



**UNIVERSITY OF
BRIDGEPORT**

Opening doors. Building futures.



connections

2010 ANNUAL REPORT

The University of Bridgeport

The University of Bridgeport offers career-oriented undergraduate, graduate and professional degrees and programs for people seeking personal and professional growth. The University promotes academic excellence, personal responsibility, and commitment to service. Distinctive curricula in an international, culturally diverse supportive learning environment prepare graduates for life and leadership in an increasingly interconnected world. The University is independent and non-sectarian.

— *Adopted by the Board of Trustees on April 23, 2004*



President and Mrs. Neil Albert Salonen

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This has been a year of extraordinary triumph, starting with

with Governor M. Jodi Rell's inspiring keynote speech at our 100th Commencement in June.

As is tradition, faculty, staff, and I greeted the start of the academic year with great anticipation. But this year, as I watched students arrive on campus, bid good-bye to family, and settle into residence halls, I also marveled at how much the University has achieved in the past decade. It was just five years ago that we were on target to enroll 4,000 students by 2010. How satisfying to exceed that goal.

And how fitting.

In the past year, UB has forged new connections and strengthened treasured partnerships. Our community has grown by leaps and bounds. Indeed, partnerships made us stronger than ever, and took on newfound importance as turbulence in global financial markets buffeted many institutions of higher education.

Current economic realities require nothing less than rigorous fiscal discipline and steadfast adherence to the University's longstanding mission: we provide students with a superlative career-oriented education so that they can excel in the global marketplace.



the enrollment of more than 5,000 students and culminating

Reflecting that purpose, UB slowed the pace of certain capital projects and made other prudent spending choices. Yet thanks to the power of collaborative partnerships and the generosity of donors and alumni, UB increased financial aid for students, who this year sought additional help in making college a reality. We also focused on the growth of our academic core.

As you'll read in the following pages, new classes and professional degrees have been added to the curricula at schools and divisions throughout the University. We also teamed up with leaders in business, government, and other institutions to open entire new schools and concentrations in fast-expanding fields, from international finance to health care.

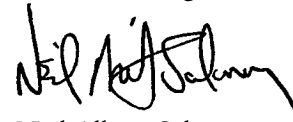
UB has always been creative in its vision and bold in its planning. Our students expect nothing less, and their work reflects the innovation that has long distinguished the campus. This year, engineering students designed lunar explorers for NASA and created environmentally friendly materials that captured prizes at competitions scouted by venture capitalists searching for tomorrow's brightest new ideas. Work by design students was selected for some of the advertising industry's top conferences. We honored graduates, like biology major Stephanie Rucker '10, who graduated in June with an acceptance to medical school and a scholarship from Microsoft founder Bill Gates firmly in hand.

We also have made strong connections through our emerging role as leaders in education. As Chairman of the Connecticut Conference of Independent Colleges (CCIC), I have worked to promote CCIC members' shared commitment to high-quality instruction while promoting collaborative efforts that strengthen the independent sector of higher education in Connecticut.

Faculty and staff also have been tapped to lead critical campaigns off campus. Among the lengthy list of those whose contributions further forged ties to the outside community are: Dr. Sandesh Sing Khalsa, dean of the School of Naturopathic, who was elected president of the American Association of Naturopathic Medical Colleges; Edina Oestreicher, our tireless assistant dean of students, who was appointed Connecticut State Coordinator for the National Orientation Directors Association; Jennifer Brett, director of the Acupuncture Institute, appointed to the review board for the peer-reviewed journal *Alternative Medicine Review*; John Mulcahy, professor of education leadership at the School of Education, who was honored with the establishment of the Dr. John W. Mulcahy Award for Doctoral Research by the Board of Directors of the Association for the Advancement of Educational Research.

We can all be proud of the contributions made by these and countless other faculty and staff at UB. Their accomplishments in the past year pay tribute to milestones reached and pave the way for exciting new breakthroughs for years to come.

With warm regards,



Neil Albert Salonen
President

As the fall semester approached,



new enrollment figures far exceeded earlier expectations.



As students work with peers from more than 80 countries around the world, they benefit from the opportunity to connect with individuals from different backgrounds and prepare for a global marketplace.

Students from more than 80 countries around the world arrived on campus, providing critical stability from which to run our academic programs.

Even so, the ripple effect of global economics also made its impact. International graduate students have long chosen to continue their studies at the University, with the expectation of finding jobs after graduation. With less certain prospects for gainful employment, the number of international students seeking to study at UB fell last year.

The drop, however, was more than offset by a robust 34 percent increase among domestic undergraduates, shoring up enrollment at 5,103 students.

While domestic undergraduates are turning to UB in impressive numbers, the University continues to be one of the most culturally and academically diverse schools in the nation: students currently hail from Iraq and Afghanistan to the tiny island nation of Dominica, from Nepal, Bulgaria, Brazil, Jordan, and more. This truly unique population boasts myriad experiences and perspectives that enrich campus life, energize classroom learning, and prepare our students for an increasingly global world.

Diversity may not be the reason many of our students are initially attracted to UB, but it is a value they learn to embrace. Our exit polls find that students cherish their time with us. As they work alongside and share ideas with peers from around the world and forge friendships at social gatherings, UB students greatly benefit from the opportunity to connect with individuals from different backgrounds.

Access to this tapestry of global perspectives is not only intellectually enriching, it also imbues students with the sophistication and confidence to thrive in an increasingly global marketplace.

Bridging community

Growing our campus community begins with outreach. And much of the University's growth can be attributed to our dynamic new admissions campaign unveiled in the past year. By increasing our use of data-driven market analysis, we were able to tap into highly specialized information about prospective students and respond accordingly. Among the new tools used by admissions were personalized recruiting brochures tailored to potential students that featured academic and social programs matching their expressed interests and areas of study.

