

Trinity College Self-Study

Final Report
January 2017

Submitted to the
Commission on Institutions of Higher Education of
the New England Association of Schools and Colleges

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Appendix

Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date January 18, 2017

1. Corporate name of institution: **The Trustees of Trinity College** _____

2. Date institution was chartered or authorized: **1823** _____

3. Date institution enrolled first students in degree programs: **1824** _____

4. Date institution awarded first degrees: **1825** _____

5. Type of control:

Public

State

City

Other

(Specify) _____

Private

Independent, not-for-profit

Religious Group

(Name of Church) _____

Proprietary

Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? A charter from the Connecticut Legislature authorizes Trinity to grant any degree “usually granted by any University, College, or Seminary of learning in this State, or in the United States.” _____

7. Level of postsecondary offering (check all that apply)

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years

Four- or five-year baccalaureate degree granting program

First professional degree

Master’s and/or work beyond the first professional degree

Work beyond the master’s level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other doctoral programs _____

Other (Specify)

8. Type of undergraduate programs (check all that apply)

- Occupational training at the crafts/clerical level (certificate or diploma)
 Liberal arts and general
- Occupational training at the technical or semi-professional level (degree)
 Teacher preparatory
- Two-year programs designed for full transfer to a baccalaureate degree
 Professional
- Other _____

9. The calendar system at the institution is:

- Semester
 Quarter
 Trimester
 Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 3 Trinity course credits, equivalent to 4.0 semester hours
- b) Graduate 2 Trinity course credits, equivalent to 4.0 semester hours
- c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	2132	3	2135
Part-time student headcount	93	80	173
FTE	2163	29.67	2192.67

b) Number of students (headcount) in non-credit, short-term courses: 42

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
BS Engineering	Accred. Bd. For Engineering & Technology (ABET)	10/01/1992	2011-2012	2017-2018

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
<i>None</i>			
B. Out-of-state Locations			
<i>None</i>			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
<i>None</i>		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
<i>None</i>			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
<i>None</i>				

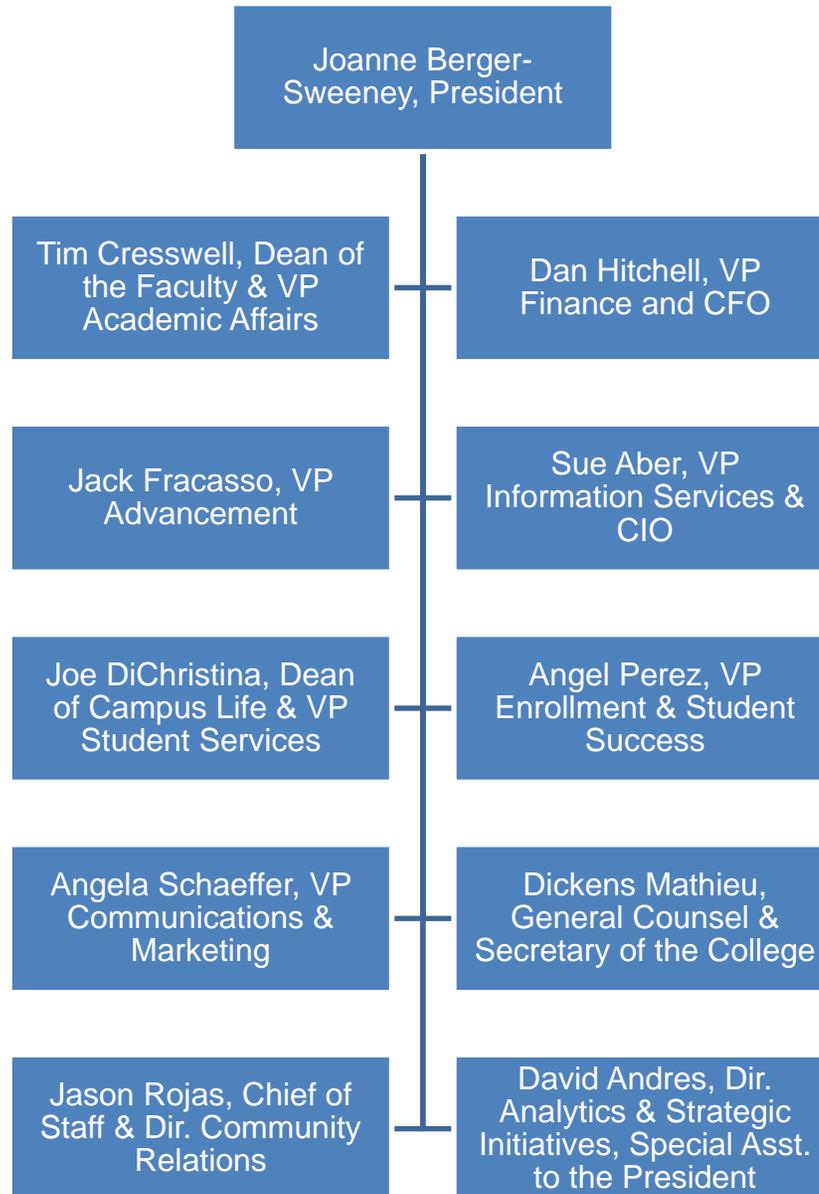
17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:
- 1823: Founded as Washington College in 1823, the second college in CT.
 - 1845: Changed name to Trinity College.
 - 1878: Moved from downtown Hartford to present day campus.
 - 1968: Trinity aimed to admit a substantially larger number of underrepresented minority students, and less than a year later, the trustees voted to admit women as undergraduates for the first time.
 - Mid- to late-90s: An increased focus on neighborhood initiatives led to the development of the Learning Corridor adjacent to campus (public elementary school, Hartford Magnet Trinity College Academy, and the first Boys & Girls Club in the country to be located at a college).
 - 2005: The Cornerstone Strategic Plan and accompanying Campus Master Plan were adopted.
 - 2014: Joanne Berger-Sweeney became the 22nd president—the first woman and African American to hold the College’s presidency.

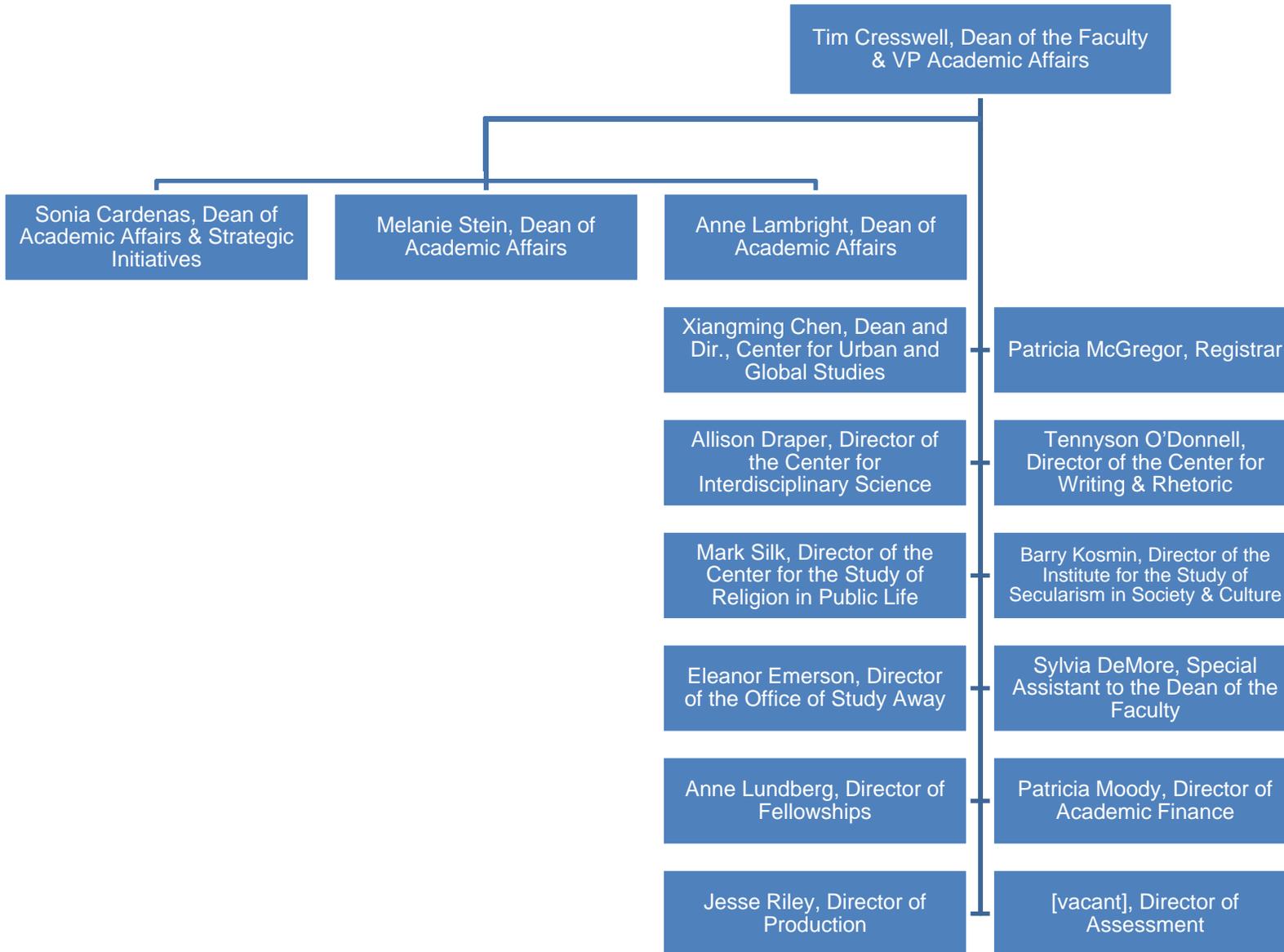
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Cornelia P. Thornburgh	Chair, Board of Trustees	2014
President/CEO	Joanne Berger-Sweeney	President and Trinity College Professor of Neuroscience	2014
Executive Vice President	n/a		
Chief Academic Officer	Timothy Cresswell	Dean of the Faculty and Vice President for Academic Affairs and Professor of American Studies	2016
Deans of Schools and Colleges (insert rows as needed)			
Chief Financial Officer	Dan Hitchell	Vice President of Finance and Chief Financial Officer	2016
Chief Student Services Officer	Joseph DiChristina	Dean of Campus Life and Vice President for Student Affairs	2015
Planning	David Andres	Director of Analytics & Strategic Initiatives, and Special Asst. to the President	2016
Institutional Research	Nancy Becerra-Cordoba	Director of Institutional Research, Planning and Strategy	2015
Assessment	TBD		
Development	John P. Fracasso	Vice President of College Advancement	2012
Library	Kathleen Bauer	Director, Library Research Services & Collections	2015
Chief Information Officer	Suzanne Aber	Vice President for Information Services and Chief Information Officer	2010
Continuing Education	n/a		
Grants/Research	Kristin Bierly Magendantz	Director of Faculty Grants and Sponsored Research	2010

Admissions	Angel B. Pérez	Vice President for Enrollment and Student Success	2015
Registrar	Patricia McGregor	Registrar	2004
Financial Aid	TBD	Assoc. Vice President and Director of Financial Aid	
Public Relations	Angela Paik Schaeffer	Vice President for Communications and Marketing	2017
Alumni Association	Stephen Donovan	Director of Alumni Relations	2014
Other			
	Karla Spurlock-Evans	Dean of Multicultural Affairs and Senior Diversity Officer	1999
	Dickens Mathieu	General Counsel and Secretary of the College	2015

President's Direct Reports





Sue Aber, VP Information Services & CIO

Kathleen Bauer,
Director, Library
Research Services &
Collections

Thomas Zaharevich,
Director, Library
Technical Services

Richard Ring, Head
Librarian for Watkinson
Library

Michael Cook, Director
of Enterprise
Applications

Jean Pierre Haeberly,
Director of Web
Development Services

Ann Marie Krupski,
Director of
Constituency Services

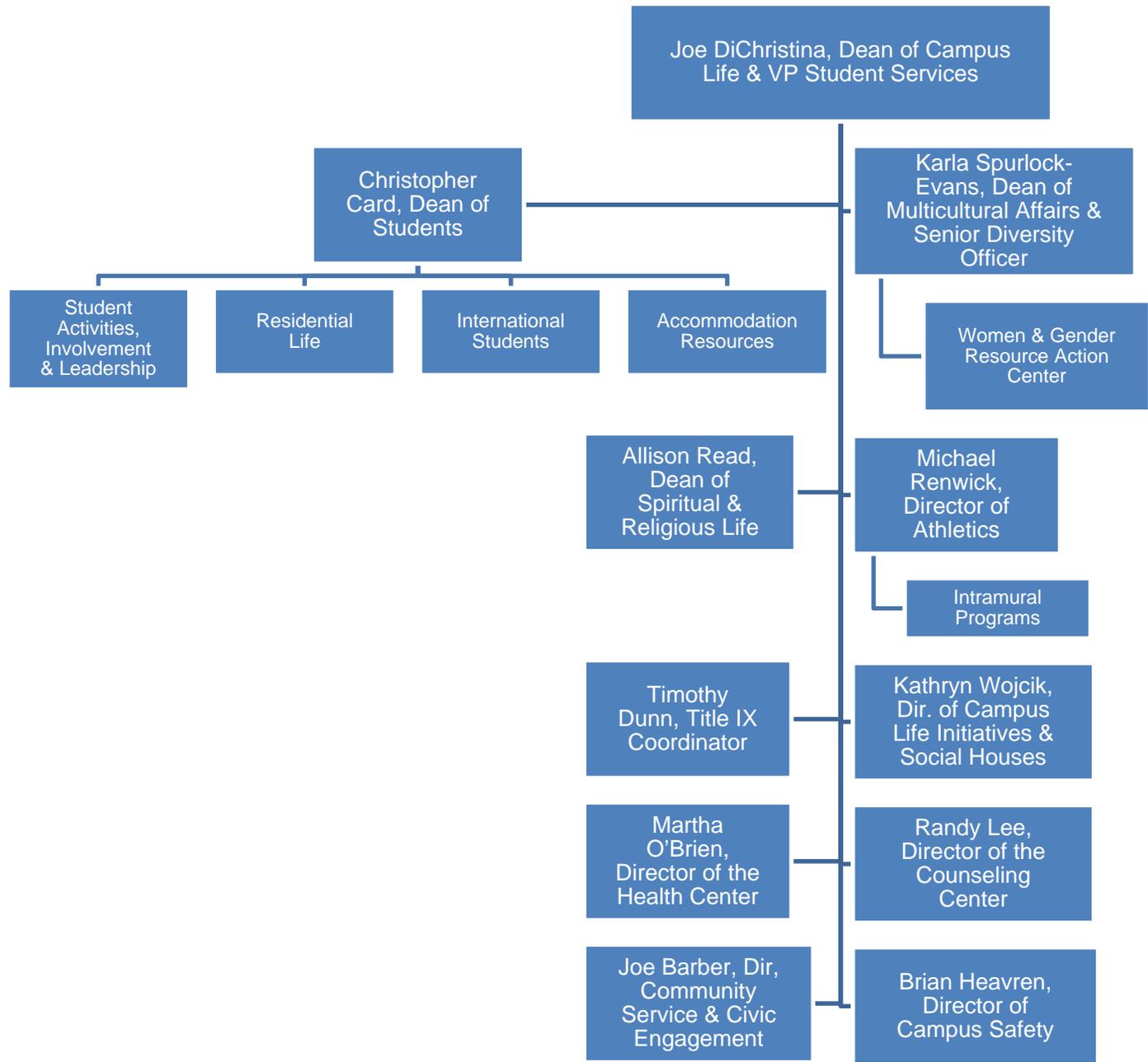
Frederick Kass,
Director of
Infrastructure &
Associate CIO

Jason Jones, Director
of Educational
Technology

Robert Jasek, Chief
Information Security
Officer

Angela Wolf, Director
of Planning &
Operations - ITS





Jack Fracasso, VP
Advancement

[vacant],
Assistant Vice
President for
Development

Christopher
French, Dir.
Principal Gifts
& Int'l
Advancement

Amy Brough,
Director of
Institutional
Support

Christina
Posniak,
Director of
Campaign
Initiatives

Christine Foote,
Director of
Donor Relations

Steve Donovan,
Director of
Alumni
Relations

Annual
Giving

Leadership
Giving

Parent
Giving

Corporate,
Foundation,
& Gov't
Relations

Faculty
Grants &
Sponsored
Research

Advanceme
nt Services

Gift
Planning

Research



Angel Perez, VP Enrollment
& Student Success

[vacant], Asst. Vice
President and Director of
Financial Aid

Anthony Berry, Director of
Admissions

Lukman Arsalan, Senior
Assoc. Dir. Int'l Admissions
& Student Success

Jennifer Baszile, Director of
Student Success

J. Violet Gannon, Director of
Career Development

Joseph Catrino, Senior
Associate Director of
Marketing



Angela Schaeffer, VP
Communications & Marketing

Kathy Andrews, Director
of Media Relations and
Community Outreach

Caroline Deveau,
Director of Digital
Communications

Julia Chianelli, Director
of Advancement
Communications

David Kingsley, Director
of Sports Information

Sonya Adams, Director
of Editorial Services and
Editor-in-Chief, Alumni
Magazine

Rita Law, Associate
Director of Creative
Services

Andrew Concatelli,
Communications
Associate



Trinity College
HARTFORD CONNECTICUT

DATA FIRST FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input style="width: 100%; height: 15px;" type="text" value="06/30"/>		
Most Recent Year	<input style="width: 100%; height: 15px;" type="text" value="2016"/>	Yes	Unqualified
1 Year Prior	2015	Yes	Unqualified
2 Years Prior	2014	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2017
Next Year	2018

Contact Person:

Title:	<input style="width: 98%; height: 15px;" type="text" value="Dir. Analytics & Strategic Initiatives and Special Asst. to the President"/>
Telephone No:	<input style="width: 98%; height: 15px;" type="text" value="860-297-2306"/>
E-mail address	<input style="width: 98%; height: 15px;" type="text" value="david.andres@trincoll.edu"/>

Table of CIHE Actions, Items of Special Attention, or Concerns

Date of CIHE Letter	Detailed Actions, Items of Special Attention, or Concerns	CIHE Standards Cited in Letter	Self-Study Page Number(s)
April 8, 2011	"Evaluating the impact of operating expense reductions and the efficacy of planning and budgeting processes, and realizing the institution's fundraising goals"	Standard 2 Planning and Evaluation; Standard 7 Institutional Resources	Standard 2, pp. 4-7 Standard 7, pp. 76-78; pp. 81-82
April 8, 2011	"Developing the Hartford Magnet School Trinity College Academy, including determining its fit as part of the mission of the College"	Standard 1.3 and 1.5 Mission and Purposes; Standard 2.3 and 2.4 Planning and Evaluation	Standard 1, p. 3 Standard 2, pp. 6-7

Introduction

This self-study report is the culmination of a two-year process by Trinity College for the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) in support of the College's reaccreditation. The self-study came at a timely juncture in Trinity's history with the recent inauguration of a new president, Joanne Berger-Sweeney, in July 2014, and the commencement of [College-wide strategic planning](#) in 2016. The self-study provided us with a framework to evaluate Trinity's effectiveness as an institution of higher education — a mechanism to review and appraise our progress in nine key domains while identifying targeted areas for improvement.

