The University of Hartford seeks nominations and applications for the position of President.
THE UNIVERSITY OF HARTFORD is at an important moment in its history. Now nearly 60 years old, it has emerged as a vibrant and dynamic force in higher education. With the retirement of its fifth president, Walter Harrison, who has served with distinction for two decades, the University is poised for further growth in stature and dynamism. Characterized by strong and stable presidential leadership, the University has built a reputation for a dynamic integration of liberal arts education and specialized or professional studies; service to and partnership with local, regional, national, and global communities; and high standards of scholarly and creative excellence. Recognized in particular for excellence in the performing and visual arts, the health professions, and business, the University, which has a Carnegie classification of doctoral university research 3, has also achieved national and regional prominence in science, engineering, and technology education.

Central to the University's mission is the belief that the challenge of a rigorous academic program and the support of dedicated faculty and staff lead to student success. Students are prepared not only for successful careers, but also for successful lives as contributing citizens in a participatory democracy.

The University subscribes to a teacher-scholar model and is proud of its teaching excellence and the scholarly and creative achievements of its faculty. Close student-faculty relationships are a hallmark of the University, which has a student-faculty ratio of 9:1. Faculty choose to come to the University of Hartford because teaching is their priority, and students know they can turn to their professors for a deeper understanding of their areas of interest and of life in general.
UNIVERSITY PROFILE

The University of Hartford is a private university located on a scenic 350-acre campus four miles from the state capitol. In addition, a new performing arts campus is located in Hartford’s north end, about a mile from the main campus. This location provides faculty and students access to a region marked by geographic, socioeconomic, racial, and ethnic diversity.

The University of Hartford offers an array of academic programs available at few universities of its size while at the same time fostering individual attention. With 7,000 students, 4,600 of whom are full-time undergraduate students, the campus is large enough to achieve the goals of a university while maintaining the feel of a small residential college. The University’s array of academic opportunities includes 84 Baccalaureate, 11 Associate, and 62 Graduate-level degree programs.

The University’s roughly 370 full- and 480 part-time faculty savor the opportunity to mentor, challenge, and support students. They excel in this primary function while also advancing their scholarship and creativity in distinctive ways. Together with approximately 650 staff members, they provide outstanding learning opportunities, service, and professional support to the University community and its mission.

Seven schools and colleges provide an array of opportunities for developing core competencies and career preparation: the College of Arts and Sciences; the College of Education, Nursing and Health Professions; the College of Engineering, Technology, and Architecture; the Barney School of Business; The Hartt School; the Hartford Art School; and Hillyer College. Hillyer offers the first two years of the Baccalaureate to students whose chances for academic success can be improved by a structured environment with small classes and enhanced academic advising. Hillyer students can take courses that keep them on track to transfer into one of the University’s other schools and colleges, assuming admission requirements are met. In addition, University Studies offers programs designed for nontraditional-age undergraduates to earn degrees.

The University introduced online courses in 2006, and since that time, its online course offerings have grown from six to more than 350 annually. Six programs can be completed fully online:

- Bachelor of Arts in University Studies (adult degree completion program)
- Master of Business Administration
- Master of Science in Accounting and Taxation
- Master of Science in Organizational Psychology
- Master of Education in Special Education
- Master of Education in Montessori Education

Two new programs are scheduled to be launched during the 2016-17 academic year:

- Master of Science in Management
- Master of Science in Nursing

As part of the strategic plan implementation, online professional graduate education has been targeted as an area of growth for the University.
Helping students learn to think across disciplines is a critical component of achieving the University's academic mission. To this end, the nationally recognized All-University Curriculum (AUC) is vital. Undergraduate students are required to complete four AUC courses prior to degree completion, selecting one course from four of five interdisciplinary knowledge areas distinct from their major. The five areas are: Western Heritage, Other Cultures, Science and Technology, the Arts, and Social Context. These team-designed, and often team-taught, courses take full advantage of the resources of a diverse faculty. AUC courses also emphasize the development of competence in five sets of essential abilities: written and oral communication, critical thinking and problem solving, values identification and independent decision making, responsibility for civic life, and social interaction.