Yet even the most sophisticated marketing campaign falls flat if it doesn't inspire confidence, or lacks the warmth of personal touch. Among UB's most important core values are focus on the individual and the importance of supportive community. Thus, we assigned applicants to designated admissions counselors, who guide students and their families through the admissions process or answer questions about dorms, classes, and social life. At UB it is not unusual for incoming students to speak with the Office of Admissions two or three times in a single day. Even before they set foot on campus, families know that UB is a place where personal connections are the norm, not the exception.

We also know that students increasingly turn to the Internet to scout out colleges long before they schedule a visit. In response, we invested in new online recruiting strategies. The University now has a presence on Facebook, Twitter, and YouTube. In these venues, our most important work—that of our students—is put on display: Videos feature student activities and unscripted testimonials, highlight program accomplishments and initiatives, and feature snapshots of inimitable professors such as Bill Greenspan, Steve Grodzinsky, and John “Doc Rock” Nicholas. Our online presence has done much to attract undergraduates and graduates alike.

Connecting families to financial aid

This year families expressed considerably more concern about paying for college than in years past. To assist them, the Offices of Admissions and Financial Aid hosted ten special events focusing on scholarships, loans, and other financial aid. Those forums, held in January 2010 to the end of the school year, attracted more than 5,000 prospective students to campus, a ten percent increase from the year before.

Such assistance came at a critical time. This year, the number of UB students, eligible for federal Pell grants soared by 22 percent. Other institutions felt this new pressure, too, but UB has a long-established commitment to open our doors to all capable and dedicated students. To meet the overwhelming need for help, and to keep the dream of a college education alive for students and their families, the University:

- Provided nearly \$13 million in scholarship funds in the last year;
- Increased its scholarship budget by 18 percent for 2009–2010;
- Helped 98 percent of UB students receive some sort of financial aid, be it scholarships, federal or private grants, loans, work-study opportunities, or a combination of the above.

Targeting resources for lasting change

Budgets reflect choices. At UB, the decision to direct additional funds to financial aid meant we trimmed spending elsewhere.

Top administrators took voluntary salary reductions while staff pay was frozen, resulting in a \$500,000 savings. The use of outside consultants was reduced, and resources for capital improvements were targeted to green-improvement campaigns that reduce the University's carbon footprint, improve the environment, and generate significant long-term cost savings.

Chief among these projects was removing and/or retrofitting one dozen electrical transformers to meet current environmental standards. Dating back to the 1950s, and once owned by United Illuminating, the transformer



The number of domestic undergraduates who enrolled at UB in 2010 surged by 34 percent, thanks to dynamic new admissions campaigns.



sites were tainted by PCBs. This year, crews safely contained and relocated this waste to authorized hazardous-materials facilities in accordance with U.S. Environmental Protection Agency regulations. Final removal of all contaminated materials in the summer of 2010 thus completed a campus-wide project that began in 2008.

Residence halls also were improved. At Seeley, building crews replaced outmoded windows with insulated, double-paned glass. The enhancement triples energy efficiency in the building, and, once again, ensures considerable savings for years to come.

Academic and administrative buildings were upgraded. Some of the more significant enhancements were made to Eleanor N. Dana Hall, our state-of-the-art learning facility for the new Physician Assistant Institute. In anticipation of the Institute's first classes in January 2011, crews gutted the building's second floor and installed new classrooms and labs, seating areas, and equipment.

Private grants enabled UB to further enhance historic landmarks on campus, too. The Connecticut Commission on Culture & Tourism awarded the University \$100,000 to renovate Cortright Hall. Located at the corner of Park and University Avenues, this stately historic building is prominently visible to those passing through campus or en route to Seaside Park, and grant monies were used to repair and stabilize the building.

While existing structures continue to be enhanced, there is a need to open new buildings, too. The influx of students has pushed capacity at residence halls to maximum limits. At the same time, the number of visitors to the University continues to swell as UB hosts an expanding list of enrichment programming available to the public. These include soccer games that fill the stands at Knights Field to photography exhibitions at The Gallery in the Arnold Bernhard Center, community health fairs at Wheeler Recreation Center, musical concerts and film debuts at Littlefield Recital Hall, and engineering colloquiums featuring guest experts from institutions across the U.S.



To accommodate students, guests, and others, UB will undertake the second phase of securing Connecticut Health and Education Facilities Authority funding with a \$30 million tax-exempt bond. Of that, \$7 million will be spent to reopen undergraduate residences at Chaffee Hall by the fall of 2011. Improvements also are planned for the Health Sciences Building, Charles Dana Hall, Mandeville Hall, and the Arnold Bernhard Center. Proceeds from the issue also will refinance \$23 million of outstanding long-term debt.

Faculty support for students

With small classes and an intimate 15 to 1 class ratio, bonds between professors and students are tight-knit and deeply cherished. This year, the number of faculty and staff donating to the University increased, reflecting the connections of the UB community.