The self-study also served as a launching pad for strategic planning. Indeed, the process has given us an opportunity to come together and reflect, in depth and candidly, on the achievements and challenges of the last decade, taking stock of where we are as an institution and how we might become even stronger. Complementing strategic planning, which will chart the vision and direction of Trinity's future, the projections in this report are concrete actions that flow directly from our self-appraisal to generate forward momentum.

Though the self-study unfolded in an intense period of transition at the College, our reliance on a systematic and iterative process helped to ensure the project's success. At the outset of the self-study, in fall 2014 Berger-Sweeney appointed Thomas Mitzel, dean of the faculty and vice president for academic affairs, to chair the process; Rachael Barlow, director of academic assessment, was charged with overseeing the ongoing operations of the self-study. Drawn from members of the President's Cabinet, chairs were named for each of the [11 standards committees](#); and faculty, staff, and students, representing a wide spectrum of academic disciplines and administrative functions, were invited to serve on a committee. Some of the members had been involved in previous self-studies of the College, while others were more recent contributors to the Trinity community. A dedicated [website](#) was created, detailing the accreditation process, self-study teams, timelines, and opportunities for input.

The committees held regular meetings, initially familiarizing themselves with [NEASC commission standards](#), reading the self-studies of peer institutions, and identifying potential themes, key documents, and relevant data. Over time, these committees began providing detailed feedback about each element of the standards, and this input was then transformed into a substantive set of outlines. Concurrently, the accreditation liaison held almost 100 meetings with individuals and committees to collect additional feedback and data, posting all notes and materials on an online site accessible to committee members.

This sustained work occurred against the backdrop of significant change. In fall 2015, Dean of the Faculty Tom Mitzel, who was chairing the self-study process, departed to accept a college presidency. A subsequent change in the leadership of the Office of Institutional Research led to a thorough review of data protocols and the decision to create a new cabinet-level unit to strengthen campuswide efforts in this crucial area. When the 2016 NEASC standards were finalized, moreover, the [11 committees were restructured into 9](#) to reflect the new standards. Finally, in July 2016, after Accreditation Project Director Rachael Barlow accepted a position elsewhere, Berger-Sweeney appointed Sonia Cardenas, dean of academic affairs and professor of political science, to oversee the narrative portion of the self-study, and David Andres, director of analytics and strategic initiatives and special assistant to the president, as the accreditation liaison officer to manage the data and logistics of the self-study. Jenny Holland, Trinity's former director of communications, provided valuable support and insight in drafting and finalizing the self-study.

Ensuring community input has marked the final stage of this process. In September 2016, each of the standards committees gave feedback on individual chapters, making sure that the content adhered to commission standards and reflected a fair and accurate assessment of institutional strengths and weaknesses. Trinity also shared a preliminary draft in mid-September with Bates College President Clayton Spencer, chair of the NEASC Visiting Team that will come to campus in March 2017. To solicit broader feedback, the draft report was posted on an internal website in November 2016; faculty, staff, and students from across the campus community, as well as members of the Board of Trustees and the National Alumni Association leadership, were invited to offer their comments and suggestions. Following a preliminary review of the draft by the NEASC commission staff in late fall, we considered the full array of feedback and incorporated suggestions into the final draft report. We also issued an [invitation for public comments](#) on the Trinity website, in *The Trinity Reporter* (alumni magazine), *The Trinity Tripod* (student-run campus newspaper), and *The Hartford Courant* (local newspaper).

This two-year exercise has coincided with a period of transformative leadership and planning at Trinity College. We are pleased that the final report, which we are submitting in mid-January 2017, has been the product of a thorough review, careful and honest self-assessment, and a collaborative and iterative process enjoying community-wide input. Parallel to this, the creation of a reinvigorated mission statement and a highly inclusive strategic planning process have further showcased our collective commitments. The self-study offers a record of the last decade's successes and challenges, just as it reflects our capacity to work together to advance institutional goals, buoyed by confidence in the College's future.

Institutional Overview

As the preeminent liberal arts college in an urban setting, Trinity College prepares students to be bold, independent thinkers who lead transformative lives.

Trinity College has strong foundations on which to build: a rich history of tradition and excellence in the liberal arts, our location in a capital city, outstanding and committed faculty and staff, an engaged and diverse student body, and dedicated and generous alumni who share a deep and abiding commitment to the College.

Originally known as Washington College, Trinity was chartered on May 16, 1823, becoming the second college in Connecticut (Yale University was the first) and the 61st in the nation. Although the College had a close but informal relationship with the Episcopal Church, from the beginning it did not use religious background as a factor in admissions. The College was renamed Trinity College in 1845 to distinguish itself from four other Washington colleges.

As the model of the modern university began to evolve, Trinity reaffirmed its commitment to remain a liberal arts college. The late 19th and early 20th centuries were a formative period for Trinity in this regard, as the industrialization of the American economy began to be reflected in the curricula and institutional practices of the College, and enrollments were increased to an optimum of 50 students. In 1968, Trinity aimed to admit a substantially larger number of underrepresented minority students, and less than a year later, the trustees voted to admit women as undergraduates for the first time. Over the next 20 years, the College expanded enrollment to 1,800 and increased the size of the full-time faculty to more than 200.

Beginning in 1995, Trinity started devoting attention to the needs of the surrounding neighborhoods. Central to that initiative was the Learning Corridor, an education complex that opened in 1997 adjacent to Trinity's campus that includes a public, Montessori-style elementary school, the first Boys & Girls Club in the country to be located at a college, and Hartford Magnet Trinity College Academy (HMTCA). In the case of the academy, Trinity's faculty help to shape the curriculum, with the ultimate goal of preparing students for their college years at Trinity or any institution of higher education.

Amid continuing change, our commitment to the liberal arts has remained steadfast. By maintaining academic rigor and providing a network of support, the College empowers its students to discover their strengths, develop their potential, and prepare themselves for lives that are both personally satisfying and valuable to others. Today, Trinity has approximately 2,200 undergraduate students and 100 graduate students, with a student-faculty ratio of 9:1. Trinity students come from 45 states and 67 countries; 48 percent are female, while 18 percent are students of color; approximately 44 percent receive financial aid. More than 200 full-time faculty members teach and mentor students across 39 majors and 27 interdisciplinary minors — from neuroscience and urban studies to an accredited engineering program. We also offer new B.A./M.A. degrees that allow exceptional students to attain two degrees in five years (currently in neuroscience and American studies). The College, moreover, has a strong tradition of excellence in athletics and is a proud member of the New England Small College Athletic Conference.

Trinity's historic, 100-acre campus in the capital city of Hartford, Connecticut, is distinctive among our peers, and it forms an integral part of the academic and co-curricular experience. Our general education curriculum emphasizes foundational learning, writing across the curriculum, and global engagement. For example, all first-year students enroll in a writing-intensive thematic seminar, with some participating in interdisciplinary learning communities known as "Gateway Programs," which focus on science, the arts, the study of cities, the humanities through the lens of European civilization, or community action in Hartford. Given our attention to global and cross-cultural engagement, about 60 percent of Trinity's students spend

at least one semester studying abroad. Almost every major, moreover, has a capstone experience, in which students are asked to integrate and apply their learning.

Inspired by our location, we embrace hands-on, engaged forms of learning, capitalizing on our urban partnerships. Students enroll in internships for academic credit, and they participate in dozens of courses offered through the Community Learning Initiative. In any given year, about a third of the student body undertakes a research-intensive project, working collaboratively with faculty and sometimes in teams of students — in science labs, historical archives, or international settings. Students also develop their skill sets outside of the classroom, participating in more than 100 student-run organizations, with structured opportunities for developing leadership skills. In and out of the classroom, students acquire lifelong transferable skills, developing their capacity to adapt, communicate, analyze, and connect to others and the world around them. The Career Development Center introduces programming beginning in the first year and then tailored to each stage of a student’s trajectory. Trinity graduates also benefit from a robust alumni network, and they go on to excel professionally in a wide range of careers around the world, modeling the excellence of a liberal arts education.

The Last Decade: Accomplishments and Challenges

Since Trinity’s last self-study in 2007, the College has accomplished a great deal. Following a succession of presidents, Trinity benefited from the stability offered by the 10-year presidency of James F. Jones, Jr., who retired in 2014. Noteworthy in the decade-long span covered in this self-study were the launch of four academic centers (the Center for Urban and Global Studies, the Center for Teaching and Learning, the Trinity Institute for Interdisciplinary Studies, and in 2016 the Center for Caribbean Studies); the implementation of a general education curriculum emphasizing student writing and global engagement; the introduction of a system for assessing learning outcomes; the inauguration of a pilot January Term; the start of consortial course sharing via tele-presence technology with Wesleyan University and Connecticut College; the successful fundraising of \$330 million in a comprehensive campaign; the revitalization of the Career Development Center; and the renovation of the College’s historic Long Walk buildings. The decade also saw the hiring of outstanding faculty and staff across the College, increased diversity of the faculty and student body, as well as countless accomplishments by Trinity students and faculty on campus, in Hartford, and around the world.

At the same time, the College faced serious challenges. Ongoing financial constraints and an accompanying narrative of crisis overwhelmed planning efforts and wore down faculty and staff. Weakened governance and little coordination sometimes blurred decision-making roles and bred distrust among constituents. Inattention to process and a poor record of implementation, partly due to budget cuts, further undermined morale. Within this context, there was significant administrative turnover, a decline in rankings, enrollment strategies driven more by revenue targets than academic quality, a coeducation mandate for Greek organizations that proved to be deeply polarizing, and a decline in student retention partly reflecting a deteriorating social climate on campus.

A New President and a Historic Transition

On July 1, 2014, Joanne Berger-Sweeney became the 22nd president of Trinity College. The first woman to lead the College, Berger-Sweeney is also the first neuroscientist and first African American to hold the College’s presidency. She brings more than 20 years of experience as the dean of the largest college at Tufts University and before that as a faculty member and academic administrator at Wellesley College.

Berger-Sweeney’s presidency comes at a time of reflection and change at Trinity. This period includes innovative new programs, a large cohort of newer faculty joining established faculty, stronger connections to our home city of Hartford, student and parental expectations that a costly liberal arts education include

preparedness for professional life, and financial pressures mirroring those of liberal arts colleges across the United States. These factors contribute to a dynamic environment, which Berger-Sweeney and her leadership team views as an opportunity for strategically positioning Trinity to spiral up to new heights.

The president's leadership style, characterized by cross-functional collaboration, regular communication, and the methodical, data-oriented approach of a scientist — no less than her optimism and embrace of innovative experimentation, captured by her signature phrase, “Go Boldly, Be Engaged” — has invigorated the Trinity community and brought new approaches to tackling problems and forging initiatives. Her emphasis on integrated organizational structures and sound governance practices has already strengthened the administration of the College, just as her emphasis on data-driven decision making and evaluation is helping to foster a culture of greater accountability. She has built a capable team of senior leaders, appointing new vice presidents for enrollment and student success, academic affairs, student affairs, finance, communications and marketing, and information services, along with the new position of general counsel.

In the last two years, despite numerous transitions, Trinity has indeed made remarkable progress. We have created programs and initiatives, often by restructuring existing resources in new ways that align explicitly with educational outcomes and mission. We highlight some of these key accomplishments:

- The creation of the Bantam Network, a unique mentoring program designed by students for students to support the first-year transition to Trinity, soon to be accompanied by a shared sophomore-year experience;
- The launch of an innovative Campaign for Community, led by student teams and charged with defining what constitutes a diverse and inclusive community and then implementing concrete strategies to make Trinity the community we envision it to be;
- A dramatic revamping of the admissions process, focused around issues of access and quality, and already showing impressive results with the Class of 2020;
- A partnership with edX, joining Trinity with a small group of select liberal arts colleges that are open to exploring how online learning interfaces with the liberal arts;
- A newly opened music center, which provides students with dedicated rehearsal and performance space, including teaching and practice rooms, a recording studio, and an intimate venue seating up to 80 people;
- The design of a new academic building that will house neuroscience labs and offices, media arts studios, and a student gallery — a visible symbol of the liberal arts;
- The purchase, sale, and subsequent lease back of prime real estate in the heart of downtown Hartford, which will expand our programming and serve as a focal point for our presence and engagement in the local community, along with new levels of outreach and collaboration with city and state leaders;
- The creation of first-time positions to enhance students' experiences and the College's performance, including: a coordinator for Title IX activities, a director of student success to focus on retention, five “Trinision Fellows” to support the first-year Bantam Network, a point person for campus life initiatives and social houses, a director of academic assessment, and most recently a director of analytics and strategic initiatives for the College.

Toward Our Bicentennial

If Trinity College is to achieve its full potential, there is more work to be done. The projections throughout this self-study provide examples of some of the endeavors we plan to undertake. Many of these projections emphasize our need as an organization to become strategic and align planning with our mission and purpose. While the Bicentennial Strategic Plan will provide the overarching strategic direction, we recognize that strategic planning has to be more than a periodic exercise. We need to become more strategic in our everyday decision making and planning, at all levels of the institution, just as evaluation must become a routine part of our operations. Accordingly, the following areas reflect a set of interrelated themes appearing throughout the self-study, or targeted improvements to achieve by the bicentennial. These strategies are all within Trinity's reach, as evidenced by our recent record of achievement and the College's longer history of success.

Articulating our distinctiveness and mission. We have just completed a process of revisiting the College's mission, as discussed under Standard 1, so that it reflects current priorities and aspirations. Our goal in engaging all constituents in this exercise was to define a mission that is both authentic and resonates broadly. A shared consensus existed that the mission should capture the distinctive essence of a Trinity College education. It should convey an innovative curriculum, which boldly integrates excellence in the liberal arts with co-curricular learning in a capital city and global context. Articulating the mission and purpose, however, was only the first step. For the mission to become actualized in practice, inspiring engagement and success, it will have to be communicated vigorously; and it will have to be more than an external statement. The mission's core goals, as noted throughout this self-study, will have to be fundamentally integrated into the fabric of the College, including all aspects of our planning and evaluation. Simply put, we must become more mission driven.

Practicing flexible and strategic planning. Trinity's last self-study projected improvements in planning and evaluation; yet the past decade, as we review in Standards 2 and 3, saw limited progress in this area, overshadowed by a set of financial challenges that often undermined organizational effectiveness and governance. In the last two years, under Berger-Sweeney's leadership, the College has focused on building administrative capacity that will support regular planning and evaluation. Greater transparency of processes and communication is increasing our collective sense of efficacy and confidence as a college; likewise, multiyear budget planning tied to strategic goals (Standard 7) is providing a concrete roadmap for the future. All divisions and units of the College must now adopt the *habit* of planning and evaluating — driven by mission and strategy, informed closely by data, and aligned with existing resources. We will also have to exercise both flexibility and a willingness to experiment if we are to implement many of the projections cited in this self-study. Engaging in flexible planning will mean evaluating and modifying initiatives (i.e., re-planning) on an ongoing basis. It will require breaking down implementation into discrete tasks and working iteratively to integrate feedback throughout a project's cycle. Finally, we will have to undertake regular strategic assessments of existing offerings and services, deciding in some cases if they should be discontinued or altered. Developing a real culture of planning, evaluation, and re-planning, which is both strategic and flexible and spans all areas of the College, is the task that lies ahead.

Renewing our commitment to academic quality and student success. Trinity has outstanding faculty and academic programs, and we must now draw confidence from this excellence to cultivate a culture of ongoing improvement in place of a tendency to defend the status quo. Numerous projections in the self-study (especially under Standards 4 and 6) address ways to deepen academic quality, to promote rigor, and to enhance intellectual vitality. Some of these projections push us toward greater consistency of standards across programs and student populations (including Graduate Studies and study-away sites). Other strategies call for more integrative forms of learning, as addressed in Standard 8 (e.g., linking the curricular

and co-curricular; syncing College-wide, departmental, and course learning goals; and fusing traditional liberal arts and professional development), as well as the cross-campus, student-centered collaborations described in Standard 5. Likewise, we must think creatively about the full range of learning opportunities we provide, especially as we revitalize the graduate program, summer offerings, and the professional preparedness of our students.

In these endeavors, the dean of the faculty, as the chief academic officer, is and must be perceived as being responsible for the overall direction of the academic program, shaping it strategically to advance the College's mission. Faculty must feature prominently in discussions of academic quality, though these conversations should be broad based and include a multiplicity of voices and perspectives from across campus. Our current strategic planning process models such an approach, rooted in the belief that innovation is more likely to arise from cross-functional collaboration and a diversity of views. Our commitment to academic quality extends, moreover, to student enrollments and our belief that expanding access for all qualified students, regardless of their financial need, is foundational to Trinity's future. These are all sub-themes featured across the majority of the self-study's standards.