The University offers graduate programs from the certificate to the Doctoral level in six of its seven schools and colleges, including five certificate, 32 Master’s, and six Doctoral programs. Currently, graduate students represent 29 percent of the enrollment, contribute 16.4 percent of the net tuition income, and earn 32 percent of the degrees at the University. Graduate programs serve a wide array of populations and purposes. The majority of the University’s Doctoral programs are designed to provide the highest level of preparation in a professional discipline or to provide entry level preparation for professions that require highly advanced preparation, although some graduates do go on to post-secondary teaching positions. Disciplinary Master’s programs prepare students for doctoral study, while professional Master’s programs (which comprise the majority of the University’s offerings) prepare students to enter a profession or to upgrade their professional skills. Lastly, terminal Master’s degrees are offered in Architecture (MArch) and the Visual Arts (MFA). The certificate and Master’s programs are offered in a range of delivery formats, including face to face, hybrid, limited residency, and fully online.
The University actively evaluates its performance and plans for its future. Several initiatives undertaken in the last five years illustrate this process:

**STRATEGIC PLANNING:** Titled “Celebrating our Tradition, Engaging our Future,” the Strategic Plan reaffirms the University’s commitment to the highest standards of learning, personal development, and community engagement. Launched in 2013, a system-wide strategic planning process resulted in unanimous approval by the Board of Regents of the 2014-2019 Strategic Plan. Employing a strategic planning committee that was chaired by the president and included representatives from the Board of Regents, administration, faculty, staff, and students, this effort was supported by consultants from the Napa Group.

**THE PLAN CALLS FOR THE IMPLEMENTATION OF FIVE GOALS:**

- **GOAL I.** Challenge and support students in a vibrant educational environment that integrates disciplinary focus, broad knowledge of the wider world, and exposure to experiences that prepare students for career success and personal development.
- **GOAL II.** Position the University as a valued partner with business, industry, government, and non-profit organizations in order to use these partnerships to maximize the career, entrepreneurial, and intellectual preparedness of students.
- **GOAL III.** Promote a culture of innovation, creativity, and agility that facilitates responsiveness to evolving demands from internal and external constituents.
- **GOAL IV.** Broaden our reputation as a first-choice university leading to enhanced enrollment, alumni engagement, and philanthropic support.
- **GOAL V.** Develop a sustainable economic model in order to achieve and then maintain a budget that is in equilibrium.

This plan is currently being implemented with vigor and enthusiasm across the University, through implementation teams and subgroups involving more than 185 faculty, staff, and students.

**FOUNDATION OF THE FUTURE:** Led by cross-University teams of faculty and staff, the Foundation of the Future initiative engaged the entire University community in rigorous review and prioritization of all academic and administrative programs with a goal of determining where to focus the University’s resources without increasing the overall budget. The teams’ recommendations were implemented over a period of two years (2012-14) and resulted in some programs receiving additional support and others being reorganized or eliminated.

**COMMISSIONS ON COMPENSATION:** Two Presidential Commissions were convened—one for full-time faculty compensation and the other for staff compensation. Working with a consultant, these groups evaluated the University’s faculty and staff compensation structures and engaged in comparative review with peer institutions with a goal to recommend multi-year plans to make the University’s compensation more competitive. Recommendations flowing from this work are being implemented over time.

**FACILITIES REVIEW:** The University is currently reviewing and updating its 2010 Facilities Master Plan, a long-range road map for future development and maintenance of buildings and properties.

**VALUES:** There are three ongoing values-related initiatives: a commission on the status of women, a sustainability initiative aimed at making the University a more responsible steward of the environment, and a values initiative aimed at making the University a leader among nonsectarian institutions in establishing values and goals based on those community-held values. This latter initiative, involving consideration and cross-University dialogue regarding shared values, was led by a presidentially convened Values Committee and resulted in 2009 in the adoption of a shared Values Statement.
Values Statement

At the University of Hartford, we are committed to community. We are an academic community that values integrity, curiosity, creativity, excellence, responsibility, and accomplishment. Enriched by our diversity and our engagement with one another, we take pride in our shared traditions and experiences. We are dedicated to building a culture that respects all of its members and celebrates their contributions as we work together to strengthen our community.