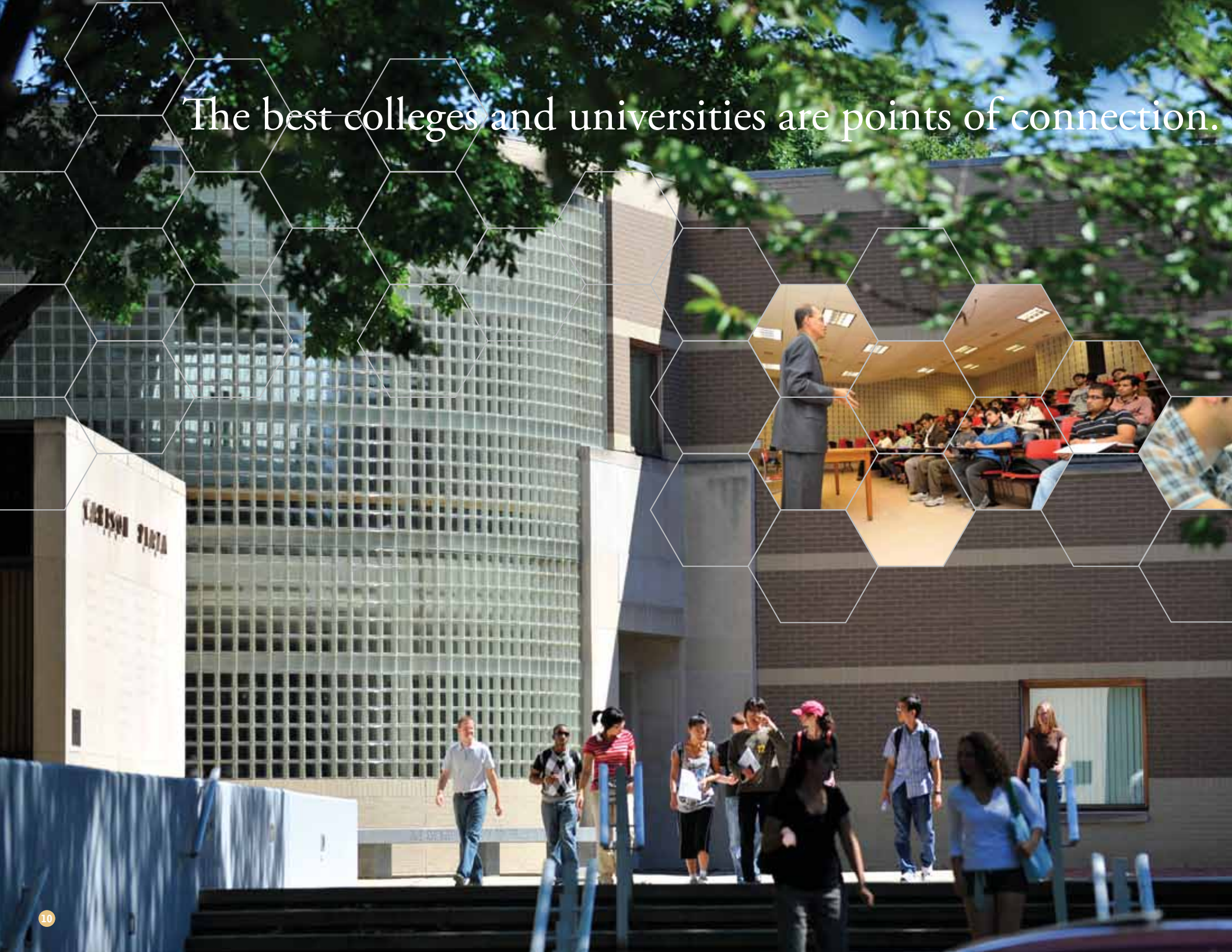
At the School of Engineering, faculty took it upon themselves to create scholarships for their department. Any graduate or undergraduate may apply, and winners are selected based on their work. Funding the engineering scholarships is voluntary. Yet *every* professor in the Engineering Department chose to donate to this new scholarship program.

As engineering faculty choose students to receive their scholarship funds, they do far more than reward top students: they remind us of the strong personal ties that truly distinguish the UB community.

As technology professor Elif Kongar, who co-organized the scholarship drive with professor Jani Marcari Pallis, explained: "Most of our students in engineering are international students, and they leave their families, even their children, to get their degrees here. With those sacrifices, it's the least we can do."

School of Engineering faculty started a scholarship fund to support top students in their department. While the campaign is voluntary, every professor donated to the fundraiser, reflecting their deep commitment and loyalty to students. Faculty donations at other departments also increased in 2009-2010.

The best colleges and universities are points of connection.



Successful students leverage their education to build businesses,

advance careers, and nurture dreams. Discoveries in university labs produce solutions to many of the world's most pressing problems. Policy is shaped by economists, political scientists, and business professionals. The contributions of young designers, storytellers, artists, and musicians influence popular culture. Such connections enrich our lives and lead us to a better future.

This year, strategic partnerships between the University of Bridgeport and other institutions took on profound importance. By pooling existing resources, from classrooms to expert professors, UB greatly enhanced the curriculum to provide cutting-edge training in a range of disciplines. In turn, partners turned to us in search of research and professional guidance, the opportunity to work with UB's dedicated students, and access to labs and other campus facilities.

At a time when resources are limited and spending choices are sometimes difficult, such collaboration produces invaluable savings that can be invested elsewhere. Yet connections also yield far more benefits than dollars and cents: they create a roadmap for efficient growth, enrich our curriculum, and amplify the University's academic contributions to the world at large.

Health partnerships: a prescription for excellence

Health sciences have long been a cornerstone of the University curriculum. Decades before UB was officially founded in 1927, so-called Fones Girls, studying with Bridgeport dentist Alfred Fones, worked to earn their white caps and the right to provide dental hygiene services to area residents. Over the years, the College of Chiropractic, the Acupuncture and Human Nutrition Institutes, and the College of Naturopathic Medicine were added to UB, thereby training caregivers in a variety of medical specialties.



Strategic partnerships between UB and other institutions enabled the University to enhance its curriculum.



Health sciences have long been a cornerstone of the UB curriculum, and students continue to enroll in our programs to gain entry into fast-growing fields of professional opportunity.

In 2010, the University teamed up with UConn to create a new Pre-Pharmacy Program that prepares UB students to qualify for one of the finest pharmacy programs in the U.S.



Today, health care is a growing and central part of the economy. Career-minded students have taken notice, and they continue to turn to UB in record numbers for entry into this ever-growing field of professional opportunity. Creating new programs to accommodate demand is, for any institution of higher learning, an expensive enterprise. But in the past year UB has maximized its resources by forging exciting new partnerships with institutions seeking to expand in the field of health care, too.

One of our trailblazing agreements was finalized in June 2010, when UB and the University of Connecticut signed the bottom line on an agreement creating a pre-eminent Pre-Pharmacy Program, which launched in the fall 2010. Students at UB who successfully complete the two-year track will be eligible to apply to the UConn doctoral program in pharmacy.

It's not common for private universities to join forces with their public counterparts. Yet this innovative partnership is a win-win for UB and UConn. It creates rich opportunity for our students to prepare for one of the finest pharmacy programs in the nation. It is the only avenue by which non-state students may gain admittance into the UConn pharmacy program. And it allows UConn to reach a far more diverse applicant pool at UB than might otherwise be possible.

