - environmental education of the public, e.g. of teachers wishing to include environmental components in their courses
  - environmental policy
  - natural resources and conservation
  - environmental management and regulatory compliance
  - field biology

#### **How the Minor Could Work**

Courses within the Urban Ecology Minor could largely be taught by existing local faculty and could include:

- Introduction to Urban Ecology, team-taught by cross-disciplinary faculty
- Environmental Chemistry
- Environmental Biology
- Field Biology
- Environmental Microbiology
- Environmental Engineering

The program could also include collaboration with the faculty in the Psychology, Environmental Engineering and Environment Science programs at U Conn/Storrs, and could serve as a feeder to Storrs' graduate programs in Environmental Engineering. It could open the door to new course possibilities or emphases over time. It could be built and diversified as we get a feel for student responses and needs as well as job and career opportunities.

### **Logistics**

- this program could be partially taught in the summer, thus assuring the availability of lab space and maximum fieldwork opportunities.
- this program would be eligible for National Science Foundation grants such as the Research Experience Units program

## **Community Engagement Proposal for New Initiative**

As one of the University of Connecticut's only truly urban campuses, the Waterbury campus is uniquely able to position itself as an innovative site for community engagement, one of the spheres of UConn development emphasized recently in the Provost's academic plan for the University. In our urban setting many opportunities for active civic roles are close at hand and would benefit students, faculty, and members of the larger community in their respective needs for career training, research opportunities, and community enhancement. Community engagement includes, but is not limited to, the following:

- faculty and student research in area communities
- service learning opportunities for students
- internship and fieldwork opportunities for students
- volunteer work for students
- work/study and other paid community work options for students
- special events and programs that involve community members and enable students to have contact with them

### **Justification and Rationale**

The Provost has recently emphasized the importance of the University academic plan to the Board of Trustees as well as to the Legislature, each of which has significant interest in the ways in which the University can better serve the public (i.e. outreach).

- Community Outreach and Engagement is particularly critical to enhancing the academic experience for undergraduate students on a regional campus; the absence of many of the elements present on residential campus that foster development can be achieved through engagement with the greater community. The size of the campus, in proximity to many community organizations, provides a unique opportunity for partnerships and collaboration that both enhances learning and improves the greater community.
- In addition to the support needed at the department and University levels for the expansion of existing and addition of new academic programs, the value of legislative and local community support should not be underestimated. Outreach and engagement activities clearly demonstrate (to all constituents) the added value that the Waterbury campus brings to the city, the region, and the state. This awareness and recognition will emerge best from a plan that connects learning to the external environment (greater community) and engage the community in the University. The outcomes can include broad-based support for increased resources for academic programs (and associated capital projects).
- The involvement of community members in the University environment, whether through programming and lectures or organizational partnerships, will raise awareness of/market academic programs and also serve to recruit future students for these programs.
- The Waterbury campus, through outreach and engagement activities, can continue to increase the diversity of students in various academic programs and related fields.
- Programs such as the Osher Institute, located on campus, can provide fertile ground for intergenerational programming (tutors, guest lectures, mentorship in a professional field, etc.) that will enhance learning outcomes.
- As the University prepares students academically for an increasingly "outcomes based world," measurable practical experience (internships, volunteerism, etc.) become increasingly valuable to

them and serves to strengthen ALL academic programs. Additionally, these co-curricular experiences can enhance classroom experiences for faculty and other students.

### **Establishing Community Engagement as a Specialty**

UConn Waterbury is already moving in this direction and could easily establish community engagement as one of its specialties. As Trinity College in Hartford does, it could virtually guarantee all students who pass through its doors multiple opportunities to apply and test their classroom learning in nearby off-campus sites, and to develop skills useful for their future careers. The community also presents rich research opportunities that can benefit not only faculty but the communities themselves.

UConn Waterbury is already moving in the direction of civic engagement on multiple levels. Below are several examples:

- Dr. Kimberli Treadwell of the Department of Psychology lectures and does research projects in local schools on adolescent anxiety and elementary school social interactions. The latter area of study is currently being done in collaboration with a local elementary school in one of Waterbury's poorer neighborhoods and is geared not only to providing publications for Dr. Treadwell but for developing new local programs to reduce the incidence of bullying in this school.
- Dr. Rachael Lynch of the Department of English has just instituted a writing internship program, in which students engage in practical writing projects at a variety of sites, including a local museum, a local theater, and a nature conservancy.
- Dr. Ruth Glasser of the Urban and Community Studies Program has the students in her introductory course engage in service learning projects at a variety of sites, including a soup kitchen/food pantry, a Girl Scouts branch, a charter school for troubled children, and a coalition involved with neighborhoods and community development.
- Ms. Catherine Casey, Director of Student Services and Bursar, has for years coordinated a jobs program for students that hires them as paid tutors at a local inner-city elementary school.
- Dr. Brian Chapman has recently been hired as an outreach coordinator for the campus, is responsible for developing the Osher Program for Adult Learners, which provides for classes and workshops for adults on our campus.
- Student members of the Associated Student Government and the Volunteer Club organized a series of performances of "The Vagina Monologues" that raised money for a local battered women's shelter, SafeHaven.

## **An Official Commitment to Community Engagement**

An official commitment to community engagement would, hopefully, aid in mustering the resources and support needed to get our campus even more closely linked to the community. For example:

- An ongoing series of training workshops and events could be instituted to acquaint more faculty with the concepts and possibilities of student engagement in the community, particularly service learning and internships, as well as with research opportunities for themselves
- More coordinated efforts could be made to work with student groups on campus on ongoing community engagement, for example, to revive the short-lived volunteer club and its projects such as community fairs, turkey drives, benefit theater performances, etc
- More efforts could be made to acquaint students with work/study as a concept and the opportunities for work/study in the community

More efforts could be made to bring in community groups with needs for research, writing, and other skills that university faculty and students possess, and to link the university and the community in this way.

### **Further useful resources**

An additional staff member, at least in a part-time capacity, would be needed to coordinate and support the above initiatives. Someone is needed to find community opportunities and to match community groups with the appropriate university partners. For example, numerous faculty are interested in service learning or research opportunities but are daunted by the logistics of finding placements for students and the extra work such community engagement would entail.

- The benefits of the above are numerous, and would include an enhancement of UConn/Waterbury's role as a civic partner as well as the possibility of higher and more diverse enrollments as the local community members get more of a sense of UConn as an educational possibility for themselves.