Building community and collaborative partnerships of trust. Like many colleges and universities, Trinity has sought over the years to strengthen the sense of community on campus and its ties with communities off campus. These goals are in fact related; they reflect the need to invest in collaborative partnerships, where Trinity serves as a conduit for connecting people and ideas. On campus, recent efforts — from designing the Bantam Network to empowering students to devise a Campaign for Community — illustrate our willingness to build community in fearlessly inclusive ways. While numerous programs already exist at the College to support students, staff, and faculty, as mentioned in various standards (especially 3, 5, and 6), we still must address ongoing gaps. Thus, various projections note the importance of promoting the success of all faculty, staff, and students, attentive to issues of inclusivity and equity, while developing individuals' capacities to lead and thrive professionally. College-wide, we must embrace the best practices of shared governance. Continuing to communicate as effectively as possible will be essential for building trust, as will be forging partnerships that are process centered and transparent. We must move away from silos that vie for decision-making power to interactions that are focused around collectively moving the College forward. The same principles apply to expanding external collaborations and partnerships within the Hartford area, whether in the nonprofit or corporate sectors, with government officials, or with other academic institutions. We must work collaboratively as equal partners in advancing shared goals, consistent with Trinity's mission, and modeling the same organizational values and standards of integrity (Standard 9) that we uphold internally.

As Trinity College heads toward its 200th anniversary in 2023, this self-study gives us many reasons to be proud and ample cause to be optimistic. The self-study also reveals our commitment to ongoing improvement and honest self-assessment, which we have tried to capture throughout the narrative. If we are confident about the College's capacity to spiral up to new heights and meet more fully its potential, it is precisely because we are clear-eyed about the challenges and the possibilities. This is a crucial turning point for the liberal arts, and Trinity College is well positioned for future success. The Bicentennial Strategic Plan will chart the way forward.

Standard One/ **Mission and Purposes**

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

DESCRIPTION

The mission of Trinity College has evolved over the last decade, while its core tenets have remained consistent. For most of the period since the last self-study, Trinity had a mission statement that dated to 1993. Shortly after Joanne Berger-Sweeney became president in 2014, she announced the beginning of a strategic planning process that would guide the College toward its bicentennial; a review of the College's mission was foundational to this endeavor. Following a multi-month process of engaging all constituents, the Board of Trustees adopted a reinvigorated mission statement in fall 2016, reflecting today's goals and aspirations: *As the preeminent liberal arts college in an urban setting, Trinity College prepares students to be bold, independent thinkers who lead transformative lives.*

The mission in place from 1993 until October 2016 rightfully underscored the central importance of the liberal arts; outstanding faculty members who are teacher-scholars; a rigorous curriculum; a student body that is talented, diverse, and self-motivated; and co-curricular opportunities that sustain a vibrant campus life — characteristics that all continue to this day. The 1993 mission statement read as follows:

Trinity College is a community united in a quest for excellence in liberal arts education. Our paramount purpose is to foster critical thinking, free the mind of parochialism and prejudice, and prepare students to lead examined lives that are personally satisfying, civically responsible, and socially useful. Four elements are central to the success of this quest:

- An outstanding and diverse faculty whose members excel in their dual vocation as teachers and scholars; bring to the classroom the vigor, insight, and enthusiasm of men and women actively engaged in intellectual inquiry; work closely with students in a relationship of mutual trust and respect; and share a vision of teaching as conversation, as face-to-face exchange linking professor and student in the search for knowledge and understanding.
- A rigorous curriculum that is firmly grounded in the traditional liberal disciplines, but also incorporates newer fields and interdisciplinary approaches; that maintains a creative tension between general education and specialized study in a major; and that takes imaginative advantage of the many educational resources inherent in Trinity's urban location and international ties.
- A talented, strongly motivated, and diverse body of students who expect to be challenged to the limits of their abilities and are engaged with their subjects, their professors, and one another; who take increasing responsibility for shaping their education as they progress through the curriculum; and who recognize that becoming liberally educated entails a lifelong process of disciplined learning and discovery.
- An attractive, supportive, and secure campus community that provides students with abundant opportunities for interchange among themselves and with faculty; sustains a full array of cultural, recreational, social, and volunteer activities; entrusts undergraduates to regulate their own affairs; and embodies the institution's conviction that students' experiences in the residence halls, dining halls, and extracurricular organizations, on the playing fields, and in the neighboring city are a powerful complement to the formal learning of the classroom, laboratory, and library.

The process of updating the College's 23-year-old mission statement was linked closely to strategic planning, which launched formally in early 2016 and is slated to conclude in March 2017. Like strategic

planning, the review of the mission was highly participatory. Berger-Sweeney initiated a campuswide examination and discussion of the mission, beginning in late 2015 with the President's Cabinet and continuing with a review by the Board of Trustees at its meetings in January and March 2016. In spring 2016, the College engaged an outside consulting firm specializing in higher-education planning to conduct a series of on-campus focus groups, soliciting input from faculty, staff, and students. More than 70 individuals volunteered to participate in these small-group sessions.

Two senior faculty members, including the chief academic officer, were charged with synthesizing the recommendations of these various groups into draft statements of mission that served as the basis for reflection and feedback in early September 2016. A final, updated mission was presented to the Board of Trustees and approved by that body in early October. The new mission statement now serves as a guidepost for the work of the committees that are drafting the College's Bicentennial Strategic Plan.

**THE TRINITY COLLEGE MISSION STATEMENT,
EFFECTIVE OCTOBER 2016**

Engage. Connect. Transform.

As the preeminent liberal arts college in an urban setting, Trinity College prepares students to be bold, independent thinkers who lead transformative lives.

We **engage**. We foster critical, reflective engagement with scholarship and the creative arts as well as with one another and the wider world. Our location in Connecticut's capital offers excellent opportunities for engagement beyond the classroom in internships, student research, and community learning.

We **connect**. We link students, faculty, and staff to form a diverse community of learning. The connections of Hartford and Trinity College engage students as global citizens in the wider world, and a network of devoted alumni provide lifelong opportunities for Trinity graduates.

We **transform**. We combine the liberal arts with life in a diverse city, enabling students to learn what they love, to build confidence, and to become leaders and innovators. We support all members of our community in achieving their potential and in moving forward with the skills to navigate and transform a dynamic world.

Trinity College is where the liberal arts meet the real world.

APPRAISAL

Trinity's mission is grounded in the College's charter, granted in 1823 by the Connecticut General Assembly, which notes that "great advantages would accrue to the State, as well as to the general interests of literature and science, by establishing within the State another College Institution. . ." (Yale University having been the first). The mission's principles have continued to undergird a Trinity education in the nearly 200 years since the College's founding. Trinity's mission today emphasizes educating students to be critical thinkers and global citizens, active participants in their education, their college community, and the capital city that is Trinity's home.

Trinity's mission statement serves a foundational purpose, appearing in major documents that guide the College's work, and we are beginning to introduce the new mission throughout our materials. It appears on our website under "[About the College](#)," so that all constituencies will understand the overarching values to which the College adheres. Likewise, it is listed prominently in the front section of the *Bulletin*, as a reminder of the College's guiding principles to students selecting courses and to the faculty members who teach them. It is also referenced in other key documents, including the mission statements and goals of individual departments (e.g., the Office of Residential Life, the Center for Urban and Global Studies, the

Office of Community Service and Civic Engagement, and the Office of Study Away) and in documents such as the [Student Integrity Contract](#) and the [Academic Advising Primer](#). Significantly, it is the subject of one of the optional essays for admission to the College, inviting prospective applicants to discuss how they would engage Trinity’s mission as a student.

It is worth noting that in the last decade, our partnership with [Hartford Magnet Trinity College Academy \(HMTCA\)](#) — an award-winning urban magnet middle and high school — has offered us a unique way to promote our mission in the city of Hartford. The partnership has created opportunities for students and faculty in the College and local community to pursue excellence in liberal arts education. For Trinity’s faculty and students, the partnership provides a space to take “imaginative advantage” of our urban location, as faculty and students pursue education-based research, internships, and volunteer projects at HMTCA; in turn, HMTCA students participate in two summer academies taught in partnership between Trinity faculty and HMTCA teachers. Qualified HMTCA students can also apply to take introductory-level liberal arts college courses at Trinity, invigorating and diversifying our classrooms. Some HMTCA students have matriculated at Trinity at the end of their high school experience, and hundreds more have had rich educational experiences on our campus. This academic exchange brings Trinity College closer to its surrounding community while promoting lifelong learning for students.

The recent community-wide review of the mission made clear the importance of defining Trinity’s *distinctive* purposes and aspirations — capturing the energy and dynamism of a liberal arts college that is located in a capital city and is globally connected. Rather than being incorrect or inapplicable, the 1993 mission statement was viewed as being too long and insufficiently inspiring. This may explain why the statement was not widely known despite being referenced in multiple documents. Revising the mission statement was the first step in the strategic planning process, setting the stage for further changes, including curricular reform, revision of learning goals, or the reallocation of resources. It will also be important, during implementation of the strategic plan, to ensure that our mission remains relevant and is integrated coherently across the organization. This will require disseminating it widely and incorporating it into the working practices of individual offices and programs across campus. We intend for this new, updated mission to be a point of pride as much as a benchmark for success.

PROJECTIONS

- The senior leadership team will ensure that the revised mission is disseminated broadly to all members of the Trinity community, serving as the guiding document for the upcoming strategic planning process and the ongoing work of individual offices and programs across the College.
- The new vice president for communications and marketing will lead a College-wide effort to have the mission reflected in the key print and digital communications for faculty, staff, students, and prospective students, thereby becoming part of the fabric of the College.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	http://www.trincoll.edu/AboutTrinity/Mission	10/15/16

Mission Statement published	Website location	Print Publication
College Mission	http://www.trincoll.edu/AboutTrinity/Mission	Bulletin, pg 5
College Learning Goals	http://www.trincoll.edu/AboutTrinity/mission/Pages/Learning-Goals.aspx	

Related statements	Website location	Print Publication
President's Working Goals	http://www.trincoll.edu/AboutTrinity/offices/president/Documents/Working	
Human Resources Mission Statement	http://www.trincoll.edu/AboutTrinity/offices/HR	
Athletics Mission Statement	http://athletics.trincoll.edu/Information/Mission_Statement	
Raether Library and Information Technology Center	http://www.trincoll.edu/LITC/Pages/Mission.aspx	
Residential Life Mission Statement	http://www.trincoll.edu/studentlife/housingdining/Pages/default.aspx	
Accounting Services Mission Statement	http://www.trincoll.edu/AboutTrinity/offices/accounting/Pages/default.aspx	
Center for Urban and Global Studies Mission Statement	http://www.trincoll.edu/UrbanGlobal/CUGS/about/Pages/default.aspx	

Please enter any explanatory notes in the box below

Trinity College Mission Statement

October 15, 2016

Engage. Connect. Transform.

As the preeminent liberal arts college in an urban setting, Trinity College prepares students to be bold, independent thinkers who lead transformative lives.

We **engage**. We foster critical, reflective engagement with scholarship and the creative arts as well as with one another and the wider world. Our location in Connecticut's capital offers excellent opportunities for engagement beyond the classroom in internships, student research, and community learning.

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Trinity College is where the liberal arts meet the real world.

Standard Two/ **Planning and Evaluation**

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively. The institution demonstrates its success in strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness.

Overview

Trinity College has engaged in ongoing planning and evaluation over the last 10 years with varying degrees of success. For most of the decade, as detailed throughout the self-study, these efforts revolved around implementing the College's strategic plan (the [Cornerstone Plan, 2004-05](#)), including: major revisions to the academic program, an accompanying campus master plan, and improvements to the social and intellectual climate on campus. Additionally, following our last reaccreditation, which called for aligning the planning and budgetary processes, the College created in 2005 the Planning and Budget Council (PBC), a multi-constituency committee of elected faculty, staff, and students that still exists today. More recently, in 2012-13 the dean of the faculty engaged the faculty at large in an attempt to plan by academic division (the arts, humanities, social sciences, and STEM). The success of these efforts, as reviewed below, has been mixed.

Our uneven record in planning and evaluation has reflected a combination of factors. Both the external pressures of the market crash in 2008 and internal pressures to reform social life, which we discuss below, certainly had an adverse impact on fundraising and the scale of planned initiatives. Organizationally, the College's various divisions often operated in an uncoordinated manner, with weak communication among the units. When planning took place, all too often implementation and evaluation did not follow. More broadly, focusing on one budgetary crisis after another meant that, for a number of years, decisions were not always made strategically to align with the core academic mission.

Recent planning efforts at the College, within the last three years, dovetail closely with our institutional resources and priorities, boding well for the future of planning and evaluation at Trinity, as highlighted below. Still, the College strives to inculcate a culture of regular planning throughout the organization; systematic reliance on analysis and assessment; and integration of feedback and re-planning. Trinity is indeed a community with high expectations in planning but a weak history of implementation and evaluation from which to draw confidence. The upcoming strategic planning process offers an opportunity to build on recent successes, enhancing our organizational capacity to plan and evaluate.

Institutional Capacity

Administrative structures can have an important impact on the capacity to plan and evaluate. At Trinity, the work of the President's Cabinet, the PBC, and the Office of Institutional Research has played an essential and evolving role. Changes to these entities, discussed in more detail especially under Standard 3, have shaped the College's capacity to plan and evaluate effectively.

The structure and practices of the president's senior leadership team have changed substantially under different administrations (Standard 3). A key shift in the last three years has been a concerted effort to build and institutionalize coherence and integration across the organization. Different divisions, including Student Affairs, Academic Affairs, Enrollment, Advancement, Finance, Communications, and Information Services, now collaborate regularly in their planning and implementation efforts. The cabinet no longer operates in isolation and behind closed doors. It reaches out to solicit input from a variety of perspectives and constituents, as the recent planning initiatives outlined below suggest, a process that is being modeled within and across divisions. Divisional leaders, as numerous examples throughout the self-study illustrate, are now undertaking longer-term planning. The overall approach extends to the Board of Trustees, which has restructured its committees and meeting schedule so that trustees can engage more productively in the substance of their work. The scientific background of our current president ensures that a cyclical process of planning, experimentation, and evaluation flows from the very top of the organization. As the foundations for regular and coordinated planning and evaluation are being set — based on administrative commitments

and an integrated leadership network — specific planning and evaluation processes throughout the organization still have to be strengthened, as we note in various projections throughout the self-study.

A key body charged with integrating strategic planning with budgetary realities and then advising the president is the PBC, also discussed under Standards 3 and 7. The PBC is co-chaired by the vice president of finance and the vice president for academic affairs. This multi-constituency committee reviews the current budget but has never fully embraced its planning charge. In recent years, the PBC has focused on balancing the annual budget with less consideration of longer-term consequences. For example, enrollment targets were set largely for budgetary reasons, without a strategy for managing enrollments or sustaining academic quality and reputation. In 2015-16, the administration began changing the budget cycle to coordinate with the admissions calendar and allow for multiyear planning. New co-chairs are revisiting the membership and charge of the PBC to ensure the effectiveness of a governance body integrally involved in College-wide planning.

Central to planning and evaluation is the Office of Institutional Research, which also has undergone recent changes to enhance its effectiveness. In 2015, we reorganized our data analysis capacity and hired a new director of institutional research, who has inherited data systems that are outdated and prone to error and an office that is poorly resourced. To promote a more coordinated effort with increased checks and balances, we formed a cross-campus committee on data warehousing; and to use data more effectively for planning, the senior leadership team developed a series of metrics to monitor progress across key goals and adjust planning as necessary. Most recently, a center for analytics and strategic initiatives has been formed, headed by the special assistant to the president and including the director of institutional research. This restructuring should fundamentally enhance our capacity to utilize data in planning and evaluation.

Planning

DESCRIPTION

Since our last reaccreditation, we have seen the implementation of a strategic plan and the beginning of our bicentennial strategic planning process. The interim, marked by financial crisis and significant administrative turnover, resulted in numerous positive initiatives but also, admittedly, in missed opportunities. Since ongoing planning efforts are described under various standards, we focus here on longer-term planning.

Trinity College's most recent strategic plan was the Cornerstone Plan, and its accompanying Campus Master Plan, in 2004-05. The Cornerstone Plan identified six major pillars or aspirations:

- To enhance teaching and learning;
- To increase the intellectual vibrancy of campus life;
- To bring Trinity true distinction through offering our students the world in a city;
- To foster and reap the benefits of a broadly diverse educational community;
- To reinforce our commitment to our city, the Trinity community, and our constituencies; and
- To provide the foundation for excellence in education.

The Cornerstone planning process resulted in a significant fundraising effort. More than \$330 million was raised, surpassing the \$300 million overall goal, though only \$65 million of the \$100 million intended to support financial aid was raised. The campaign made possible numerous initiatives, including over a dozen new professorships, the creation of the [Center for Urban and Global Studies](#) and the [Center for Teaching and Learning](#), as well as significant renovations of Trinity's historic campus. It also led to a major revision of general education in 2007 (Standard 4). The plan's full implementation was nonetheless interrupted by the economic crisis in 2008, which reset priorities away from comprehensive, long-term planning and implementation. Despite these setbacks, a round of ambitious proposals to improve the social climate in 2010, as detailed below, proved controversial but ultimately served as the basis for substantive change.

When Berger-Sweeney arrived in summer 2014, she found that many of the planning processes were not effective in moving the institution as a whole forward or placing Trinity back on a road to excellence. The new president, partnering with Cornelia Thornburgh, the new chair of the Board of Trustees, immediately emphasized planning and evaluation as broad-based, essential activities if Trinity was to spiral up in its reputation and quality. Planning began with a senior leadership retreat of the President's Cabinet in August

2014. This retreat started the process of articulating [working goals](#) for the College that would guide decision making during the first 18 months. A survey of the Board of Trustees in September 2014 and of the entire campus community further honed these working goals, which were published on the College website in December 2014. The core goals were as follows: build campus community; ensure academic excellence; foster institutional pride through partnerships; and reach financial equilibrium. The working goals were used as the categories for quarterly update letters and video messages from the president to the on-campus and alumni communities. These goals, which were defined in some detail and assigned preliminary metrics for assessing progress, became the basis for the upcoming strategic planning process.

In anticipation of the College's bicentennial in 2023, Trinity has now launched a longer-term strategic planning process. The [Bicentennial Strategic Planning](#) effort began with a visioning retreat of the Board of Trustees in January 2016. After consulting with academic department chairs and governance committees, a call went out to the entire campus community, asking for volunteers to participate in the planning process and serve on one of five subcommittees:

- Partnering with Hartford;
- A Global College;
- Learning and Skill Development Inside and Outside of the Classroom;
- Resources; and
- Facilities and Environmental Sustainability.

A 15-person [steering committee](#), chaired by the president and composed of subcommittee chairs and other members, is leading this strategic planning process. Each subcommittee is co-chaired by an administrator and a senior faculty member and includes representation from students, staff, and faculty. A website allows individuals associated with Trinity to follow the progress of the committees and offer ideas and comments.