Creating medical opportunities

By 2020 experts estimate that there won't be enough doctors to treat America's sick due to a shortfall of 40,000 primary-care physicians.

Stark predictions, indeed.

But numbers don't always reveal the full story; shortfalls, we know, also lead to new opportunities. In fact, the pending dearth of primary-care physicians will open the doors for medical experts, known as Physician Assistants. Working under a doctor's supervision, these certified caregivers will play an increasingly important role in the evaluation, diagnosis, and

treatment of patients in primary care. To help train this new generation of health providers, UB teamed up with St. Vincent's Medical Center in Bridgeport and 14 other medical partners to create a state-of-the-art Physician Assistant Institute. The first class begins in January 2011. Even before construction crews drove in the first nail for the Institute's new teaching lab, laboratory, and faculty offices, the Institute had received 140 applications from top-notch students vying for 20 open slots.

Students who have been accepted into the Institute's first class include an internist who did battlefield medicine in Iraq, a hematologist from China who first came to the U.S. to conduct research at Yale University, nurses' aides, EMTs, and other professionals from the allied health fields.

Applications continue to pour in as word of the program spreads, and in coming years, the Institute will enroll up to 120 students. Interest in the program reinforces the University's strategic decision to grow its health sciences programs through bold and innovative partnerships.

Teaching together at the School of Education

Vouchers. Charter schools. Standardized testing. Prescriptions for education excellence may change, but experts at our School of Education know that, ultimately, great schools require great teachers. In fact, our School of Education has for generations trained many of the state's Blue Ribbon teachers and top administrators. We've done this not by embracing fancy catch-phrases or buzz words but by strengthening teacher training.

This year, the School of Education continued to enhance its curriculum by collaborating with experts close to home: professors from our own Schools of Engineering and Arts and Sciences.

Working together, faculty from across campus developed three new Content Courses in math, science, and language arts to help graduate education students better master subjects they in turn will teach in middle and high school.

Starting in the fall 2010, these new Content Courses will be taught at the School of Education by its faculty in conjunction with faculty in engineering and arts and sciences.

Studies show that through their work in Content Courses, candidates for master's teaching degrees increase their fluency in subjects they may have not revisited for years. Coupled with coursework in teaching techniques, as well as real-world experience interning in schools throughout the Tri-State region, School of Education graduates are equipped to enter their own classrooms with a complete array of skills and tools to better educate and inspire children.

Teaming up to help entrepreneurs

While much attention has been paid to those financial institutions that are “too big to fail,” UB continued to focus on small businesses. The reason is simple: small businesses currently provide for up to eight out of ten new jobs created in Connecticut each year.

As part of its longstanding tradition of working with these crucially important firms, UB this year teamed up with Connecticut Innovations (CI), the state's quasi-public entity responsible for investing in technology development, to create an incubator for start-up businesses to prosper.

The new incubator, known as the CTech IncUBator at the University of Bridgeport, is Fairfield County's only university-based incubator for high-tech start-ups. Located on our campus and opened in August 2010, it further exposes UB faculty and students to real-world business operations while strengthening ties in the state's high-tech community.

At the same time, it provides entrepreneurs access to research facilities, faculty, pro bono or discounted business advice from partner sponsors, and a host of other benefits.

Such resources are invaluable.

As Governor M. Jodi Rell said at the ribbon-cutting ceremony, “It is more important than ever to cultivate entrepreneurial, start-up businesses—our primary engine of job creation in Connecticut. Because there is strong evidence linking participation in business incubators with survivability, the CTech IncUBator at the University of Bridgeport should go a long way toward ensuring the success of a new generation of high-tech leaders in our state.”

Connecting MBAs with global markets

Economic fortunes may shift, but one truth doesn't change: today's workforce has gone global. Back-office duties, from the reading of CAT scans to tax preparation to staffing call centers, are performed by personnel around the world. Household items, from big-ticket goods to electronics, are built with components manufactured in one or more countries. Retirement funds invest in companies from Duluth to Dubai.

Banks, insurance companies, investment funds, and other financial services firms have been caught up in the global sweep. And as they have repeatedly told our School of Business, their executives need more than BlackBerries and frequent-flier miles to keep up. They need professionals who can seamlessly navigate different regulatory markets in the United States, as well as Africa, the Middle East, Asia, and Europe.

In response to these workforce needs, the School of Business created a new MBA in Global Financial Services, making it one of just two such programs of this kind currently available in the United States.

“In these challenging economic times, it is more important than ever to cultivate entrepreneurial start-up businesses—our primary engine of job creation in Connecticut. Because there is strong evidence linking participation in business incubators with survivability, the CTech IncUBator at the University of Bridgeport should go a long way toward ensuring the success of a new generation of high-tech leaders in our state.”

— Governor M. Jodi Rell

Launched in the fall of 2010 with input from executive search firms, investment bankers, and other financial services experts, the new MBA track is headed up by Professor James Sagner, previous director of the Consulting Services Division of First National Bank of Chicago and a recognized expert in the field of global finance. But the University’s highly diverse student population literally opens the world for our MBA candidates, too. As they work and learn alongside peers from China, India, and other countries, these aspiring professionals in the financial services industry forge business ties that can prove to be beneficial for years to come.

Feedback from Connecticut-based financial services firms, who make up 20 percent of the state’s economy, has been quick and highly positive. In fact, based on their response, UB is launching an executive version of the Global Financial Services MBA in 2011 that will include two weeks of study and travel in Shanghai. And thanks to the University’s existing relationships in China, U.S.-based managers and directors from financial



Eight out of ten jobs created in Connecticut result from small business. To support these critically important firms, UB is home to CTech IncUBator, Fairfield County’s first and only incubator for high-tech start-ups.



services firms will meet with government officials and industry leaders so they can more effectively compete and do business in that country.