Each of these values initiatives continues and advances the institution’s commitment to its internal and external communities, based on connections to students, connections to the Hartford community, connections between the professions and the liberal arts, and connections between the arts and scholarship.

A commitment to diversity is at the heart of the University’s mission. From its founding, the University of Hartford has been committed to serving students from every socioeconomic group, placing it far ahead of most private universities and colleges in New England. The University’s 2015 census shows 38 percent minority undergraduate student representation and 22 percent minority graduate students, up from 21.1 percent and 16.4 percent, respectively in 2006. Our current undergraduate minority representation includes 17.6 percent African Americans, 3.5 percent Asians, 13 percent Hispanics, and 3.1 percent who report they are two or more races. Additionally, 7.4 percent of the undergraduate population is composed of non-resident aliens who come to the University from 43 different countries. Graduate minority representation includes 8.8 percent African Americans, 4.2 percent Asians, 7 percent Hispanics, and 1.9 percent who report they are two or more races. Additionally, 18.6 percent of the graduate population is composed of non-resident aliens who come to the University from 40 different countries.
The University is also recognized for its commitment to women’s issues. In 2005, the University began a new initiative with the goal of becoming a leader in women’s education in a coeducational setting by launching what is now known as The Women’s Advancement Initiative, a legacy of Hartford College for Women, a two-year liberal arts college that was part of the University from 1991 to 2003. The principal goal of Women’s Advancement is to foster an exciting and welcoming educational and leadership environment for female students, staff, and faculty of the University.

In 2010, the President launched the President’s Commission on the Status of Women, a commission that has remained active to this day. The commission was charged with developing an agenda and action plan around issues that include family-friendly policies and practices, the recruitment and retention of women of color and women in underrepresented disciplines, the need for effective mentoring programs, staff issues involving equity and respect, dual career practices, sexual violence and harassment prevention. The goal is to create a climate which embodies and promotes gender equity and inclusion, along with wellness and responsible behavior for everyone at the University of Hartford.

The University maintains a focus on recruiting and retaining diverse faculty and staff populations. Notably, since 1995, all four of the University’s chief academic officers or provosts have been women, of whom two moved on to become college presidents. Of seven deans, two are women and there is gender parity at the senior council level. The Jackie McLean Fellowship program, named for the renowned jazz musician who was a member of the faculty, brings to campus young scholars with promise in their disciplines and in advancing the cultural competence of the campus. Over the eight years of the program, 10 such scholars have joined the program, three of whom have become full-time faculty members.

The University has a long tradition of hosting and educating international students and scholars as well as encouraging Study Abroad opportunities. In Fall 2009, 341 international students participated in University of Hartford’s degree and certificate-granting programs of study. The Study Abroad program offers a wide range of opportunities at over 25 universities and colleges worldwide.

The University has a range of intellectual, cultural, and service centers that serve its campus and communities throughout Greater Hartford. These include the Joseloff Gallery, the Silpe Gallery, Lincoln Theater, The Hartt School Community Division, the Presidents’ College, the Center for Social Research, the Center for Community Service, the MicroBusiness Incubator at Upper Albany Main Street, the Entrepreneurial Center, and the Maurice Greenberg Center for Judaic Studies.

The University has become a national leader among institutions of higher education for its connections with public education. It became the first private university in the country to have two public magnet schools located on its campus. The University of Hartford Magnet School, a pre-kindergarten through fifth grade multiple intelligences school operated by the Capital Region Education Council, and University High School of Science and Engineering, operated by the Hartford Public Schools, have both been recognized as leading schools in the Hartford area. U.S. News & World Report recently recognized University High School as one of America’s top schools.