The current strategic planning process will draw and build on the work of this self-study, attentive to both challenges and opportunities. Indeed, the president has charged all members of the Bicentennial Strategic Planning Commission with a set of shared priorities, intended to: "honor our legacy of academic excellence in the liberal arts, science, and engineering; promote a culture of respect and inclusion in our diverse community; strengthen both our engagement with the city of Hartford and around the world; and prioritize financial and environmental sustainability for the College."

APPRAISAL

Trinity College has planned and implemented many successful academic and co-curricular initiatives and capital projects in the last decade, as is evident across this self-study, but we have not always specified clear outcomes or effectively tied planning to funding, relied on explicit criteria and methods of evaluation, or re-planned in response to careful assessment. Some of these weaknesses were evident in implementing the College's most recent strategic plan, as goals were not always backed by resources or attached to a concrete action plan by which to implement and evaluate desired outcomes. In other cases, even controversial efforts have nonetheless served a purpose. For example, though many faculty considered the attempt to create divisional academic plans a failure, the exercise helped to coalesce priorities and articulate ambitions, eventually serving as a foundation for the facilities plans that produced the new Gruss Music Center (completed in January 2016) and the [Crescent Street Building](#), housing neuroscience facilities, media arts studios, and a student art gallery (to be completed in summer 2017).

The launching of [Hartford Magnet Trinity College Academy](#) (HMTCA) in 2011 was also a successful planning effort of the last decade. The MOU signed in 2011 reflected the College's commitment to the city, just as it extended the neighboring Learning Corridor that had been created in 1995 (the magnet school was one of the institutions within the Learning Corridor). Once the MOU was signed, an implementation structure — supported by an advisory committee, academic deans, and a faculty director — oversaw the details of how HMTCA students would be prepared for college-level courses. A period of planning and outreach ensued, including site visits to other magnet schools, as Trinity representatives sat on HMTCA's governing council. In summer 2011 and 2012, respectively, writing and science programs were created, with Trinity and HMTCA faculty co-teaching HMTCA students in required summer programs. To ensure institutionalization, Trinity received a two-year seed grant in 2014 to hire a director of urban educational initiatives, who among

other things would coordinate the partnership with HMTCA. A five-year NSF multi-institutional grant also allowed students from dozens of liberal arts colleges to be eligible to teach in the HMTCA summer science program. Since fall 2014, qualified HMTCA seniors have enrolled in a range of Trinity courses for college credit. We recently administered a survey to HMTCA students and participating faculty at both institutions to evaluate the partnership's successes and areas for improvement.

In the last three years, as outlined above, the College has undertaken several changes to strengthen the institution's capacity for planning and evaluation. Recent planning also has been more broadly inclusive as we have worked to solicit the views of the full community. While regularizing processes of planning and implementation across the institution will continue to require concerted attention, our more recent successes are promising and noteworthy; and they reveal a systematic, iterative, and inclusive approach. These successes include: achieving a balanced budget for FY 2016, creating the [Bantam Network](#) to support incoming first-year students, establishing the [Task Force on the Prevention of Sexual Misconduct](#), developing working goals to take the College through the new president's first 18 months as a prelude to comprehensive strategic planning, and rolling out an energizing "[Campaign for Community](#)" in spring 2015, designed to foster greater inclusiveness, tolerance, and respect on campus.

The process we deployed in fall 2015 to identify and implement substantial cuts needed to balance the budget demonstrates well our capacity to use data, to prioritize our core academic mission, and to communicate changes effectively. In summer 2015, we discovered a \$5.25 million shortfall in the FY 2016 budget because of overly high entering class projections, as discussed below, and modified expectations of current-use fundraising support for scholarships. The president asked the senior leadership team to look for reductions within their divisions, and the PBC was tasked with designing a survey instrument to determine which kinds of cuts would be most acceptable to community members. The cuts that we made were consistent with the principles that the community identified as being most important to preserve, e.g., health benefits. The results were immediate; they preserved jobs and benefits, and they were sustained in FY 2016 so that the College ended the year with a small operating surplus. Though a short-term planning exercise, this example illustrates our institutional capacity to plan, execute, and evaluate.

The Bantam Network and the Task Force on the Prevention of Sexual Misconduct are two other recent and particularly successful planning efforts. To create a new support program for entering first-year students, which would meet long-standing calls for enhancing the social climate on campus and improving student retention, the senior leadership instituted an innovative design team challenge in spring 2015. Teams of mostly first- and second-year students, supported by administration and faculty mentors, competed to design a program that students themselves would have liked as first-year students. A panel of judges evaluated and scored the designs; and following a period of intense implementation, the winning plan — the Bantam Network — launched in fall 2015 for incoming first-year students. The students who designed the program and others served as mentors to the Bantam Network, which has already become a signature first-year program at Trinity. At the end of the inaugural year, moreover, Student Affairs deans evaluated the program based on student feedback from focus groups and surveys, identifying targeted areas to improve.

Likewise, the Task Force on the Prevention of Sexual Misconduct was formed in 2014-15. This task force, chaired by the president, led to several important changes, including a substantial revision of policies to adjudicate sexual misconduct on campus, the creation of a new position for a campus trainer, and the increase of the Title IX coordinator from a part-time to a full-time position. We will continue evaluating the success of these efforts, partly by using student satisfaction surveys and comparative peer data. Anecdotally, Trinity students appear to recognize and appreciate our progress on this issue.

One area of crucial importance to the College in which *coordinated* planning has been weak is in managing our partnerships and initiatives in the city of Hartford. While we have made great progress in the last decade in supporting particular programs (e.g., creating the Center for Urban and Global Studies, developing HMTCA, and establishing the position of [director of urban educational initiatives](#)), other initiatives have fallen by the wayside in terms of institutional resources; and the whole is still less than the sum of its parts. The College has not yet realized an integrated planning and communications strategy for the numerous campus offices and programs that work in this area; doing so could maximize the efficiency with which we use our resources no less than the impact we have in the community. Though the Center for Urban and Global Studies was originally intended to fulfill this coordinating function, it has evolved into more of a

research entity. Given Hartford's centrality to Trinity's identity as a liberal arts college in a city, strengthening our planning in this area remains essential.

The most prominent planning currently taking place is Bicentennial Strategic Planning, begun in early 2016 and scheduled for completion in spring 2017, and critical to the College's future. Designed to build on our strengths and address ongoing gaps, it is a comprehensive mechanism to revisit Trinity's mission, define concrete aspirations, and put shape around how to achieve our goals. The challenge was to devise an engaging and inclusive process that ignited the imagination of our community, without dwelling on the weaknesses of the past. Assuring that the strategic plan is implemented in all key areas across the College and is supported by the necessary funding — goals not always achieved in the past — will be essential.

The stakes of succeeding in this planning effort are high, especially when placed in the context of both the College's history and an increasingly competitive national landscape. Almost presciently, the prologue to the College's 1995 strategic plan, "Why Plan, Why Now?" stated:

We are concerned, for example, that, despite our strengths, neither the College's national reputation nor its attractiveness to prospective applicants is at the level we desire. The appeal of our residential and social atmosphere has never seemed to match the beauty of the campus or the ambitious intent of our curriculum. And many in our midst believe that, despite the improvements of the last two decades in our faculty, curriculum, and physical facilities, the full benefits of those improvements are yet to be realized.

In 2016, the exact same preamble could be written to our strategic planning efforts. We must ask ourselves whether this indicates the lack of success of our past planning or the constant striving of an institution to be better than its reputation. Trinity often compares itself to its NESCAC (New England Small College Athletic Conference) peers, which include the country's most prestigious and best-endowed liberal arts institutions. This competition, at its best, helps the College take pride in participating in the most competitive liberal arts "market" in the country; at its worst, it has led to an unwarranted crisis of confidence.

While planning has been frequent in the last decade, implementation often has been a frustrating process; and true evaluation of planning efforts to sustain continued improvements has been weak. The economic downturn of 2008 initiated a set of pressures that ultimately led many to feel that this historic institution had lost its financial footing and social capital. Only a strong record of planning and implementation will overcome a history of ad hoc planning and weak implementation — and reassert the College's reputation.

PROJECTIONS

- The president and the senior leadership of the College will ensure that the Bicentennial Strategic Planning process adheres to a cycle of planning and evaluation that is both flexible and agile, entailing: plan creation, adequate funding, full implementation, evaluation, and revision as needed.
- Across all divisions of the College, the president and the senior leadership will continue to solicit input from all constituents and, in collaboration with the Communications Office, provide frequent follow-up by outlining our progress in meeting, implementing, and revising stated goals.
- The president and co-chairs of the Planning and Budget Council (PBC), in consultation with the members of the PBC and the Faculty Conference (the faculty committee overseeing governance), will review the charge, structure, and effectiveness of this planning committee and revise as needed.
- The vice president for academic affairs and Trinity's director of community relations will establish a working group to plan and implement ways to best integrate and coordinate the work of all offices and programs relating to the College's partnerships and interactions with Hartford communities.

Evaluation

DESCRIPTION

The College regularly evaluates academic outcomes and, increasingly, broader programmatic goals. In terms of course offerings and curricula, the Dean of the Faculty's Office routinely examines longitudinal data

about course enrollments and staffing; in the last decade, we have regularized our external reviews of academic departments, paying close attention to the integrity of curricular offerings. This feedback informs the allocation of faculty positions and course offerings at the College, with several groups relying on these evaluative tools to make decisions. These include department chairs, the Dean of the Faculty's Office, the Educational Policy Committee, and the Curriculum Committee. As discussed under Standards 4 and 6, faculty also regularly examine student course evaluations, conduct classroom observations, and review syllabi and other course materials in evaluating the quality of teaching effectiveness, which has long been an essential part of the promotion, tenure, and hiring processes and is now extended to adjunct faculty.

In evaluating student learning, we have introduced various initiatives in the last decade, as discussed under Standard 8. We established an ongoing process for departments to identify, measure, and revise learning goals for each major. We also have evaluation systems to assess foundational learning as part of the general education curriculum, namely in writing and quantitative literacy. In 2012-13, as part of a Mellon-funded initiative to support interdisciplinary and collaborative learning on campus, we likewise folded evaluation plans into six grant-supported [faculty-designed projects](#).

Additionally, the Office of Institutional Research has produced in recent years an annual "department report card," which summarizes enrollment data and student satisfaction metrics from various surveys. The latter provides students' overall satisfaction with the major (compared with other majors at the College and at peer institutions) and the quality of advising in it, as well as alumni data about job placement. Our broader efforts to evaluate students' experiences beyond the major have relied on survey data, exit interviews, and occasionally focus groups. There also has been a more recent effort, led partly by the [Career Development Center](#), to learn from alumni experiences and their views of how well Trinity has prepared them for the workplace. Our membership in the Consortium on Financing Higher Education (COFHE) likewise provides valuable comparative data about student experiences (Standards 5 and 8).

The institution is clearly moving, under the leadership of Berger-Sweeney, to being more explicitly mission driven and to relying on evaluation. The working goals established in 2014, for example, had metrics assigned to each of them, were shared publicly, and were provided to the trustees. The creation of the Bantam Network included assessment measures as part of the implementation plan, with evaluation taking place throughout the first year and shaping future planning. The Bicentennial Strategic Planning Commission, moreover, has been charged from the outset with ensuring that each subcommittee specifies metrics that can be used to evaluate the success of the plan.

APPRAISAL

The College's use of evaluation to inform planning and to change programs, services, and resource allocation has improved markedly in the last decade, especially in the last three years. We have undertaken ongoing evaluation of academic objectives as described above and throughout the self-study, especially in terms of regularly reviewing academic departments and learning goals by major. Our aim now, as detailed under Standard 4, is to devise ways of regularly evaluating the work of our centers, programs, and library, with a focus on educational objectives. This will require that each program's goals and missions be clearly articulated and consistent with the College's central mission and purposes. When compared with evaluating academic outcomes, we have been more uneven in our broader evaluation of students' experiences, including their co-curricular activities. This is changing with the appointment of Joseph DiChristina as vice president for student affairs in 2015, and it is being addressed as part of strategic planning.

A renewed commitment to evaluation has also led us to create new initiatives and adopt fresh strategies, changing course as needed. For example, in Admissions, a transition in leadership afforded the opportunity to re-evaluate enrollment management. When Angel Pérez arrived in July 2015 to lead Trinity's student recruiting efforts, the previous dean of admissions had been at the College for 40 years. As confirmed in a report on admissions at Trinity commissioned by the Board of Trustees, in the last decade, the quality of our enrolled students had declined according to multiple metrics. We were admitting some students with known social and behavioral problems, and our reputation had fallen dramatically among high school counselors. These changes in quality were affecting our academic endeavors, and anecdotally, there were complaints about increasing anti-intellectualism on campus. Consequently, as elaborated under Standard 5, Pérez retrained the admissions staff, made hundreds of personal visits to high school counselors,

redefined the criteria for admission to identify and admit high-performing students, and wrote articles in major educational outlets about new ways to identify, attract, and enroll such students. The improvement in student quality in the incoming Class of 2020 was dramatic, representing one of the best in Trinity's recent history. We are confident that the caliber of intellectual exchange on campus will also continue to improve.

The creation of the [Charter Committee for Building Social Community at Trinity College](#) in 2012 and its legacy today further illustrate the role of evaluation in identifying and tackling a problem. The Board of Trustees formed the committee following a [white paper from former President James F. Jones, Jr.](#) in 2011, in which he declared a sense of urgency in reforming the social climate on campus, including dramatic changes to fraternities and sororities. The Charter Committee itself made many recommendations to improve social life, eventually resulting in a new social venue for students, fostering greater collaboration among social organizations at the College, and inspiring the creation of the Bantam Network to integrate first-year students into campus life. The most controversial recommendation by the Charter Committee was mandating selective social organizations to become coeducational by a specified date. The community's reaction was swift and harsh, and alumni giving plummeted. After careful consideration of how best to promote gender equity and inclusiveness among the entire student body, Berger-Sweeney recommended to the trustees in September 2015 that they uphold the principles of the Charter Committee but [rescind the coeducational mandate](#). The trustees supported the recommendation, while the College also introduced new rules for selective social organizations and hired a director to support these student groups. Overall, our experience with the Charter Committee displays Trinity's ability as an institution to identify a problem, evaluate it thoroughly, and change course as needed. The coed mandate provided a painful lesson for the College, but it ultimately demonstrated the institution's resilience and flexibility.

While our evaluation of academic goals is effective, insofar as we follow regular processes and use evaluation to shape outcomes (e.g., course offerings, faculty staffing and promotion, teaching effectiveness), some important gaps remain. First, our evaluation of academic units that do not offer majors still needs to take place, and students' learning goals are not yet systematically assessed for graduate studies or study away (see Standards 4 and 8). Second, we have not yet devised a way to evaluate student learning in terms of career readiness and cross-sectional skills that can be the foundations for lifelong learning: how well prepared are our graduates for life after Trinity? As we discuss further under Standard 8, these broader educational goals need to be revisited, articulated, and assigned metrics. Third, and more generally, all campus offices will need to regularly evaluate their activities to ensure ongoing excellence. This represents somewhat of a cultural shift for some units; and although divisional leaders have started these conversations, evaluation still needs to feature far more centrally throughout the College.

PROJECTIONS

- The president and senior staff members will promote a culture of ongoing improvement and transparent accountability, incorporating evaluation (and reporting about evaluation) into the regular review of all programs and initiatives, including all aspects of the Bicentennial Strategic Plan, while ensuring that there is a feedback loop so plans are revised in response to evaluation.
- The Dean of the Faculty's Office and members of the faculty will continue successful efforts to evaluate the College's academic programs and will devise a way to evaluate the work of our centers, programs, and library, with a focus on educational objectives. Student learning goals relating to Graduate Studies and Study Away will be defined, monitored, and evaluated regularly.
- As part of strategic planning, the subcommittee on "Learning and Skill Development Inside and Outside of the Classroom" will begin defining goals associated with learning outside of the classroom, including goals relating to broader skills preparation for the workplace and for lifelong learning. The offices of Student Affairs and Academic Affairs, in collaboration with the Career Development Center, will work with faculty committees to ensure full implementation and evaluation of all approved changes.
- A new analytics and strategic initiatives center will provide data to offices and divisions across the College, helping to build and embed a culture of assessment and evaluation at the institution.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan

Current Strategic Plan

Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
1998	1998-2005	
2005	2005-2016	http://www.trincoll.edu/SiteCollectionDocuments/CornerstonePlan2005.pdf
2017 (anticipated)	2017-	http://www.trincoll.edu/strategicplanning

Other institution-wide plans*

- Master plan
- Academic plan
- Financial plan
- Technology plan
- Enrollment plan
- Development plan

Year completed	Effective Dates	Website location
2005		
2010	2011-2015	

Plans for major units (e.g., departments, library)*

Library		http://www.trincoll.edu/LITC/Library/servicesinfo/about/Documents/TrinityCollegeLibraryStrategicPlan2014-16.pdf

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
Program review schedule (e.g., every 5 years)

Website location
2006-2007 academic year
Every 10 years

Sample program review reports (name of unit or program)*

2016 Neuroscience
2016 Language and Culture Studies
2016 Sociology
2014 American Studies
2014 Educational Studies
2014 Jewish Studies
2014 Philosophy

System to review other functions and units

Program review schedule (every X years or website location of schedule)

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Sample program review reports (name of unit or program)*

Center for Urban and Global Studies
Office of Study Away
Paris Program
Rome Program
Counseling Center

Other significant institutional studies (Name and web location)*

Charter Committee for Building Social Community at Trinity College (http://www.trincoll.edu/AboutTrinity/CharterComm/Pages/default.aspx)

Date
Oct-12

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Documents stored in Standard 2 folder of electronic workroom.

Standard Three/ **Organization and Governance**

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate, research and creative activity. It demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any other entity to be held accountable for meeting the Commission's *Standards for Accreditation*.

Overview

The last decade has seen important changes in the organization and governance of Trinity College, and we are now well positioned to undertake effective strategic planning. Trinity's diverse constituents are deeply engaged and committed to the organization, providing us with a strong foundation for effective governance. In the last decade, however, the College's organizational structures have evolved in ways that have undermined the quality of governance, especially during financial challenges and administrative transitions. Understanding these dynamics, and addressing them as we have started to do, is essential for strengthening our core performance as an institution.