At the same time, the School of Business finished a two-year process revamping the MBA program. Previously, graduate-level candidates earned a general MBA. Yet because employers are seeking graduates with more specific expertise, faculty at the business school began redesigning the MBA curriculum, whose changes were approved by state education officials in 2010. Now graduates students can earn an MBA with majors in one of a dozen concentrations including finance, management, or marketing. They also have the flexibility to design their own concentration of study, with department approval.

A symphony of parts

When Frank Martignetti began scheduling the 2010 performance calendar for Chamber Singers, the select student choral group he conducts at UB, he wanted to do something different.

The ten-member group featured highly accomplished vocalists, yet because of the choir's small size, opportunities to showcase students' talents were limited. "There are experiences they should have as aspiring professionals," he says.



Choral director Frank Martignetti and Chamber Singers, UB's select group of highly accomplished vocalists, joined the state's leading choral groups in the New England premiere of Leonard Bernstein's *Mass*.



So Martignetti proposed a partnership with two of Connecticut's most respected choral groups: the Con Brio Choral Society and Mystic River Chorale.

The groups were performing Leonard Bernstein's monumental *Mass*, as well as pieces by Mendelssohn and Bach, in the spring of 2010. Featuring more than 82 singers and 26 professional instrumentalists, the concerts promised to be breathtaking in scope and quality. Martignetti made his pitch, promising that the University's small student group would greatly contribute to the performances.

Members of the Mystic River Chorale and Con Brio embraced the opportunity. Then work began in earnest.

Through the winter and spring of 2010, Martignetti and the Chamber Singers met for twice weekly rehearsals, where students perfected phrasing in English, German, and Latin. Students also met on their own, practicing with downloaded versions of the classical music on iPods and CD players. They drove hours up to Groton, CT, for late-night rehearsals with Con Brio and Mystic River Chorale. And as promised, they dazzled the night of the performances.

"We have phenomenal vocalists at UB," says Martignetti. After the concerts ended to rousing applause, it was clear music lovers in Connecticut agreed.

When classroom and office meet

The most successful fashion magazines don't simply lay out beautifully made clothes, they skillfully mix collections and elements—different textiles, accessories, or haut couture and street style—to set a mood, generate buzz, or launch a trend.

Smart pairing also guides decisions at UB's Fashion Merchandising program, where students have greatly benefitted from the department's associations throughout the industry. This past year, for example, faculty upgraded computer software, called Fashion Studio, that students use in class to design patterns for textiles, wallpaper, and home goods.

Fashion merchandising faculty selected Fashion Studio because it's far more than a training tool: it's a key to jobs. Fashion Studio is used throughout the industry, and purchasing the most up-to-date version of the software ensures that students graduate with practical training to enter the profession.

Company representatives who sell the software keep a database of schools that use it, and then it makes the list available to employers. When recruiters search for grads or interns who know how to use Fashion Studio, they're directed to UB. That's how fashion merchandising major Hye Eun Kim was hired as a textile designer at Fairway and Green in Shelton, CT.

Partnering to shape America's energy future

How to help the United States better meet its immediate energy needs? Turn to universities to train graduates who have the multi-disciplinary expertise required to make the nation's energy grid cleaner and more reliable.

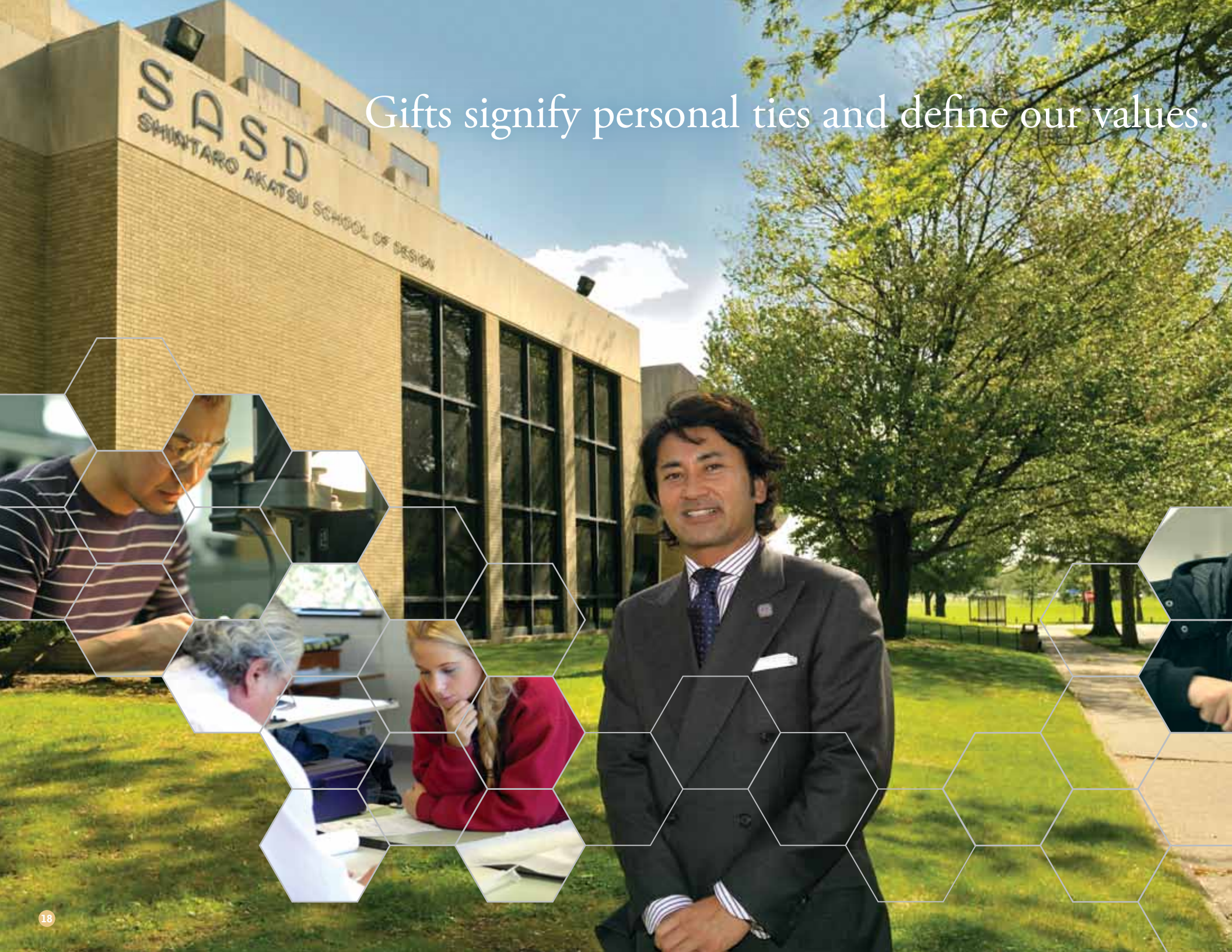
That's the idea behind a massive campaign launched by more than 80 of the nation's biggest engineering schools, including the School of Engineering at UB.