CONNECTIONS TO HARTFORD

In 1957, three long-established institutions of higher learning came together under a new charter to form the University of Hartford. Over time, the four other schools and colleges were established under the University umbrella. The original three were the Hartford Art School, founded in 1877 as “The Society of Decorative Art” by a group of Hartford women that included Mrs. Samuel Clemens, Mrs. Samuel
Colt, and Harriet Beecher Stowe; the Hartt College of Music, founded in 1920 by Julius Hartt and Moshe Paranov; and Hillyer College, whose roots go back to an 1879 philanthropic grant for the Hartford YMCA to start an evening school for young men. The Greater Hartford community played an instrumental role in our founding, and remains a critical partner in the life of the University of Hartford.

Hartford is especially rich in culture. The Wadsworth Atheneum Museum of Art, Connecticut Historical Society, Mark Twain House, Harriet Beecher Stowe House, Bushnell Center for the Performing Arts, Hartford Symphony Orchestra, and Hartford Stage Company are all located near campus. The capital area also is home to a number of institutions of higher education, including Trinity College, the University of Connecticut, Hartford Seminary, the University of Saint Joseph, Wesleyan University, and Central Connecticut State University.

The University of Hartford hosts numerous public lectures and panel discussions each year, covering a broad range of academic disciplines and interests. Lectures are free and open to the public. In addition, the University enjoys a rich environment that showcases the visual and performing arts, as well as exhibits and lectures on a host of topics given by faculty, students, visiting artists, scientists, scholars and business executives.

UNIVERSITY LEADERSHIP

Appointed in 1998, Walter Harrison currently serves as the University of Hartford’s fifth president. Dr. Harrison has expressed his intent to retire as of June 30, 2017. During his presidency, the University has experienced a period of energy and momentum unmatched in its history. President Harrison has overseen dramatic improvements in academic standards, finances, and fundraising. The University’s strong relationship with the Greater Hartford
community is another hallmark of President Harrison’s tenure, as is its leadership in helping to improve public schools.

**UNIVERSITY GOVERNANCE**

The University of Hartford is governed by a Board of Regents, whose primary responsibility is to define the purpose, mission, and long-term strategy of the University. The Board has fiduciary responsibility for the institution and oversees its management, activities, properties, and affairs. The majority of its work is accomplished through the following 11 standing committees: Athletics, Audit, Compensation, Degrees and Ceremonials, Executive, Finance, Governance, Investment, Physical Plant, Strategic Planning, and University Education. The Board also uses task forces to look at special areas of interest. The University of Hartford’s Board currently consists of 56 elected regents, including three faculty members, three students, and the president who serves _ex officio_.

The shared governance structure of the University ensures that the faculty plays an appropriate role in those matters of traditional concern, including issues that affect academic life on campus, curricula, admissions, promotion and tenure of faculty, overall salary and benefits, academic support programs, and budgeting for the academic mission of the University.

**UNIVERSITY FINANCES**

The University of Hartford, through its conservative budget practices and prudent fiscal planning and management, has enjoyed almost two decades of financial stability. Each fiscal year, contingencies are built into the budget to withstand any unforeseen activities. The University will be closing the current fiscal year with an operating surplus for the 19th consecutive year. Over the same period, operating surpluses were invested in strategic initiatives and in establishing a contingency fund, which now has a market value of $19 million. The total gross operating budget for FY 2017 is estimated at $269 million and the budget net of financial aid is $176 million. Approximately 84 percent of the budget is funded from student tuition, room, board, and fees revenues. The University spends approximately 62 percent of the budget on salaries and benefits and 4.74 percent on annual debt service.

The endowment available to support scholarships and programs is at $150 million and the long-term debt is approximately $112 million, which has a blended fixed borrowing rate of 2.99 percent.

**INSTITUTIONAL ADVANCEMENT**

The University of Hartford’s most recent comprehensive fundraising effort, the Campaign of Commitment, concluded in 2008, having raised $175 million. Capital projects included the Handel Performing Arts Center, the Renee Samuels Center at the Hartford Art School, the Home Field Advantage campaign for Hawks Athletics, and the Integrated Science, Engineering, and Technology Complex, representing $30 million in capital improvements on campus.