Two trends are apparent. First, while functional divisions have been fairly distinct since our last reaccreditation, this period was characterized by weak information flows and uneven coordination across divisions at the College. This weakly integrated system resulted in organizational inefficiencies, a silo approach, and endemic distrust among constituent groups, a situation that was only exacerbated during difficult times. Second, the role of key groups in College governance — trustees, faculty, administration, staff, students, and alumni — was not always clearly differentiated. While the notion of shared governance (and even more so, faculty governance) was in principle upheld, its meaning in practice was rarely articulated. This blurring of responsibilities sometimes undermined the best practices of shared governance. For example, not everyone had a specified role in planning (e.g., staff); the governing board sometimes conflated itself with management; and the decision-making authority (and thus accountability) of trustees, the president, and faculty was often unclear, further damaging morale and trust. The result was that, despite a shared commitment to the institution, key constituencies and strategic priorities were often misaligned; and the College did not always live up to its potential.

Berger-Sweeney responded to these structural challenges by actively fostering integration and coherence across the organization. In particular, as detailed below, the emphasis since 2014 has been on building administrative capacities, enhancing communication flows, and creating process at all levels of the institution. While changing organizational structures and procedures is crucial, a strong system of shared governance remains a work in progress, requiring all constituents to place institutional needs first and to build on a shared commitment to the College and its mission.

Core Documents and Authority

Trinity College's organizational and governance systems are rooted in several foundational documents, amended over time to reflect contemporary practices in the administration of institutions of higher education. These documents include the [Charter of Trinity College](#) (1823), the [Statutes of Trinity College](#) (1972), and the [Standing Rules of the Board of Trustees](#) of Trinity College, which was amended and adopted in 2015. These documents are published in both the [Faculty Manual](#) and the [Student Handbook](#), each of which serves as a compendium of College policies, procedures, rules, and regulations that is updated annually and available electronically. The core governance documents address the roles and responsibilities of the Board of Trustees, administration, faculty, students, and alumni.

The College's charter defines the Board of Trustees as "the supreme governing power." It outlines the authority and primary responsibilities of the board, which include ultimate fiduciary responsibility, operationalized through its review and approval of operating and capital budgets; oversight of the College's endowment; overall risk management; and the power to appoint and evaluate the president. The charter

further empowers the board to “have full power and authority to make all Statutes and Standing Rules which to them shall seem expedient for carrying into effect the designs of the College.”

The president, in turn, is the chief executive officer, charged with managing the overall direction and operation of the organization. She oversees the key officers of the administration and the senior leadership team, including a cabinet that assists and advises her. The organizational flow chart included in the self-study depicts the overall structure of the College and the divisional responsibilities of the key officers.

The dean of the faculty and vice president for academic affairs is the chief academic officer, leading the faculty and overseeing its administration. According to Trinity’s statutes, faculty members are empowered to “make rules and by-laws for their own guidance and the administration of matters committed to their charge: provided such rules and by-laws do not conflict with the Charter or Statutes.” In carrying out its duties, moreover, the faculty relies on a system of governance based on elected committees and regular meetings, outlined in the *Faculty Manual*.

Other Advisory Bodies

The Statutes of Trinity College further recognize two important advisory bodies: the [National Alumni Association](#) (NAA) and the [Board of Fellows](#) (BOF). The NAA is a self-governing body whose mission, as defined by its bylaws, is “to instill a lifelong bond between the College and its alumni. [It] will represent and support the alumni by fostering communication between the alumni and College constituencies promote leadership development among student and alumni ranks, establish programs that promote a positive image of Trinity College, and be an enthusiastic advocate for the alumni body.” A 37-member executive committee leads the NAA and broadly represents the diversity of our alumni body. Members are nominated by alumni or Advancement Office staff, vetted by the NAA’s nominating committee, and voted on by alumni attending the Reunion convocation, which serves as the NAA’s annual meeting. The association’s president is an ex officio member of the Board of Trustees, to which he reports annually.

Members of the BOF serve as visiting advisers on administrative and academic matters. Established in 1845, the BOF is one of Trinity’s oldest advisory bodies. It provides valuable counsel and service to the College by advising Trinity’s administration and Board of Trustees on many crucial issues. The BOF has between 45 and 50 members, each serving three-year terms and meeting twice annually on campus.

Governing Board

DESCRIPTION

The Standing Rules of the Board of Trustees detail the various ways in which the board meets its responsibilities and advances the College’s mission. The rules require that there be between 20 and 36 trustees who meet at least three times per year. The rules also specify the procedures for notice of meetings, balloting, term and service limits, electing board officers and charter trustees, filling vacancies, and appointing trustees emeriti.

[Trinity College’s Board of Trustees](#) is currently composed of 35 members, including the president of the College and the president of the National Alumni Association, each of whom are ex officio members but have full voting powers. The board also includes the G. Keith Funston Trustee, who represents the interests and viewpoints of young alumni (those having graduated within seven years), and a parent trustee designated to represent the interests of our students’ legal guardians. All board members are to be free of personal or immediate familial financial interest in the College.

In the past two years, more than two dozen new trustees have been appointed, and the board has become increasingly diverse. For example, 12 members of the board (or 35 percent) are female, and seven (or 21 percent) are minorities. Twelve trustees are also parents of current students or alumni. While 91 percent of trustees are alumni of the College, the consensus is that strong alumni representation helps to ensure high financial support and active engagement. Our trustees are indeed exceptionally accomplished and respected leaders in their professional fields. In 2015-16, for instance, 21 members were from the financial, technology, insurance, or investment industries; four were employed in law or government, including a sitting judge; six, without counting Berger-Sweeney, worked in education or higher education, including a current college

president, a vice chancellor, three university professors, and a high school counselor; and two held high-profile positions in the arts.

Until 2016, the board was organized into 10 committees, each with oversight for key operational functions of the College: Academic Affairs, Advancement, Audit, Compensation, Enrollment, Finance, Governance, Investment, Resources and Planning, and Student Life. In fall 2016, the committee structure was streamlined and the number of committees was reduced to six: three fixed-membership committees (Audit and Risk, Executive and Planning, and Governance) and three open-membership committees (Academic and Campus Affairs, Advancement, and Financial and Physical Resources). The Governance Committee regularly reviews the board's procedures, structure, and operations. Each committee has at least one liaison from the President's Cabinet who provides support and helps to organize meeting agendas and materials. The secretary of the College serves as the primary administrative contact for the board, and all documentation of the board and its committees is now maintained on a password-protected site. To enhance flexibility, the board's Executive and Planning Committee (which includes the chairs of all fixed-membership committees and all open-membership committees, the College's president, the chair and any vice chairs of the Board of Trustees, and one member-at-large) is able to deliberate outside of the regular meeting cycle and respond quickly to emerging issues.

Historically, the Board of Trustees has met four times per year (three on-campus meetings and one in New York City), with the Executive Committee and other committees interacting as needed between scheduled meetings. One meeting per year includes an external audit committee report and the report of an outside investment company, which manages the endowment. Regular board meetings cover business requiring action by the full board (e.g., approval of operating and capital budgets), committee meetings, and plenary sessions on significant policy topics. Since 2014, plenary sessions have regularly involved faculty, students, and staff members and have addressed a range of issues: the College's working goals; acquisition of a new building in downtown Hartford; admissions and enrollment strategies; campus life and policies related to Greek-letter organizations; the methodology of the *U.S. News and World Report* college rankings; Bicentennial Strategic Planning; and transitioning to a multiyear budget model.

The Board of Trustees is also charged with reviewing annually the performance of Trinity's president. In early spring, the president presents a self-evaluation of the past year and her goals for the upcoming academic year to the President's Evaluation and Success Committee, which includes the chair of the board. The Evaluation and Success Committee meets up to three times, and at least once with the president, to review her performance based on stated goals. The Evaluation and Success Committee reports its performance assessment to the Compensation Committee, which makes a recommendation to the full board. The full board subsequently meets with, and then without, the president to discuss performance and compensation. The chair of the board, the chair of the Evaluation and Success Committee, and the chair of the Compensation Committee relay to the president the results of the process. In 2015, the board hired an external compensation consultant to ensure that the president's compensation was fair and consistent with that of her peers. Annually, the president also discusses the compensation and comparative salary data of her cabinet direct reports (including the most highly compensated individuals at the institution) with the Compensation Committee.

APPRAISAL

Trinity's Board of Trustees is composed of capable and qualified members who represent a broad spectrum of thought, professional capacity, understanding of and interest in higher education, and steadfast commitment to the liberal arts. As is evident in the quality of their participation, trustees understand the magnitude of their responsibility and the time commitment needed to execute their administrative and fiduciary duties and to promote the College's mission. They also understand, as discussed under Standard 9, that they must be free of conflicts of interest to act independently on the College's long-term behalf.

Over this 10-year accreditation period, there were several significant challenges at the Board of Trustee level. Like many institutions, the 2008 financial crisis concerned board members as the fiduciaries of the institution. At Trinity, the financial crisis was coupled with a series of events, including: a fall in institutional reputation (e.g., *U.S. News and World Report* rankings dropped from 25 to 43 over a 10-year period, while its reputation as a "party school" increased), a decline in the quality of entering students, and a highly unpopular decision to

mandate coeducation of fraternities and sororities, along with transitions in senior leadership. By 2013, many constituencies felt that the institution had hit bottom and needed a restart. Given this confluence of events, the trustees rolled up their sleeves and dove deep into the organization. For example, they organized a [Charter Committee for Building Social Community at Trinity College](#), which made specific recommendations regarding social life on campus, and they engaged external consultants to evaluate the College's admissions and financial aid practices. Admittedly, during this period, there was some blurring of the lines between Trinity's governance and management functions, but it was clear that the trustees thought this intervention was essential to halt the institution's spiral downward.

Since 2014, under the leadership of the new chair of the Board of Trustees, Cornelia Thornburgh, and the new president, Joanne Berger-Sweeney, there have been explicit attempts to build trust throughout the organization and to re-establish appropriate boundaries between the governing board and the management of the organization, many of which are described below. Indeed, new initiatives have been designed to strengthen the board's operational practices and collective effectiveness. Through a new leadership role on the Governance Committee, trustee Peter Lawrence has worked carefully to understand and implement best practices in board nominating and composition. Relatedly, board members are now invited to participate in an orientation, which includes sessions led by members of the President's Cabinet. New board members are also paired with a sitting member of the board who serves as a mentor and resource. The board schedule was updated in 2016 to include three meetings on campus and an annual strategic retreat off campus. The Executive Committee now has regularly scheduled telephonic meetings approximately nine times each year, and most of the business of the Executive Committee is open to any trustee who chooses to join the call. The chair of the board and the president of the College have together attended meetings of the Association of Governing Boards and have started to adopt the latest best practices in board governance. As examples, the board now sets its own annual goals and has restructured its committees to enhance performance: larger umbrella committees are intended to better coordinate and integrate cross-sectional issues. (See electronic workroom for diagram.) Likewise, the board has started conducting post-meeting surveys of its members to better assess each meeting's success and promote ongoing improvement.

The board, in conversation with the administration, is also currently reviewing its meeting schedule to identify the optimal time to vote on the College budget, given the availability of strategic data about admissions and financial aid. Though the budget was adopted at the January meeting throughout the last decade, the board is considering moving the budget vote to later to allow for benchmarking against previous-year budgets, more information on revenue and spending trends, and better understanding of the composition of the incoming class of students — the most important component of revenue projections.

The administration, for its part, has introduced various mechanisms to deepen connections with the board. New working procedures and protocols are intended to structure board meetings and documentation more effectively. The senior leadership now provides regular memos updating trustees about developments in their divisions; and an annual schedule of standing meeting topics has been prepared, including new overview reports from the College's vice presidents. Whereas in the past, for example, the full board did not have occasion to hear about curricular developments — central to our academic mission — this will now be a routine topic covered annually by the chief academic officer. The president has also taken steps to enhance communication with the board, sending on a biweekly basis during the academic year e-mails that highlight relevant developments in higher education.

Despite numerous positive attributes, we could continue strengthening various areas. First, the board's diversity could be enhanced even further, including the geographic composition of board members. Over half of our trustees have residence in New England or the New York metropolitan area. While this proximity allows for greater engagement with the College, it also may limit our connections to other parts of the country. Ensuring that we understand the priorities and views from all areas of the United States and beyond is increasingly important to our recruiting, program development, alumni relations, and fundraising.

Second, while the last two years have seen more regular interaction between the board and campus communities, all agree that the board should continue expanding and deepening its connections with faculty, staff, and students. Opportunities to interact formally and especially informally with all constituencies will allow

board members to take fuller advantage of campus members' expertise and knowledge. It will also reinforce trust, promoting more meaningful collaboration and shared governance.

Third, the Board of Trustees has commendably taken a balanced approach to developing policy, sometimes initiating changes through a formal vote and other times providing perspective and general guidance. Its efficacy could be even greater if it were to clarify a process for determining working priorities — or whether a matter is a major institutional initiative requiring policy action and explicit consent or whether the College is best served by the board providing valuable input and counsel. As recent examples of decisions by trustees, the board voted to make a significant purchase of a building in downtown Hartford; participated in a discussion of admissions and financial aid as well as the decision to go “test optional”; and authorized an improved faculty retirement incentive plan that would provide senior faculty the opportunity to better plan for retirement while maintaining close ties to the College.

The current board has initiated changes in its organization and governance, including greater emphasis on diversity and on integrated planning and assessment. As it regularizes processes and continues to be improvement oriented, the board could take additional steps. It could elaborate, for example, a process for following up on administration responses to audit findings and recommendations. Additionally, it could devise a formal process for self-evaluation, which includes performance metrics. The occasion of having both the first female chair of the board and the first female president of the College presents Trinity with a historic moment in its leadership. The numerous changes undertaken in a short span of time indeed speak to the organization's distinctive strengths and possibilities.

PROJECTIONS

- The board will continue to increase its diversity along multiple metrics (geographic, age, race, gender, and professional experience), adding members to support the College's strategic goals and initiatives.
- The board will continue to deepen and expand regular engagement with all on-campus constituencies, including faculty and staff members, as well as the broader alumni base.
- The board will enact a committee structure that ensures: 1) committees work strategically and do not mirror operational units at the College; and 2) board meetings are designed so members can attend multiple committee meetings and gain a broader understanding of the overall operation.
- The Governance Committee of the board will continue to explore ways of enhancing the effectiveness of the board, including the professional development of board members and use of self-evaluations, as well as developing and implementing a systematic approach to evaluating board effectiveness.

Internal Governance

DESCRIPTION

The President

The [president](#) is the chief executive officer and has the authority to manage the operations of the institution and the allocation of resources. Trinity's president, Joanne Berger-Sweeney, began her term on July 1, 2014, following a period of stability in the Office of the President, with the 10-year term of her predecessor, James F. Jones, Jr. Accordingly, the past two years were a time of transition, active listening, assessment, alumni engagement, and exploration of new ideas and ways of decision making at the College.

Berger-Sweeney also spent the first two years of her presidency building her senior leadership team, with a focus on organizational capacity and improved communication and collaboration among divisions. Significantly, Berger-Sweeney has managed transitions in the offices of five senior positions: dean of admissions, dean of students, secretary of the College, dean of the faculty, and chief financial officer. The president has restructured positions, adding or revising titles as needed, including a chief information services officer and a vice president for communications and marketing, to strengthen key functional areas; she has also started the search process for a new chief advancement officer, given the retirement of our current officer in June 2017. In 2015, she added the position of general counsel, linking it to the role of the College secretary, and the position has substantially enhanced our capacity to assess and manage risk. Risk management and

ensuring regulatory compliance, more broadly, are shared responsibilities among the key officers and risk-management staff. To strengthen capacity, members of the senior staff have also had 360-degree assessments and feedback.

The president actively leads a team of senior officers and administrators known as the President’s Cabinet (before 2014, the President’s Group). The cabinet serves as the leadership team for planning, executing, and implementing College policies, strategic initiatives, general operations, and administration. Major policy decisions begin with the President’s Cabinet, whose members determine the process for how we engage in information gathering, guide the formation of multi-constituent committees, and establish project timelines. The senior officers report directly to the president and are responsible for managing their respective divisions, budgets, and staffs. To increase representation of campus constituents on the cabinet, the president has broadened membership, including by adding the academic deans who (along with the president and dean of the faculty) are members of the faculty. To ensure that the external community of Hartford was represented at the senior levels of the institution, she appointed the director of community relations as her chief of staff.

Members of the President’s Cabinet, January 1, 2017*

TIMOTHY CRESSWELL +Dean of the Faculty & Vice President for Academic Affairs	SUZANNE ABER +Vice President for Information Services & Chief Information Officer
DANIEL HITCHELL +Vice President of Finance & Chief Financial Officer	JACK FRACASSO +Vice President for College Advancement
ANGEL PEREZ +Vice President for Enrollment and Student Success	KARLA SPURLOCK-EVANS +Dean of Multicultural Affairs and Senior Diversity Officer
JOSEPH DICHRESTINA +Dean of Campus Life & Vice President for Student Affairs	ANGELA PAIK SCHAEFFER +Vice President for Communications and Marketing
DICKENS MATHIEU +General Counsel & Secretary of the College	DAVID ANDRES Director of Analytics and Strategic Initiatives, Special Assistant to the President
SONIA CARDENAS Dean of Academic Affairs and Strategic Initiatives	MELANIE STEIN Dean of Academic Affairs
ANNE LAMBRIGHT Dean of Academic Affairs	JASON ROJAS Chief of Staff and Director of Community Relations

+ Key Officers * Our last self-study reported that the President’s Group included the dean of the faculty and vice president for academic affairs; vice president for finance and treasurer; vice president for College advancement; dean of students; dean of admissions and financial aid; vice president for planning, administration, and affirmative action; secretary of the College; chaplain; and dean of multicultural affairs and director of affirmative action.