Using new state-of-the-art training labs in the field of power engineering, UB and its partners are aiming to revitalize a curricula that will serve as a foundation for graduate education in renewable energy, including wind, solar, and energy conservation.

The ramped-up coursework will then be disseminated to a vast network of smaller, regional universities, technical schools, and community colleges.

The campaign is funded by the U.S. Department of Energy, which in 2010 awarded \$25,000 to UB for its contributions to the campaign.

Gifts signify personal ties and define our values.



A seashell, presented as a token of affection from child to parent,

Alumnus Shintaro Akatsu '88 gave \$2 million to expand the University's design programs, which in 2010 were reorganized under the newly named Shintaro Akatsu School of Design. New equipment and design studios, and additional courses, have revitalized the school and helped extend its reach into Fairfield County's vibrant arts community.



is radiant with natural beauty that reflects deep familial love. A grandfather's watch, presented with ceremony to the new graduate, marks time with the wisdom of the past as context for the hope of the future. At UB, gifts fund dreams, propel work by students and faculty to new heights, and enable the campus to grow for the future.

Recognizing the power of their gifts, alumni and others in 2010 increased their individual donations to the University by seven percent on average. Longtime friends continued to support ongoing campaigns, and new corporate supporters became a part of the University community through their generosity.

Such gifts express confidence in the University. And with each gift, UB takes seriously the responsibility of using resources in a way that positively extends our impact so that others benefit, too.

This year, students, faculty, and alumni were called to lead organizations to new levels of professional excellence. Others contributed cutting-edge research and innovations to advance breakthroughs in science and medicine. Some inspired young and old to work to improve the lives of millions of individuals, from Bridgeport to communities on other continents. Utilizing resources, and giving back, forges University ties well beyond campus and, like a pebble thrown, sends ripple effects of limitless possibility.

SASD: the generosity and vision of Shintaro Akatsu

The sun rarely crested the horizon when an alarm clock sounded to wake Shintaro Akatsu '88 in his dorm room. While classmates slept, the business school alumnus drove to Greenwich, CT, to work as a caddy at Burning Tree Country Club before returning to campus for afternoon classes. Punctual, diligent, and enthusiastic, he soon developed a loyal base of clients who appreciated his attention to detail. One even offered the enterprising young Akatsu a job.

Akatsu politely declined, then returned to his native Japan to launch an energy company. There, too, his work ethic paid off and his business prospered.

Akatsu never forgot his connection to UB; he has donated funds to renovate several of its sports facilities. This year he made his largest gift to date: \$2 million to expand the industrial, graphic, and interior design programs, which were reorganized under the newly named Shintaro Akatsu School of Design.

“I’ve been busy at work, and I’ve been fortunate,” he says. “I like design. I like glass, I like art. So now I enjoy supporting young artists and students.”

Thanks to his gift, SASD classrooms have been upgraded with new computers, furniture, and other equipment. It’s built a furniture and exhibition-design lab and ceramics studio. And it’s launched exciting new programs, from a Bachelor of Arts in Pre-Architecture to a Master of Professional Studies in Design Management to courses in table-top design.

More important, the gift also has infused the school with energy, helping to attract new students, as well as visitors to SASD, where they attend exhibitions, concerts, and film screenings. As they mingle in The Gallery to share thoughts on art and performances, they see familiar faces, make new friends, and extend SASD’s reach into Fairfield County’s vibrant arts community.

The treasure of education for local students

As the sweltering heat drove many to beaches and pools this summer, a group of dedicated middle-school students made their way to the second floor of South Hall to take classes in algebra and English. Their work was part of Educational Talent Search (ETS), a program that’s been run with great dedication by University of Bridgeport staff for 19 years.

ETS is one of eight federal TRIO programs that were designed to provide social and academic guidance to disadvantaged kids, starting in middle school and up through college, at sites across the country. The program at UB is currently funded with a five-year \$1.7 million grant from the U.S. Department of Education.

For most of the students in the program, connection to education—and a bright professional future—is tenuous. Half of the boys and girls working with UB tutors come from low-income homes where no one has attended college or university. Yet, thanks to ETS, 88 percent of students who complete the program have been able to graduate and enroll in college.

That stellar track record enabled UB to win a second \$1.1 million federal education grant in 2010. The Student Support Services (SSS) grant is targeted to help those UB students who also come from disadvantaged backgrounds by providing for tutoring, financial education, and other services.