Since 2008, the Office of Institutional Advancement (IA) has been engaged in an effort to anchor the University’s philanthropic work in standards set by the Council for the Advancement and Support of Education (CASE) and has sought to create and cultivate a culture of philanthropy on campus and within our community of alumni, students, parents, and friends. IA has emphasized a relationship-based and donor-centric fundraising model, rather than a transactional model, in preparation for the opportunities presented by a maturing alumni body.

The University raises unrestricted operating funds through the Anchor Fund and also pursues capital and restricted fundraising annually. Over the past five years, philanthropic giving has experienced significant growth. In
fiscal year 2012, the University received $5.4 million in gifts and pledges. During fiscal year 2015, the University received $9.1 million in gifts and pledges and is expected to receive more than $11 million in fiscal year 2016. Efforts have been concentrated on increasing the size of cash gifts, and in fiscal year 2016, the threshold for establishing an endowed fund increased from $10,000 to $25,000.

The University is presently in a capacity-building stage, laying the foundation for its next comprehensive campaign. Initiatives are focused on enhancing the University's academic reputation, increasing access to the University for all students through increased financial aid, and several specific restricted capital projects. Currently, the University is 86 percent of the way to its goal of raising $10 million in temporarily restricted and endowed funding for student scholarship support, $3 million for the refurbishment of a performing arts space, $5 million for renovation of spaces at the Barney School of Business, and approximately $4 million for the University Libraries building project.

Fundraising and engagement of more than 71,000 degreed alumni is a priority for advancement. Guided by the results of a quantitative alumni survey conducted in the summer of 2015, the University has launched an aggressive effort to engage alumni—both with the University and with each other. Through the professionalization of the Alumni Association Board and the leveraging of the University’s branding initiatives, a University-wide effort has gained momentum to gather, tell, and share the stories of alumni—and to engage them with current students and the contemporary University. Several areas of emphasis have been identified as opportunities for alumni to steward the University: supporting a Student Alumni Association, serving as active volunteers regionally and on campus, mentoring students and offering internships, and financially supporting the University. The heightened emphasis given to alumni engagement is new and is already yielding greater involvement and increased pride in the University.

**STUDENT LIFE**

Promoting the concept of “Committed to Community,” the University offers a wide array of co-curricular services to undergraduate students, intended to broaden their interests and social relationships; engage them in leadership and service; promote their participation in sports and recreation; encourage them to adopt a healthy life style; and have them build lasting friendships. Student leadership opportunities are an integral part of the co-curricular educational engagement of students. All undergraduate students have the opportunity for leadership through membership in the Student Government Association and in more than 80 registered student organizations. Currently, there are approximately 2,500 student memberships in clubs and organizations. In addition, many opportunities exist for students to engage in volunteer activities through the Center for Community Service. Greek life has a strong presence on campus with 500 students participating in 14 sororities and fraternities.

The Division of Student Affairs offers the following support services for students: Career Services; Office of Multicultural Programs; Health, Counseling, and Health Education Services; Services for Students with Disabilities; Campus Ministry; and the Student Success Center.

**ATHLETICS**

The University of Hartford Department of Athletics is a Division I institution and a member of the America East Conference. The University offers 17 NCAA Division I varsity sports, with eight men’s sports (baseball, basketball, cross country, golf, lacrosse, soccer, indoor track & field and outdoor track & field) and nine women’s sports (basketball, cross country, golf, lacrosse, soccer, softball, indoor track & field, outdoor track & field and volleyball). Hartford Hawk student-athletes have enjoyed tremendous academic success, winning the America East Academic Cup for highest grade-point average each of the past four years. In addition to intercollegiate athletics, the University offers eight club and 26 intramural sports.
The University of Hartford has enjoyed much success and stability over the last two decades under the leadership of President Walter Harrison, and, given its relative youth and versatility, is poised to be thoughtfully strategic under the leadership of its sixth President. With a dynamic community of faculty, staff, students, alumni, and external partners, the University is eager to shape and distinguish itself within an evolving higher education landscape. In the spirit of the University’s Strategic Plan, “Celebrating our Tradition, Engaging our Future,” the next President will be able to embrace the momentum and seize the opportunity to:

• **ARTICULATE A CLEAR VISION FOR THE UNIVERSITY** – Drawing upon the current momentum of the University and the priorities set forth by the 2014-2019 strategic plan, the next President will articulate a clear and distinctive vision for the University that defines and illumimates its core strengths, builds upon its traditions and values, and enables the University to lead in preparing students for success in the 21st Century. In addition, s/he will implement this strategy, propelling the University forward in a shared direction.