The president regularly communicates about activities at the College and is widely accessible to faculty, staff, and students while also engaging in the Hartford and alumni communities. She has started a [presidential town hall meeting](#) on campus each spring, and she makes use of “[Letters to the Community](#)” and webcasts to inform constituents of ongoing developments. Her letters, posted on the president’s Web page, have addressed the College budget, senior leadership changes, and recaps of Board of Trustees meetings. Reinforcing transparency and community, these communications are integral to administration of the College. The president also attends and speaks at monthly faculty meetings, participates in most academic functions, and meets regularly with staff members. She has met with individual departments and programs, held open office hours for the campus, and hosted numerous group lunches to hear from faculty, staff, and students. As part of planning for major initiatives, she has overseen multiple campus meetings in which people are invited to sign up for small-group sessions. The president also meets regularly with student groups and leaders, engaging them on a wide range of topics and taking their ideas into account. She has been quite intentional in including students in all planning processes, and she organizes student forums at Board of Trustees meetings to ensure their views and ideas are heard. She also holds regular interviews with the student newspaper, *The Trinity Tripod*, as another means of communicating with students. Indeed, the president’s signature phrase, “Go Boldly, Be Engaged,” reveals her own hands-on approach to leading the College.

The Faculty

The [dean of the faculty and vice president for academic affairs](#) oversees the administration of the faculty and is responsible for the academic program in its entirety. Serving as the chief academic officer, the dean of the faculty reports directly to the president. For most of the period since our last reaccreditation, Rena Fraden served as dean of the faculty from 2006-2013. She was followed by Thomas Mitzel, who served from July 2013 through November 2015, before assuming a university presidency. For the remainder of the 2015-16 academic year, the two deans of academic affairs concurrently served as interim deans of the faculty. In July 2016, Timothy Cresswell became Trinity’s new chief academic officer. Among the dean of the faculty’s numerous duties, he oversees faculty appointments and promotions and the allocation of tenure-track and

long-term positions, while working closely with the Advancement Office to ensure that fundraising goals and academic priorities align closely.

Three academic deans and four staff members support the [Dean of the Faculty's Office](#). In 2014, there was an important restructuring of the office, as the two associate academic deans became deans of academic affairs. Until then, one associate dean had overseen the curriculum and the other the academic budget. To provide more holistic and integrated planning and support, each of the two academic deans now oversees half of all academic departments and programs, working with the dean of the faculty as part of a coherent team. While there was some initial skepticism of the restructuring, few complaints followed. The creation in 2012 of an academic budget manager (now titled director of academic finance) has strengthened the office's organizational capacity, providing for more specialized expertise and streamlining of procedures. The two deans of academic affairs each serve for a three-year term, renewable for a second term. Additionally, to ensure academic quality, oversight of Graduate Studies shifted in January 2017 to a dean of academic affairs and strategic initiatives, who would also oversee offerings during the summer and January terms and at the new downtown campus, as well as the development of certificate programs, the Individualized Degree Program (serving nontraditionally aged undergraduates), and the Academy of Lifelong Learning.

The dean of the faculty, together with the deans of academic affairs, works closely with the faculty to oversee the College's academic program and to ensure its quality and excellence. The role of department chairs and program directors (the latter referring to interdisciplinary programs) is also crucial in ensuring coherent administration. Faculty in a department or program nominate chairs and directors, who are appointed by the academic deans based on input and regular review from faculty members. A list of expectations and responsibilities is circulated annually to chairs/directors, whose duties include staffing, promotions, and scheduling. A monthly meeting of all chairs with the Dean of the Faculty's Office permits regular communication and outreach, although it has not always been effective and could be improved.

Trinity has a long-standing commitment to faculty governance, structured around a system of elected committees. The [faculty secretary](#) — an elected position, with a term of two years for a maximum of two consecutive terms — facilitates communication among members of the faculty (as chair of the Faculty Conference), between the faculty and the administration, and between the faculty and the Board of Trustees. The faculty secretary normally receives all communications requiring faculty action, attends meetings of the Academic Affairs Committee of the Board of Trustees, and reports regularly to the faculty. The faculty governance structure consists of the following 15 [standing committees](#) to which faculty are elected: Academic Affairs, Academic Freedom, Admissions and Financial Aid, Appointments and Promotions, Appointments and Promotions Appeals Board, Athletic Advisory, Institutional Advancement, Curriculum, Educational Policy, Faculty Conference, Faculty Research, Financial Affairs, Assessment Advisory Board, Information Technology in Education, and Jury Pool. The parliamentarian and ombudsperson are also elected positions.

In 2008, the faculty conducted a review of its governance system, issuing a final report titled "Faculty Governance Reform and Restructuring" in September 2010. The report concluded that faculty governance should be streamlined; and it confirmed that faculty should exercise power and decision-making authority over core academic functions, including appointments and promotions and their appeal, curricular decisions, academic dishonesty, faculty judicial matters, and academic freedom. The report also affirmed that faculty should serve on committees dealing with issues over which the faculty and administration jointly exercise power and decision-making authority or where the faculty perspective is essential. These include important financial and budgetary matters that may impinge on the academic mission, as well as broad issues concerning campus life, such as financial aid, but not committees whose functions are best left to professional administrators (e.g., student affairs work). As a result of the 2010 report, the committee system was in fact streamlined, with a few committees eliminated and others consolidated. From 2013 to 2016, an ad hoc faculty committee was appointed by the Faculty Conference to review the College's process for handling student academic dishonesty and social misconduct. The recommendations were approved by the faculty and are being implemented during the 2016-17 academic year.

More recently, the [Faculty Conference](#), whose purview includes the overall health of the committee system, reviewed elections in spring 2016. They adopted an "opt-in" system for the nomination stage of elections, better ensuring that faculty nominated to a committee would serve if elected. This has already reduced the

number of special elections needed to fill open spots. Faculty Conference is now exploring whether the number of positions required by the governing system is on par with the number of faculty eligible to stand for election. In a related effort to regularize requirements across committees, the Faculty Conference began asking committee chairs to report on a set of questions about the functioning of their committees. While no formal review of the committee system is established by the rules of faculty governance (the Academic Freedom Committee is responsible for editing the *Faculty Manual*), a regular review of the system is consistent with the charge of the Faculty Conference, which includes the responsibilities of a now-eliminated Committee on Committees that had oversight of faculty elections. In addition, each standing committee is required to make an annual report to the faculty, which serves as a record of its activities.

The faculty convenes once per month throughout the academic year to discuss College business, though special meetings may be called outside of the regular schedule. By a resolution passed March 17, 1987:

The Faculty meeting is the principal instrument by which the Faculty discharges its responsibility for ruling on curriculum and educational policy, Faculty status, aspects of student life which relate to the educational process, and all other matters that fall under the duties and prerogatives of the Faculty. The Faculty meeting is also the principal instrument for formulating Faculty recommendations to the Administration and the Trustees. Resolutions adopted by the Faculty meeting are statements of Faculty policy which bind Faculty committees and which serve to express the will of the Faculty to the Administration and Trustees.

Meetings are scheduled and chaired by the faculty secretary in accordance with *Robert's Rules of Order*. The faculty secretary began chairing faculty meetings in fall 2015. Previously, the president of the College, or the dean of the faculty when the president was not available, did so. This change was intended to better establish that these were forums for the faculty to debate and resolve upon policies within their purview. The dean of the faculty is invited to address the faculty at its first regular meeting of the academic year. The president is also invited to address the faculty in the fall semester, and the chair of the Board of Trustees is invited in the spring. The faculty secretary maintains meeting minutes and a running record of faculty attendance, and she works with the College archivist and the chairs of faculty committees to preserve the records of faculty governance.

The Staff

Two councils, the [Exempt Staff Council](#) (ESC) and the [Nonexempt Staff Council](#) (NSC), represent Trinity's staff. Both committees work to enhance communication among members of the College, help different constituents work together, offer advice to the senior administration as appropriate, serve on College committees, and provide a forum for addressing concerns of the staff and advocating on their behalf.

Each council has bylaws and an elected executive board, whose members serve two-year terms. The ESC board consists of at least 10 members, with representatives from the five largest College divisions. The NSC's executive board has 7-10 members. Council representatives have been working with Human Resources to enhance the orientation program for new staff, including raising awareness of the councils from the moment of hire. Both councils hold regular meetings, with the NSC meeting once a month and the ESC meeting twice monthly. Members of the senior staff are sometimes invited. The ESC also sets aside funding each year to sponsor professional development opportunities. Some of this funding is provided to members who apply for grants, and some of it is used to host speakers and workshops on campus.

In recent years, the ESC and NSC have convened faculty and staff creatively to build community. They have worked with the senior administration to hold annual conversations about the College's fiscal state; offered campus tours, highlighting lesser-known locations; and sponsored coffee breaks. With the dean of the faculty, the councils have hosted happy hours, providing a social opportunity for employees to come together. At many of these events, attendees are encouraged to bring donations for local food pantries and housing shelters, and council members often sponsor or participate in events in Hartford.

APPRAISAL

Trinity's system of internal governance has relied on the dedication of its faculty and staff to weather past fiscal challenges and administrative transitions. Notably, the administration has moved to strengthen its organizational capacity, most evident in the recent restructuring of the President's Cabinet. While it is too

soon to tell, changes in the Dean of the Faculty's Office also appear to better position the administration structurally to support the academic program and the quality, rigor, and relevance of our liberal arts curriculum. Most groups have also welcomed the president's emphasis on regular communications and use of social media; and with the new vice president for communications and marketing, these efforts should be maximized to respond as effectively as possible to constituents' needs and interests.

There are nonetheless areas of ongoing improvement, in addition to those already mentioned. At the broadest levels, we still need a more cohesive structure for risk management. While various individuals and offices undertake this work, more regular interoffice coordination would be beneficial. For example, steps have been taken to create a group that would oversee risk management relating to study away; more of this kind of cross-collaboration is needed. Likewise, as offices and positions are restructured, we need a regular way of assessing the effectiveness of these changes, including their impact on mission and institutional goals.

For faculty, one area of concern is the recent merger of the library with Information Services (IS). After the College librarian retired, the library and the Division of Information Technology Services were integrated, a decision that met with some faculty disapproval; consequently, some of the most vocally critical faculty were asked to join the transition team. The issue now is that the current arrangement contravenes the *Faculty Manual*, which refers to the College librarian as a voting member of the faculty; the librarian is also referenced as a (nonvoting) member of the Financial Affairs Committee. At this stage, some faculty members are asserting that if there is no longer a College librarian, the *Faculty Manual* should be changed to reflect this new reality; alternatively, the College could appoint a head librarian with faculty standing.

Another concern related to faculty governance revolves around faculty representation on the President's Planning and Budget Council (PBC). Some faculty believe that the original creation of the PBC was an important institutional change in governance but was done without the input or engagement of the faculty. Additionally, there is an ongoing concern that the PBC is not articulated in any governing document noting formally its constitution or responsibilities. Following the 2010 report on "Faculty Governance Reform and Restructuring," the faculty voted to recommend that all members of the Financial Affairs Committee sit on the PBC; previously, representatives from various standing committees (e.g., Curriculum, Educational Policy) had served on the PBC to ensure a broad range of perspectives. Given the arrival of a new chief financial officer and a new chief academic officer in July 2016, the membership and charge of the PBC is being revisited, something that Faculty Conference has also agreed to examine in 2016-17.

With [15 standing faculty committees and almost 92 positions](#) to be filled, the question remains of whether further streamlining of the faculty committee structure is needed, especially given the size of the full-time faculty and the schedule of leaves. In fall 2015, moreover, the academic deans asked Faculty Conference to examine consistency in the criteria of membership across committees. For example, not all committees stipulate term limits, and those that do can vary widely. Some committees require divisional representation or tenured faculty members, while others do not. Having a more nimble committee structure would allow the desire for process to be balanced with the need for change, an issue that newer faculty often raise. Nor was there, until fall 2016, a policy regarding confidentiality and its breach by committees handling sensitive information, which has been a source of some concern in recent years. Many of these questions are under review by Faculty Conference, and addressing them could produce a more coherent committee structure.

In contrast to faculty, the substantive role of the staff in College governance remains fairly limited, though both staff councils have worked effectively to represent their constituencies and provide them with more information about College initiatives and issues. For example, the staff councils would welcome having greater access to the Board of Trustees, and they are concerned that they have not always been asked to participate in searches for senior administrators. While individual members of both councils have served on recent search committees (including for the president, vice president of finance, and vice president for academic affairs), the ESC and NSC would prefer having their own councils appoint or elect members to College search committees. Relatedly, the ESC and NSC have called for more balanced representation on the Planning and Budget Council (PBC), which includes two members of the NSC and one member from the ESC but several members of the senior staff, two students, and four faculty members. The staff councils, though represented on the PBC, would like to see more equal representation.

Details aside, the role of staff members in the governance of the College should be clarified. The majority of the President's Cabinet consists of members of the administrative staff who are responsible for implementing strategic plans and initiatives, as well as providing leadership for the day-to-day operations. The staff who report to the administrative members of the President's Cabinet are essential to meeting the mission of the College, and at a minimum, their role should be referenced in key governing documents. Doing so would be consistent with the development of more integrated and coherent forms of internal organization and governance. It would also model more fully a system of truly shared governance based on close collaboration among administrators, faculty, staff, and students at the College.

PROJECTIONS

- The president and the new vice president for communications and marketing will build on recent successes by devising effective communications strategies that can reach all constituents.
- The vice president of finance, working with the general counsel and others, will develop a formal policy that clarifies how risk is identified and managed at the College; an appropriate administrative structure will be developed to oversee risk management, which will collaborate with the new committee of the Board of Trustees on "audit and risk."
- When offices, positions, or governance systems are restructured, division heads will identify and enact a clear process for evaluating the efficacy and impact of these organizational changes.
- The dean of the faculty and the vice president for information services will work with Faculty Conference to clarify the question of the head librarian, including determining whether and how the *Faculty Manual* needs to be revised. Faculty Conference, in turn, will continue to consider how the governance system can be streamlined and enhanced.
- The co-chairs of the PBC will work with Faculty Conference to review and clarify faculty membership on the PBC, and with the ESC and NSC to examine and revise as necessary the staff's role on the PBC and to ensure that staff voices are adequately represented.
- Representatives of the two staff councils will collaborate with the College secretary to determine appropriate avenues for communication with the Board of Trustees, and with the senior leadership of the College to clarify the role of staff in the governance of the College.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity
Website location of documentation of relationship

Governing Board

By-laws
Board members' names and affiliations

Website location
http://www.trincoll.edu/AboutTrinity/college/Trustees/Pages/StandingRules.aspx
http://www.trincoll.edu/AboutTrinity/college/Trustees/Pages/default.aspx

Board committees *

? Executive and Planning Committee
Audit and Risk Committee
Governance Committee
Academic and Campus Affairs Committee
Advancement Committee
Financial and Physical Resources Committee
Compensation Committee
Evaluation and Success Committee
Awards for Excellence Committee

Website location or document name for meeting minutes

Major institutional faculty committees or governance

Faculty Conference
Planning and Budget Council
Academic Affairs Committee
Admissions and Financial Aid Committee
Appointments and Promotions Committee
Assessment Advisory Board
Curriculum Committee
Educational Policy Committee
Financial Affairs Committee
Learning Spaces Committee

Website location or document name for meeting minutes

Major institutional student committees or governance

Student Government Association
Student Organization Review Committee (SORC)

Website location or document name for meeting minutes

Other major institutional committees or governance

Non-Exempt Staff Council
Exempt Staff Council
Benefits Committee
Board of Fellows
National Alumni Association Executive Committee

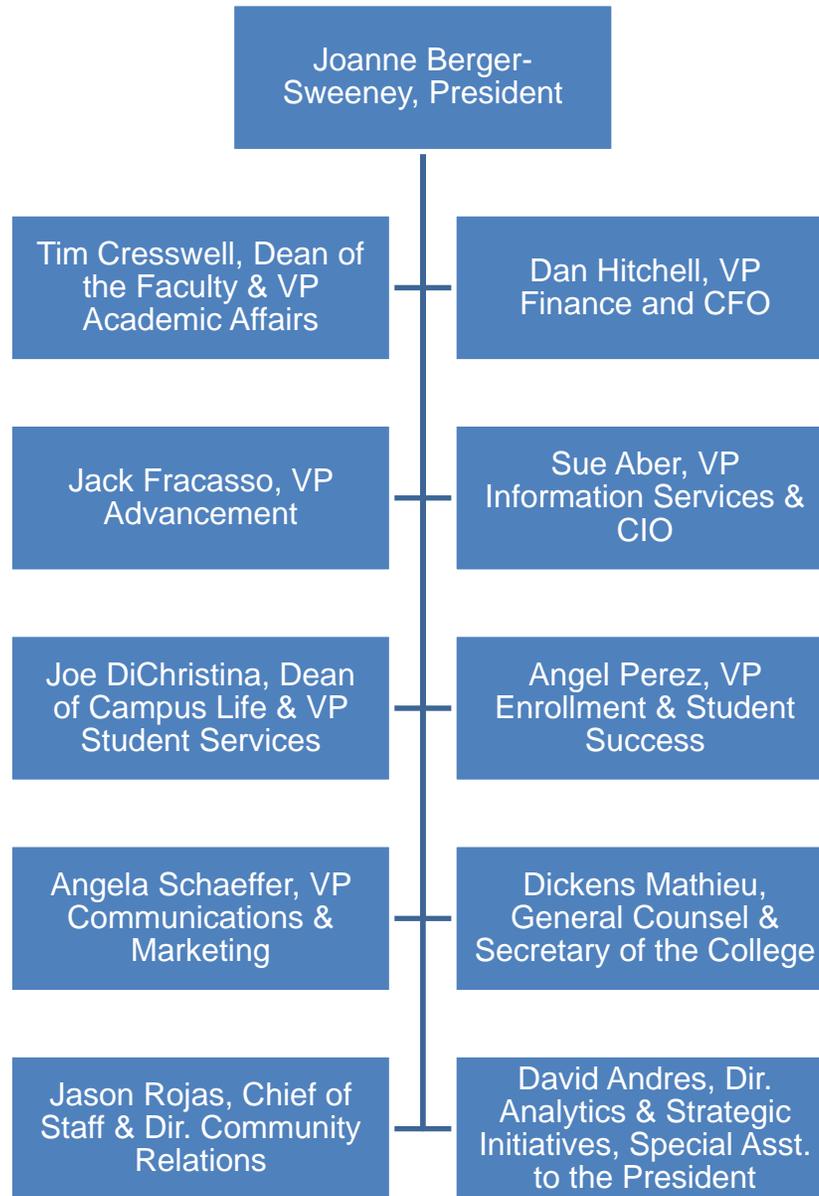
Website location or document name for meeting minutes