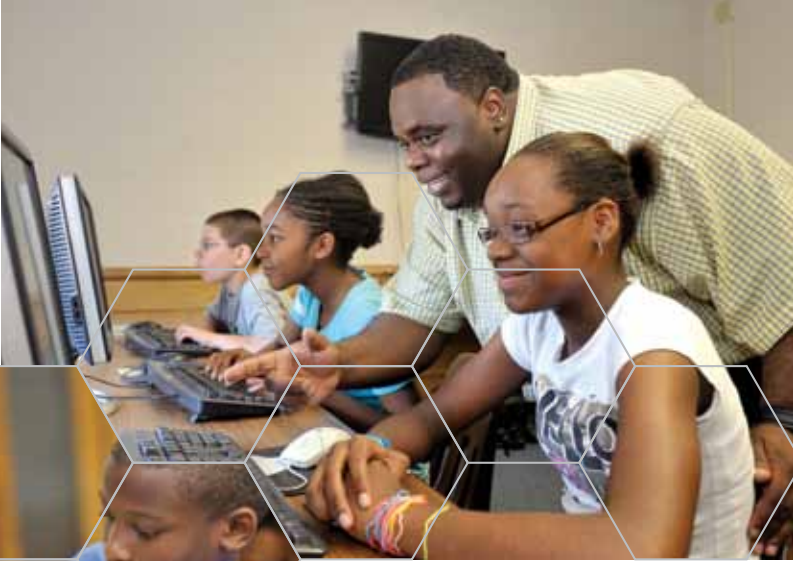
Recognizing the value of such programs, U.S. Senators Chris Dodd and Joseph Lieberman, and Congressman Jim Himes, all supported the University’s application for the SSI grant.

“A good job,” noted Himes, “starts with a good education. This grant for the University of Bridgeport will help meet our shared interest of providing more students with the tools they need to reach their fullest potential while helping our country become more competitive in the changing global economy.”

Providing job-training for the unemployed

The average U.S. worker changes careers three to five times over a lifetime. And when they do start anew, many turn to the University of Bridgeport. That’s why our alums include veterans who came to campus on the GI Bill to professionals earning degrees in health sciences, teaching, and other fields.

Our tradition of helping individuals build brighter futures makes us the perfect place to help those currently most in need of a fresh start: the unemployed.



UB counselors help more than 800 middle and high school kids annually to prepare for higher education through the Educational Talent Search program. Their high success rate—88 percent of students go to college or university—helped the University win a \$1.1 million grant to start a similar program, called Student Support Services, for students at UB.



That's why the University partnered with The Workplace, Inc. in a citywide initiative to secure a \$4 million grant from the U.S. Department of Labor to train unemployed Bridgeport residents for in-demand occupations in a range of green industries.

Careers in emerging fields like environmental management, green construction, building energy systems, and resource management now promise long-term job potential for those with the know-how.

In support of this occupational skills training program, UB donated valuable classroom space on campus to enable The Workplace, Inc. and other grant partners to provide the training and instruction necessary for program participants to enter sustainable, family supporting jobs

“A good job starts with a good education. This grant for the University of Bridgeport will help meet our shared interest of providing more students with the tools they need to reach their fullest potential while helping our country become more competitive in the changing global economy.”

— U.S. Congressman Jim Himes



International College student Francisco Eguiguren was tapped to lead the 7th Annual Youth Assembly at the United Nations. As program coordinator, he inspired nearly 1,000 young people to find solutions to eradicate poverty, promote peace, and improve lives around the world.



in green trades. The University also pledged potential internships for program graduates so they can gain practical, hands-on experience to help them succeed in their new careers.

Classes began in the spring of 2010, and currently 200 of a total 700 students have completed the four-week Green-Up Bridgeport program. “Many of our students haven’t been in a classroom for years,” says Adrian Parkmond, executive vice president of The Workplace, Inc., “Going to classes at UB gives them an exposure to college that’s essential to getting the skills they need to help them support their families.”

Drawing students together at the United Nations

For students pursuing careers in diplomacy, the Annual Youth Assembly at the United Nations in New York City is one of the most important forums they can attend. For one week each summer, up to 1,000 participants, ages 16 to 24, travel from all corners of the globe to converge in New York City, where they work to develop solutions to the UN’s Millennium Development Goals of eradicating poverty.

It’s a massive undertaking, and this year, UB student Francisco Eguiguren was selected to serve as program coordinator, the Youth Assembly’s top job.

Eguiguren, who is earning his Master of Arts in Global Development and Peace at the International College, rose to the task. Seven months before his peers flocked to the United Nations' iconic headquarters on the Upper East Side, he began planning training sessions, conferences, lectures, networking opportunities, and cultural events that would draw together and inspire hundreds of peers united by their desire to actuate positive change.

A native of Ecuador, Eguiguren immediately grasped what it takes to motivate young people who are eager for change but sometimes frustrated by lack of resources. Among the highlights of his work: talks by Ishmael Beah, author of *A Long Way Home*, his memoir of being a child soldier in Sierra Leone, and Katie Spatz, who at 23 raised \$100,000 for safe drinking-water supplies when she rowed solo across the Atlantic.

Spatz and Beah captivated with their talks. And when the conference ended, Eguiguren found himself surrounded by peers who were eager to share their ideas for improving the world and giving back.

Developing a cure for sickle cell anemia

Researchers have been busy developing cures for sickle cell anemia by fixing the gene that causes the disease in laboratory mice. But high mortality rates among treated mice have dampened hopes for treating human patients soon, and researchers' work has yet to be perfected.

The problem: proteins that are used in experimental treatments sometimes bind onto several locations along the genome, rather than on just the single affected gene that causes sickle cell. This off-target binding triggers a process, known as cytotoxicity, that causes cell death.

Researchers may soon get help, thanks to research done by UB engineering professors Drs. Christian Bach and Hasan Bajwa, and PhD engineering student Kris Erodula.



Mechanical, computer, and electrical engineering students collaborated to design and build a lunar regolith explorer for research on the moon. With funding from the Connecticut Space Grant College Consortium, they were able to present their device at the Kennedy Space Center.



With help from IBM and Intel Corp., the three have been able to crunch computational algorithms on high-end servers loaned by those companies and develop new strategies to eliminate off-target binding.

Early results look promising. In fact, the team's computations last year led them to design proteins that greatly reduce, and even eliminate, cytotoxicity. That milestone makes it potentially safer to treat sickle cell and, ultimately, save lives. Moreover, this new approach may benefit other kinds of research on the human genome in other laboratories.

Pointing the way to the heavens

What's the most effective tool for NASA to collect lunar sand?