• **GROW THE UNIVERSITY’S RESOURCES** – Building on a stable financial foundation that continues to strengthen, the next President will work aggressively to expand the available resources and foster a culture of philanthropy among all constituents, engaging all community members, internal and external, to advance the University in its endeavors.

• **CULTIVATE ACADEMIC AND CREATIVE DISTINCTION AND RAISE VISIBILITY** – The next President will build on and augment the University’s distinctive programs and strengths, communicating them with passion to raise the University’s visibility and attract students, faculty, and key stakeholders to its vibrant campus community.

• **ATTRACT AND RETAIN STRONG LEADERSHIP** – The next President will develop and sustain a cohesive senior team with complementary skills to work energetically and collaboratively in furtherance of the University’s mission and strategic direction.

• **STRENGTHEN INTERNAL AND EXTERNAL RELATIONSHIPS** – The next President will lead the University in further cultivating a shared University identity that, while respecting the strengths and distinctiveness of its composite parts, aligns all campus constituents across the seven schools and colleges and integrates partnerships at the local, national, and global levels, creating a broad and inclusive University community with an extensive, academically diverse reach. In addition, s/he will develop deep relationships with key corporate partners and use the University’s geographical location to secure key government and legislative contacts.
KEY SUCCESS FACTORS

The next president of the University of Hartford will be someone who embraces the values and mission of the University and is eager to become a visible and engaged part of its community. S/he will be active in conveying the University’s distinction and strengths locally, regionally, nationally, and globally. Strong candidates must possess a record of successful leadership, an advanced degree, an appreciation for the academe, and the highest personal and professional integrity. In addition, the next president must:

• Be a strategic and visionary leader with creative problem-solving ability;
• Be adaptable and promote policies and programs that allow the University to remain nimble and open to changes in the 21st century higher education landscape;
• Have a demonstrable track record of and enthusiasm for fundraising;
• Be considered but decisive in the face of competing priorities and be able to make tough decisions within the University to dynamically allocate funds to the highest priorities in support of the University’s mission and strategic goals;
• Possess significant financial, managerial, and administrative experience;
• Deeply value and support excellence in teaching, learning, creativity, and scholarship;
• Understand and promote the balance of academics and student co-curricular experiences;
• Demonstrate experience in strategic planning and the ability to bring together multiple, diverse constituencies to implement strategic priorities;
• Appreciate the importance of being an influential member of the University’s communities and possess the skills to be successful in this capacity;
• Demonstrate a passion for diversity and the ability to attract, sustain, and support a diverse and inclusive community;
• Possess superior interpersonal skills and relationship-building capacity;
• Demonstrate an open, collaborative, and transparent leadership style and an appreciation for, and commitment to, shared governance;
• Be a highly effective communicator;
• Place high value on being visible as a dynamic, involved, and trusted member of the University community, possessing a down-to-earth attitude and emotional intelligence; and
• Be collegial, passionate, intelligent, and a flexible strategic thinker.
INFORMATION FOR CANDIDATES

The position is anticipated to begin July 2017. The salary and benefits will be competitive. For best consideration, please send all nominations, confidential inquiries, and applications to:

Shelly Weiss Storbeck, Managing Partner
Anne Koellhoffer, Associate
Storbeck/Pimentel & Associates, LP
UHartfordPresident@storbeckpimentel.com

For more information, visit the University of Hartford’s home page at WWW.HARTFORD.EDU.

The University of Hartford is an open and welcoming community, which values diversity in all its forms. In addition, the University aspires to have its faculty and staff reflect the rich diversity of its student body and the Hartford region. Candidates committed to working with diverse populations and conversant in multicultural issues are encouraged to apply.