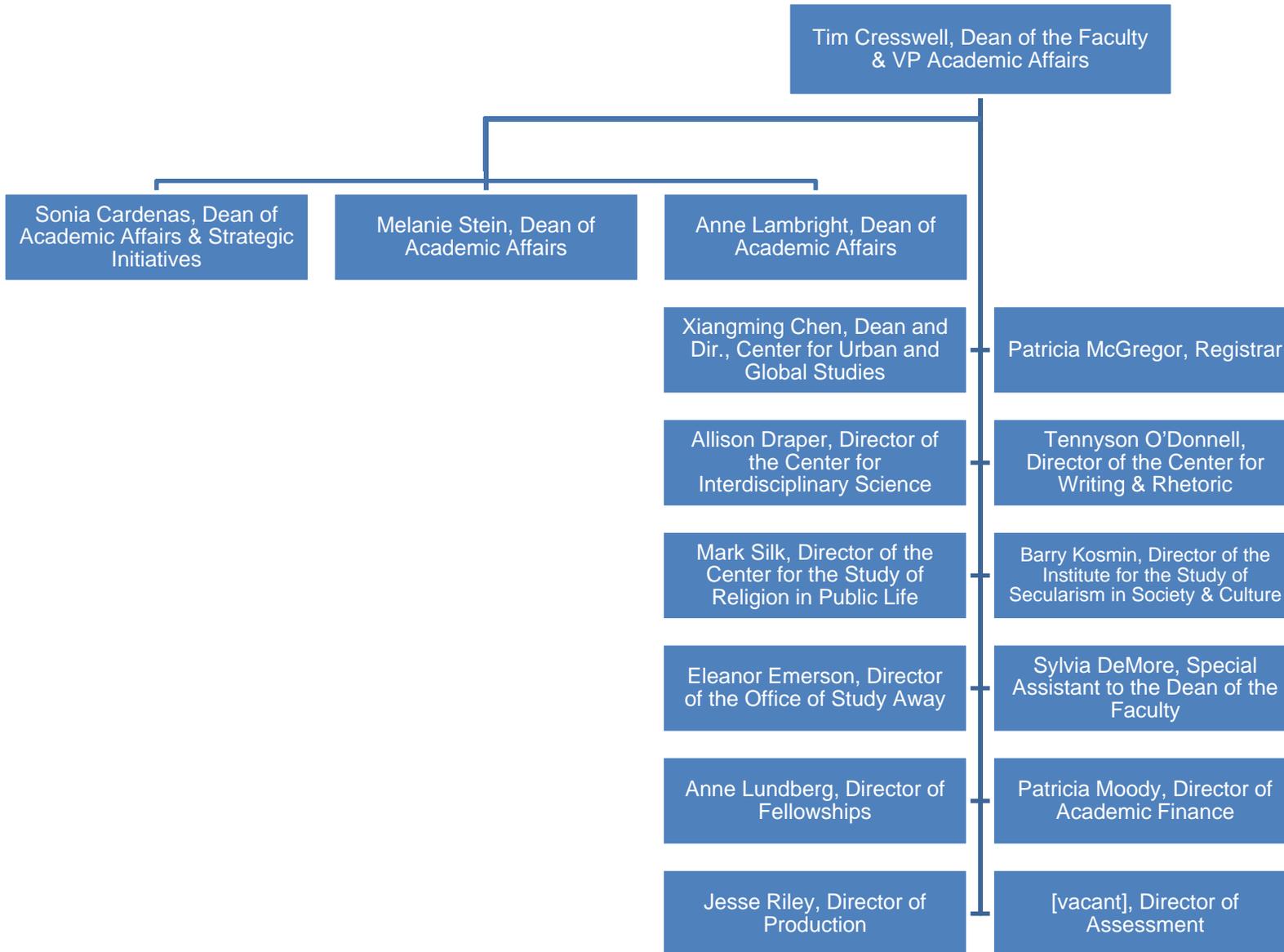
*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Documents stored in Standard 3 folder of electronic workroom.

President's Direct Reports





Sue Aber, VP Information Services & CIO

Kathleen Bauer,
Director, Library
Research Services &
Collections

Thomas Zaharevich,
Director, Library
Technical Services

Richard Ring, Head
Librarian for Watkinson
Library

Michael Cook, Director
of Enterprise
Applications

Jean Pierre Haeberly,
Director of Web
Development Services

Ann Marie Krupski,
Director of
Constituency Services

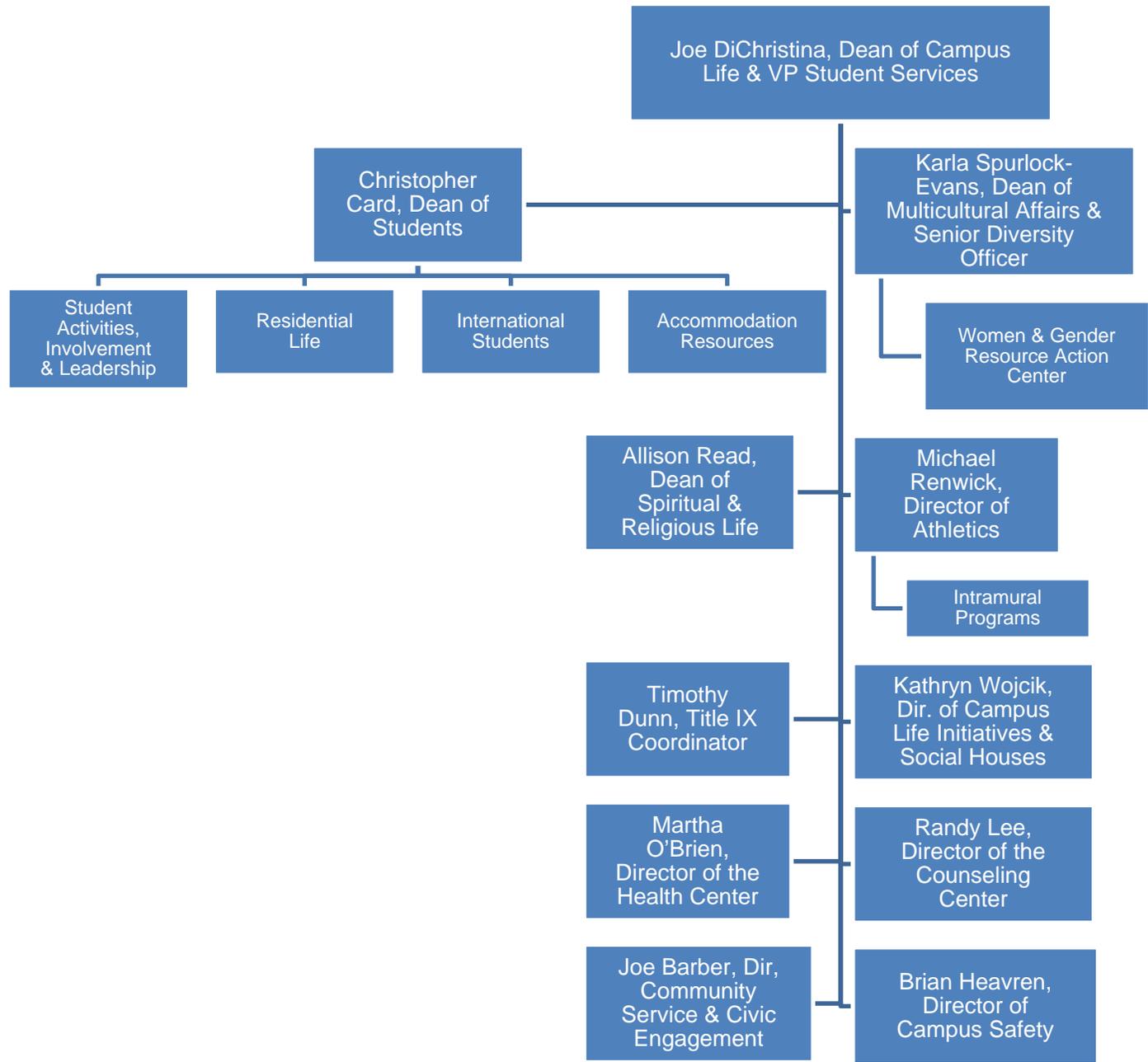
Frederick Kass,
Director of
Infrastructure &
Associate CIO

Jason Jones, Director
of Educational
Technology

Robert Jasek, Chief
Information Security
Officer

Angela Wolf, Director
of Planning &
Operations - ITS





Jack Fracasso, VP
Advancement

[vacant],
Assistant Vice
President for
Development

Christopher
French, Dir.
Principal Gifts
& Int'l
Advancement

Amy Brough,
Director of
Institutional
Support

Christina
Posniak,
Director of
Campaign
Initiatives

Christine Foote,
Director of
Donor Relations

Steve Donovan,
Director of
Alumni
Relations

Annual
Giving

Leadership
Giving

Parent
Giving

Corporate,
Foundation,
& Gov't
Relations

Faculty
Grants &
Sponsored
Research

Advanceme
nt Services

Gift
Planning

Research



Angel Perez, VP Enrollment
& Student Success

[vacant], Asst. Vice
President and Director of
Financial Aid

Anthony Berry, Director of
Admissions

Lukman Arsalan, Senior
Assoc. Dir. Int'l Admissions
& Student Success

Jennifer Baszile, Director of
Student Success

J. Violet Gannon, Director of
Career Development

Joseph Catrino, Senior
Associate Director of
Marketing



Angela Schaeffer, VP
Communications & Marketing

Kathy Andrews, Director
of Media Relations and
Community Outreach

Caroline Deveau,
Director of Digital
Communications

Julia Chianelli, Director
of Advancement
Communications

David Kingsley, Director
of Sports Information

Sonya Adams, Director
of Editorial Services and
Editor-in-Chief, Alumni
Magazine

Rita Law, Associate
Director of Creative
Services

Andrew Concatelli,
Communications
Associate



Trinity College
HARTFORD CONNECTICUT

THE CHARTER OF TRINITY COLLEGE AS AMENDED

Whereas sundry inhabitants of this State, of the denomination of Christians called The Protestant Episcopal Church, have represented, by their petition addressed to the General Assembly, that great advantages would accrue to the State, as well as to the general interests of literature and science, by establishing within the State another Collegiate Institution; therefore,

I. Resolved by this Assembly: That Thomas C. Brownell, Harry Crosswell, Elijah Boardman, Samuel W. Johnson, Birdsey G. Noble, Samuel Merwin, Nathaniel S. Wheaton, Elisha Cushman, Charles Sigourney, Thomas Macdonough, Richard Adams, David Watkinson, Ebenezer Young, Jonathan Starr, Jr., Nathan Smith, John Thompson Peters, Asa Chapman, Elias Perkins, John S. Peters, and Luther Loomis, and their successors be, and the same hereby are, constituted a body politic and corporate forever, by the name of "The Trustees of Trinity College," and by that name shall and may have continual succession hereafter and shall be able in law to sue and be sued, implead and be impleaded, answer and be answered unto, defend and be defended, in all courts and places whatsoever, and may have a common seal, and may change and alter the same at their pleasure; and also shall be able in law to take by purchase, gift, grant, devise, or in any other manner, and to hold any real and personal estate whatsoever; *Provided always*, That they and their successors shall have power to give, grant, bargain, sell, convey, or otherwise dispose of, all or any part of the said real and personal estate, as to them shall seem best for the interest of said College.

II. Resolved, That the said Trustees and their successors shall forever hereafter have full power and authority to direct and manage the Funds for the benefit of the College, and also to prescribe and direct the course of study, and the discipline to be observed in the said College; and also to select and appoint a President of the said College, and such Professor or Professors, Tutor or Tutors, to assist the President in the Government and education of the Students belonging to the said College, and such other officer or officers as to the said Trustees shall seem meet, all of whom shall hold their office during the pleasure of the Trustees; *Provided always*, That no President may be dismissed by the Trustees (whether for cause or without), absent the concurrence of at least two-thirds of the whole number of Trustees; and *Provided further*, That no Professor, Tutor, or officer (other than the President) shall be eligible to serve as a Trustee.

III. Resolved, That at least one-third of the whole number of Trustees, lawfully convened as hereinafter directed, shall be a quorum for the dispatch of all business except for the disposal of real estate, or for the choice of a President, or for the election of Trustees, for which purposes there shall be at least a majority of the whole number of Trustees.

IV. Resolved, That the President of the College shall always be, ex officio, but with vote, a member of the Board of Trustees; and that other officers of the Board shall be elected by the Trustees, to hold office during their pleasure.

V. Resolved, That the said Trustees shall have power to meet from time to time upon their own adjournment, and so often as they shall be summoned by their Chair or President, or, in his or her absence, by the Senior Trustee, whose seniority shall be accounted according to the order in which the said Trustees are named in this act and shall be elected hereafter; *Provided always*, That the said Chair, or President, or the Senior Trustee, shall summon a meeting of the College, when required thereto in writing, by one-third or more of the whole number of Trustees; and *Provided also*, That he or she cause notice of the time and place of said meeting to be given in such manner as the Trustees shall in their by-laws prescribe.

VI. Resolved, That the said Trustees and their successors shall have power and authority to grant all such literary Honors and Degrees as are usually granted by any University, College, or Seminary of learning in this State, or in the United States; and in testimony of such grant, to give suitable Diplomas, under their seal and the signatures of the President and Chair or Vice Chair of the Board, which Diplomas shall entitle the possessors respectively to all the immunities and privileges which, either by usage or by statute, are allowed to possessors of similar Diplomas from any other University, College, or Seminary of learning.

VII. Resolved, That the said Trustees and their successors shall have full power and authority to make all Statutes and Standing Rules which to them shall seem expedient for carrying into effect the designs of the College; *Provided always*, That such Statutes or Standing Rules shall not make the religious tenets of any person a condition of admission to any privilege in the said College, and that no President, Professor, or other officer shall be made ineligible for or by reason of any religious tenet that he or she may profess, or be compelled, by the Statutes or Standing Rules to subscribe to any religious test whatsoever; and *Provided also*, That none of the Standing Rules as aforesaid shall be inconsistent with the Constitution and Laws of the State, or with the Constitution and Laws of the United States.

VIII. Resolved, That the Funds which may at any time belong to the College now incorporated, shall enjoy the like exemptions from taxation, and the College itself, and its officers, shall enjoy the same privileges and exemptions, as have already been granted, or may hereafter be granted to Yale College, its officers, and its Funds.

IX. Resolved, That whenever Funds shall be contributed or secured to the said College, to the amount of Thirty Thousand Dollars, and not before, the Trustees may proceed to organize and establish the said College in such town in this State as they shall judge most expedient.

X. Resolved, That the following provisions shall govern the Board of Trustees of the College, as may be supplemented by the provisions set forth in the Standing Rules and the Statutes.

Section 1. The activities, property and affairs of the College shall be managed by a Board of Trustees composed of that number of Trustees as set forth in the Standing Rules of the College.

Section 2. The present persons who have been elected to serve as Trustees shall be Trustees of the College, together with such other persons who may be elected from time to time as set forth in the Standing Rules of the College. The President of the College, while in office, shall be a Trustee, without limitation, and with full voting privileges.

Section 3. Trustees Emeriti may be elected by the Board of Trustees in accordance with such provisions as may be prescribed by the Trustees. Such Trustees Emeriti shall serve without voting privileges. The number of such Trustees Emeriti shall be at the discretion of the Trustees, and shall not be counted in the membership limitations of the Board as set forth in the Standing Rules of the College.

Section 4. The Board of Trustees may establish, and at its pleasure alter, rules and regulations as to the manner in which votes for the election of Trustees shall be cast, and such rules and regulations shall be set forth in the Standing Rules or the Statutes of the College, and such other rules and regulations as the Board of Trustees may deem necessary to carry into execution the provisions of this resolution shall also be contained therein.

XI. Resolved, That no Trustee of the College shall be personally liable to the College for monetary damages for breach of duty as a Trustee in an amount that exceeds the compensation, if any, received by the Trustee for serving the College during the year of the violation if such breach did not (a) involve a knowing and culpable violation of law by the Trustee, (b) enable the Trustee or an associate to receive an improper personal economic gain, (c) show a lack of good faith and a conscious disregard for the duty of the Trustee to the College under circumstances in which the Trustee was aware that his or her conduct created an unjustifiable risk of serious injury to the College, or (d) constitute a sustained and unexcused pattern of inattention that amounted to an abdication of the Trustee's duty to the College.

XII. Resolved, That the College shall, to the fullest extent permitted by law, indemnify the Trustees for liability (including any obligation to pay a judgment, settlement, penalty, fine or excise tax, or reasonable expenses incurred with respect to any proceeding) to any person for any action taken, or any failure to take any action, as a Trustee, except liability that (a) involved a knowing and culpable violation of law by the Trustee, (b) enabled the Trustee or an associate to receive an improper personal economic gain, (c) showed a lack of good faith and conscious disregard for the duty of the Trustee to the College under circumstances in which the Trustee was aware that his or her conduct or omission created an unjustifiable risk of serious injury to the College, or (d) constituted a sustained and unexcused pattern of inattention that amounted to an abdication of the Trustee's duty to the College.

XIII. Resolved, That any lawful repeal or modification of Article XI or Article XII or the adoption of any provision inconsistent herewith by the Board of Trustees of the College shall not, with respect to a person who is or was a Trustee, adversely affect any limitation of liability,

right or protection of such person existing at or prior to the effective date of such repeal, modification or adoption of a provision inconsistent herewith.

XIV. Resolved, That this Charter of the College may be amended by a resolution adopted by not less than two-thirds of the whole number of Trustees, provided that the Charter shall not be amended to permit the College to engage in any activity that would be inconsistent with its status as an organization that enjoys exemption from taxation, as described in Article VIII. Any notice of a meeting of the Board of Trustees at which this Charter is proposed to be amended shall include notice of such proposed action.

XV. Resolved, That any provisions of Standing Rules or the Statutes of the College inconsistent with the foregoing resolutions shall be suspended for such time as said resolutions remain in effect.

The amendments and restatement set forth above were duly approved by the Board of Trustees of the Corporation on May 19, 2012 in the manner required by sections 33-1140 through 33-1147, inclusive, of the Act and by the Charter (Certificate of Incorporation), and member approval was not required.

This amended and restated Charter (Certificate of Incorporation) consolidates all amendments into a single document.

This amended and restated Charter (Certificate of Incorporation) of the Corporation shall become effective upon filing.