At the School of Engineering, a group of undergraduate and graduate students majoring in mechanical, computer, and electrical engineering pooled their talents and envisioned the perfect device: a lunar regolith explorer that could be controlled remotely, via the Internet. Lightweight but durable, the machine would be equipped with a powerful battery to maximize roaming time on the moon.

And thanks to an invaluable \$4,500 donation from the Connecticut Space Grant College Consortium, the students were able to turn vision into reality.

Built in a marathon 72-hour session, the explorer was completed just in time for NASA's Lunabotics Competition, held at the Kennedy Space Center in May. This highly competitive event showcases lunar explorers designed and built by university engineering teams across the United States. Team members flew down to compete and talk about their entry.

Electrical and computer engineering professor Xingguo Xiong, one of the students' advisers, noted that the nature of the work made it imperative for students to assemble "an interdisciplinary team whose members could tackle the project's many mechanical, computer, and electrical requirements. The students worked hard, and we're very proud of them."

Gymnastics: teaching others to soar

Practice, discipline, and the guidance of a great coach enabled the women's gymnastics team to win its second U.S.A. Women's National Gymnastics Collegiate Championship this year.

The victory not only placed the Purple Knights among legendary university sport teams, it highlighted the powerful impact that individuals can have on a larger community. Coach Byron Knox's unfaltering faith in the team clearly influences players. And they haven't forgotten what it's



like to have someone believe in them; this year, they gave back by hosting several free programs that expose children to gymnastics so that they, too, can experience the thrill of participating in a sport.

One of their first outreach campaigns included a day-long event for Columbus School, just down the block from the team's practice facilities at Wheeler Recreation Center.

The team also hosted similar exhibition matches for the public during Day of Service, the annual day of volunteering hosted by UB students during Martin Luther King Day. Our gymnasts have coached at local



The gymnastics team, which won its second Women's National Gymnastics Collegiate Championship in 2010, often volunteered to teach children about the sport. Their work took them throughout Connecticut, and even to Africa.

YMCAs to help raise funds for area gymnastics programs. And this summer, three teammates—Niki Calderon, Brianna Collins, and Miranda Der—flew to Namibia with the Dogina Risser Foundation to teach gymnastics to local children while Knox traveled to Trinidad. There, he worked with that country's Sports Commission to organize free gymnastics classes for hundreds of students ages five to 18.

“We’re doing more than teaching gymnastics skills,” says Knox. “We’re giving kids the discipline, satisfaction, and confidence that go along with any sport.”

One-thousand points of light

Marion Heard '63 has spent a lifetime connecting to others through her tireless work as America's No. 1 volunteer. Most notably, she is the Founding President and Chief Executive Officer of the Points of Light Foundation, which was organized to perpetuate President George H.W. Bush's call to make volunteerism central to the life of every American. Working tirelessly, Heard and her organization bring citizens together to solve problems in their own communities across the U.S.

Heard also is a Founding Member of MENTOR/the National Mentoring Partnership and serves as the Chairman of 1000 Women for Mentoring, a national initiative to “help us help more kids.” She has served as the President and Chief Executive Officer of the Presidents' Summit for America's Future, which was co-chaired by Presidents Bill Clinton and George Bush. Retired General Colin Powell served as the Honorary Chairman, and the summit was the largest domestic gathering focusing on one topic—America's youth—in the history of the country.

This year UB selected Heard as one of its Distinguished Alumni for 2010. It also honored Frank Scifo '75, Director of Primary Care Development at St. Vincent's Medical Center, and Frank McLaughlin '55, creator of Gil Thorp and other comic superheroes that have long entertained readers of all ages.

We are proud to honor the gifts of these and other alumni, who with staff, students, and friends, give generously to inspire a better world.



UB was proud to honor Marion Heard '63, Founding President and CEO of the Points of Light Foundation, as one of its 2010 Distinguished Alumni.

Thanks to our generous donors

Their gifts, along with the generosity of friends and alumni, help the University to thrive and our students to prosper. This list recognizes each gift given between July 1, 2009 and June 30, 2010. * *Denotes annual giving of three or more consecutive years.*

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Consolidated Statement of Activities

Despite myriad challenges, the University of Bridgeport has maintained stability in its finances through fiscal year 2009-10. We have continued to create new partnerships, launched a new program for graduate assistantships, and held enrollment steady. In the current volatile economic atmosphere, the University has continued to practice disciplined fiscal management, while working to meet the need for increased financial aid for our students. UB depends on the generous support of all of our dedicated partners—individuals, corporations, government sources, and foundations—who remain diligent in their collective commitment to the crucial mission of this institution. With our shared vision of continuing to provide first-class career-oriented educations for our current students, we are dedicated to working tirelessly to train a new generation of leaders.

<i>Fiscal Year Ending June 30, 2010 (Dollars in thousands)</i>	Combined Unrestricted and Temporary Restricted	Permanently Restricted	Total
Revenues:			
Tuition and fees (net)	\$ 61,809	\$ —	\$ 61,809
Auxiliary enterprises	10,280	—	10,280
Contributions - other	2,509	5	2,514
Education and other grants	1,540	—	1,540
Interest and dividend income	107	—	107
Realized investment losses	19	—	19
Unrealized investment gains	126	—	126
Other additions	1,043	—	1,043
Total revenues and gains	<u>\$ 77,433</u>	<u>\$ 5</u>	<u>\$ 77,438</u>
Expenses:			
Instruction	\$ 28,806	\$ —	\$ 28,806
Academic support	3,860	—	3,860
Student services	17,135	—	17,135
Institutional services	18,605	—	18,605
Research	618	—	618
Development	1,809	—	1,809
Auxiliary enterprises	3,143	—	3,143
Total operating expenses	<u>\$ 73,976</u>	<u>\$ —</u>	<u>\$ 73,976</u>
Other gains and (losses) and other changes in net assets:			
	<u>\$ 173</u>	<u>\$ —</u>	<u>\$ 173</u>
Change in net assets	3,630	5	3,635
Net assets, beginning of year	42,750	27	42,777
Net assets, end of year	<u>\$ 46,380</u>	<u>\$ 32</u>	<u>\$ 46,412</u>



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