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY2015)	1 year prior (FY 2016)	Current year (FY 2017)
<input type="checkbox"/> Main campus	Hartford, CT	4/27/1823	2,609	2,590	2,482
<input type="checkbox"/> Other principal campuses					
<input type="checkbox"/> Branch campuses (US)					
<input type="checkbox"/> Other instructional locations (US)					
<input type="checkbox"/> Branch campuses (overseas)					
<input type="checkbox"/> Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2015)	1 year prior (FY 2016)	Current year (FY 2017)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
<input type="checkbox"/> Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Standard Four/ **The Academic Program**

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Overview

The purpose of Trinity College's academic program is to provide an education that is grounded in the liberal arts, marked by excellence, and inspired by our location in a capital city and our global identity. Our program combines a general education curriculum, approved in 2007, with specialized study in at least one of 39 majors, including an accredited program in engineering. Trinity offers the bachelor of arts and the bachelor of science degrees, each requiring 36 course credits. The faculty [Curriculum Committee](#) oversees the requirements for academic programs, which are updated annually in the [Bulletin](#). Complementing general education and the major field, students may choose from 35 minors (27 of them interdisciplinary); research-immersive experiences; study away, including at one of our nine sites; and special academic opportunities deriving from our location in Hartford, including experiential and consortial learning.

In addition to the undergraduate curriculum, the College offers graduate study, awarding a master of arts degree in American studies, English, neuroscience, and public policy. More recently, we introduced B.A./M.A. degrees in neuroscience (2013) and American studies (2015). The changing role of graduate study at Trinity, including its mission and financial context, will be a key topic in strategic planning.

Overall, since our last self-study, the College has begun to engage systematically in ongoing academic assessment, including by establishing a regular system of departmental reviews and evaluating learning outcomes in each major. As our institutional capacities to plan and assess have grown, it is time to consider more substantive revisions to the overall academic program. Indeed, the strategic planning process that will take place in fall 2016 will be an opportunity to ensure that Trinity's academic program is innovative and distinctive, aligns with our resources, creatively integrates co-curricular learning, and effectively prepares our graduates for living and working in a 21st-century world.

Assuring Academic Quality

DESCRIPTION

The quality of Trinity's academic program is assured in various interrelated ways, overseen by key actors responsible for undergraduate education. These include the academic deans; Curriculum Committee; Educational Policy Committee; Assessment Advisory Board; and Academic Affairs Committee (AAC), all working with department chairs and reporting to the dean of the faculty and vice president for academic affairs. Academic oversight occurs by means of departmental reviews, learning goals by major (discussed under Standard 8), curricular and academic policy revisions, allocation of faculty positions, and academic planning. [Graduate Studies](#), as we discuss below, has operated fairly autonomously but is now at a crucial transition, poised to grow.

Review of Academic Departments and Programs

Departments and Programs Offering Majors

Regular department reviews began in 2006-07 under a new dean of the faculty; only some departments had conducted reviews before then, though the faculty had mandated them in 1982-83. For example, the Biology Department was reviewed in 1984 and not again until 2009, while the Language and Culture Studies Department's first review was in 2005. The current system requires that each department offering a major be reviewed once every 10 years according to a set schedule; indeed, as of spring 2016, all academic departments had been reviewed at least once. The Curriculum Committee (CC) oversees the guidelines and review process, while an academic dean administers each review. Reviews begin with a semester-long self-

study, followed by a visit from an external team. In the self-study, departments are asked to situate their academic offerings in the context of their disciplines, the liberal arts, and Trinity's overall curriculum; justify and contextualize the organization, structure, and specializations of their department; discuss their relationship to other majors; consider the adequacy of staffing and resources, including information technology needs; and address their assessment efforts and learning goals.

The external reviewers typically consist of two faculty members from liberal arts colleges and one from a research university. Based on the final report, a subcommittee of the CC prepares questions and joins members of the Dean of the Faculty's Office in a meeting with the department to discuss overall strengths and challenges. Documents relating to a department's review are shared with the Educational Policy Committee, which considers them in allocating tenure-track positions, as does the Dean of the Faculty's Office in making decisions about departmental needs. Otherwise, there is no systematic follow-up, such as a five-year midterm report.

Other For-Credit Academic Programs

Other academic programs have been subject to ad hoc reviews initiated by the dean of the faculty. In the last decade, the following programs have undergone external reviews: [Study Away](#) (2012), the [Center for Urban and Global Studies](#) (2013), the [Writing Center](#) (2007), and the [Quantitative Center](#) (2007). The First-Year Program, as discussed below, was reviewed internally and restructured in 2013. For other programs, faculty directors, who report to the Dean of the Faculty's Office, and their steering committees review content and quality on an ongoing basis. This includes [Gateway Programs](#) for first-year students (i.e., Cities, Humanities Gateway — previously called Guided Studies — Interdisciplinary Science, InterArts, and Community Action Gateway), the [Community Learning Initiative](#), and the [Individualized Degree Program](#) for adult undergraduate students.

Study Away

Trinity offers academic programs at nine off-campus sites: Barcelona, Buenos Aires, Cape Town, Paris, Rome, Shanghai, Trinidad, Vienna, and La MaMa Performing Arts in New York. Most of these sites include courses that emphasize urban-global themes, rely on their location to offer place-based learning, and integrate internships and experiential learning into students' experiences. Each site has a faculty director and a group of affiliated faculty in Hartford, who in collaboration with the director of the Office of Study Away and on-site directors hired by Trinity, review a program's curricular offerings. The CC approves new courses, and all of our sites abroad are subject to the same academic policies. That said, there is no regularly scheduled external process for reviewing the overall academic program of study away. After multiple transitions in the Office of Study Away, a national search has just been completed for a permanent director. The new director will be expected to work with faculty to devise new ways of integrating learning while away with our academic programs in Hartford and regularly assessing offerings at the College's study-away sites. An integral feature of strategic planning, study away is in fact a major focus of one of the five committees ("A Global College") of bicentennial planning.

Curricular and Academic Policy Revisions

The submission of proposals for new courses or curricular revisions presents another means of assuring academic quality. These requests take various forms, including proposals to change the requirements of an existing program or to create a new major, minor, or academic program (e.g., a new major in urban studies and a January term were both created in 2013). In the case of course proposals, the CC can ask instructors for clarification and make suggestions, though course proposals themselves are rarely rejected. For broader curricular revisions, the committee often follows up with questions, invites department chairs to a meeting, and requests information about relevant practices at peer institutions. To enhance quality and promote transparency, the CC can also issue clarification of policies; for instance, the committee disseminated guidelines for [cross-listing courses](#) in 2015, and it set criteria for approving new majors in 2016.

Any change in the requirements of an academic program is communicated in the *Bulletin*, which is revised annually and available electronically. The CC asks that all petitions include the language that would appear in the *Bulletin* and, increasingly, that the language be clear and accessible. Policy changes also typically stipulate whether and how any affected students will be "grandfathered."

The Academic Affairs Committee (AAC), which includes faculty, students, the registrar, and the senior associate dean of students, reviews and administers academic policies and procedures relating to student records and academic standing, grade changes, readmission, and transfer credit procedures. It also reviews student requests for exceptions to academic policies. Changes to major academic policies, in turn, can require a vote of the full faculty. All changes made by the AAC, along with any grandfathering provisions, are communicated in the *Student Handbook*, which is revised annually and available electronically. Examples of policy changes made in recent years include: revising the guidelines for granting part-time status to second-semester seniors (2009-10); adjusting the satisfactory academic progress policy to accommodate changes to federal policy (2010-11); instituting the three-tiered Latin system used at other institutions for academic honors (2011-12); and agreeing to issue warning letters to students whose cumulative GPA is lower than the threshold required to graduate (2012-13).

Allocation of Tenure-Track Positions

Issues of academic quality are also taken into account when allocating faculty positions. In making its recommendations to the dean of the faculty, the Educational Policy Committee (EPC) relies on a substantive set of criteria, including the position's capacity to increase a major's intellectual coherence and its comparability to expectations for student learning at peer institutions. Some of this information is gleaned from a department's external review, and some of it is found in departmental data reports, which highlight enrollment and student satisfaction data. While the EPC takes enrollment needs, cross-disciplinary synergies, and a proposal's innovation into account when allocating positions, a core concern remains the impact of a position on the College's capacity to ensure the integrity and quality of its academic programs.

Academic Planning and Priority Setting

Strengthening academic quality has been a guiding principle in academic planning efforts. In addition to the ongoing mechanisms discussed above, various initiatives have focused broadly on enhancing academic quality, as is evident in four phases since our last self-study:

- *General Education Reform (2007)*. As part of strategic planning in the mid-2000s, the faculty voted in 2007 for broad-scale changes to general education, as detailed below. The CC evaluated the success of these efforts in 2009-10, though this did not result in further curricular reform.
- *Balancing Budget Cuts with Academic Quality (2010)*. The need to make budget cuts, including of the academic program, led to a substantial reduction in adjunct staffing in 2010. The Dean of the Faculty's Office engaged department chairs and the Educational Policy Committee in a broad process to ensure that academic priorities were kept front and center. In the end, targeted cuts were made to lower-level courses taught by adjunct faculty. This was in response to data showing that Trinity students were fulfilling distribution requirements in fairly superficial ways by over-relying on 100-level courses to the detriment of upper-level courses. Amid serious budgetary challenges, the dean of the faculty, in collaboration with academic administrators, department chairs, and faculty committees, thus sustained and in some cases enhanced the integrity of academic offerings. Grant funding during this period was also used to support multiple sites of pedagogical experimentation (Mellon Foundation, 2012) and new urban educational initiatives such as the Hartford Magnet Trinity College Academy.
- *Pre-Strategic Planning (2013-14)*. Preparing for the arrival of a new president and strategic planning, as well as in response to ongoing budgetary challenges, the new dean of the faculty, Thomas Mitzel, initiated in 2013-14 planning by academic divisions, resulting in broad statements from each division of their unique contributions and aspirations. During this period, proposals for new programs and revisions to existing ones (e.g., launching of the first B.A./M.A. degree, the restructuring of the First-Year Program, and a pilot January term) all sought to balance budgetary needs with academic quality.
- *Strengthening Capacity to Ensure Quality (2014)*. The new president in 2014 immediately emphasized issues of academic quality; indeed, one of the four working goals identified for the College in 2014 highlighted the importance of promoting academic excellence. The administration focused on integrated, coordinated planning across the organization. One key mechanism for enhancing administrative capacity in academic affairs was to restructure the Dean of the Faculty's Office, as outlined under Standard 3, after the position of academic budget manager was created in 2014. The

intent was to better support the curricular and financial needs of our academic programs in a more holistic fashion.

APPRAISAL

In the last decade, Trinity has made great strides in improving mechanisms for assuring academic quality. In particular, we have created regular systems of evaluation, namely by standardizing the review of academic departments offering majors and instituting a system of assessment focused on learning goals by major. These mechanisms have helped shape subsequent planning and change. For example, departmental reviews have led in almost every instance to curricular revisions, just as they have informed the allocation of faculty positions. Table 4 describes the effectiveness of our efforts to ensure the quality of the academic program. While the success of these efforts is ultimately evident in student learning, a topic we cover under Standard 8, here we reflect on three other key dimensions of effectiveness: input, process, and outcomes.

One example of our commitment to ensuring academic quality was the restructuring of the First-Year Program (FYP) in 2013-14. After the administration decided not to replace the dean of the FYP when she retired in 2013, pressure from some faculty and ongoing budgetary challenges led to calls for eliminating the seminars, which had existed since 1969. An ad hoc committee was formed in fall 2013, which administered a survey to faculty, examined student evaluations, and reviewed best practices. Since the dean of the FYP had evolved into a position responsible for both the social and academic lives of students, the committee recommended returning oversight of first-year student life to Student Affairs and reasserting the academic focus of the seminars. A series of cost-effective proposals, detailed in a final report, was implemented, as discussed below. Though evaluation of these changes is ongoing, the number and range of faculty offering seminars has increased, from a low of 31 in 2013 to 39 more recently, making it possible to reduce the size of the seminars and provide more individualized attention. Likewise, we increased the percentage of continuing faculty who teach first-year seminars. In 2005, for example, 68 percent of the seminar instructors were long-term faculty members, compared with 92 percent in 2016. To enhance academic oversight and quality, the CC now approves the seminars, which have learning goals. We also added three first-year honors seminars each spring, complementing the regular seminars in the fall; both students and faculty have reviewed these honors seminars quite favorably. Overall, restructuring the FYP, from a program overseen by a full-time stand-alone dean to a program housed in the Dean of the Faculty's Office and collaborating with Student Affairs, was done out of necessity but in a way that reinforced academic rigor. Moreover, when the [Bantam Network](#) was created in 2015 (Standards 2 and 5), it was built around groups of first-year seminars, which formed Nests of students living in neighboring residential areas.

As our mechanisms for ensuring academic quality continue to evolve, there is still a sense that we need greater *organizational coherence*, including by extending reviews to all academic programs and integrating Graduate Studies into the fabric of the College. While we discuss Graduate Studies below, it should be noted that the mechanisms regulating academic quality of the undergraduate and graduate programs have remained fairly distinct. The CC only approves graduate courses that enroll undergraduates. Likewise, academic procedures concerning graduate study — from course approval and curricular changes to policy revisions and academic assessment — have until now fallen entirely outside the purview of the standard governance systems. Even the [Faculty Manual](#) does not mention the Graduate Studies Program. The Faculty Conference began tackling these issues in 2016-17.

PROJECTIONS

- The Dean of the Faculty's Office, in collaboration with the CC and other stakeholders, including department chairs and center directors, will propose a regular system of reviewing academic programs that do not offer majors (stipulating which programs should be reviewed and how often, defining the purpose of the review, offering a general template) and will explore the possibility of follow-up mechanisms for a review.
- New leadership in the Offices of Study Away and Graduate Studies will work with the dean of the faculty to create procedures that will ensure greater consistency of academic standards across the institution.
- As the chief academic officer, the dean of the faculty will engage others in conversation about and

TABLE 4. Effectiveness of Key Mechanisms for Assuring the Academic Quality of Programs

MECHANISMS FOR ASSURING ACADEMIC QUALITY	INPUT Is the quality-ensuring mechanism institutionalized? Does it have adequate resources, and is it sustainable?	PROCESS Does the process emphasize student learning? Is it collaborative, and does it cross institutional divisions?	OUTCOMES Does feedback lead to improvements? Is there regular follow-up and implementation?
Review of Academic Departments/Programs Offering Majors	The Curriculum Committee provides guidelines for the self-study and review process, which are periodically revised, widely known, and generally followed by departments.	The self-study guidelines are attentive to student learning; both students and cognate departments are included in the process.	Departments often refer to external reviews as the basis for curricular change and staffing proposals; the Dean of the Faculty's Office and the EPC also refer to reviews. There is, however, no formal interim report or follow-up.
Review of Other Credit-Bearing Academic Programs	No academic program other than those offering a standard major is subject to regular reviews. This includes the Office of Study Away, Graduate Studies, academic centers, and the first-year seminars and Gateway Programs.	Internal or ad hoc reviews have emphasized student learning, as evident in self-studies and final reports. While the Dean of the Faculty's Office has overseen these reviews, elected faculty committees have not played a formal role.	Without regular reviews and a formal process, ad hoc reviews have had mixed outcomes. While some changes have occurred in direct response to the reviews (e.g., for the Writing Center, Quantitative Center, and Graduate Studies), major recommendations in other reviews (including the Center for Urban and Global Studies and Study Away) have not been implemented.
Assessment of Student Learning Outcomes	A faculty Assessment Board, established in 2007, leads an ongoing, formal process; the position of director of academic assessment was created in 2016.	The AAB guides departments toward collaborative discussions focused on student learning, but it has not reported to the Curriculum Committee as originally mandated.	The process is iterative, as progress on learning goals is recorded, commented on by the Assessment Board, and returned to the department for another round of revision and fine-tuning. In some cases this has led to increased departmental conversations focused on student learning outcomes, as well as documented, concrete curricular changes. However, in other cases, where the process is pro forma, outcomes appear less significant. (Standard 8)
Curricular and Academic Policy Revisions	Oversight for these mechanisms resides with the Curriculum Committee, the Academic Affairs Committee, and department chairs. The relevant processes are fairly regularized.	The Curriculum Committee tends to defer to departments in reviewing course proposals, but it engages department chairs in broad conversations about curricular proposals/petitions. The recent attempt to clarify requirements for new majors illustrates a renewed emphasis on student learning.	Insofar as the Curriculum Committee is reactive, responding mostly to proposals/petitions, its decisions tend to be implemented. When the CC provides feedback and asks for clarification or information about best practices, better institutional outcomes follow.
Allocation of Tenure-Track Positions	The faculty Educational Policy Committee issues guidelines that departments tend to follow. Given a cap on the size of the faculty (Standard 6), there is little flexibility in reallocating positions.	The criteria for allocating long-term positions emphasize curricular integrity and innovation. There is, however, no input from staff (e.g., Enrollment) or students.	Departments tend to follow recommendations made by the EPC and the dean of the faculty, since allocation of a position may be contingent on doing so. Close involvement of the Dean of the Faculty's Office in the subsequent search also ensures implementation.
Academic Planning and Priority Setting	For much of the last decade, budgetary challenges displaced academic planning. In the past two years, a concerted effort has been made to strengthen administrative capacity and routinize planning.	The current emphasis is on integrated, coordinated planning across the institution, evident in the restructuring of the Dean of the Faculty's Office.	Implementation in the past has often been weak, and the institution has been reluctant to embrace change.

advance concrete proposals for enhancing the quality of our academic programs, emphasizing the inclusiveness of all constituencies at the College and alignment with Trinity's distinctive mission.

Undergraduate Degree Programs

DESCRIPTION

A Trinity College degree offers undergraduate students a traditional liberal arts education, characterized by breadth and depth of the curriculum and requiring 36 credits to complete. Breadth of knowledge is achieved primarily through general education (the substance and coherence of which is discussed below), while depth is accomplished through satisfaction of at least one major in a discipline or interdisciplinary

field. A distribution requirement, in which students take at least one course in the arts, humanities, natural sciences, social sciences, and numerical and symbolic reasoning, is intended to give students breadth. Across the curriculum, introductory courses and those without prerequisites provide overviews of a given area, sometimes through a thematic lens, and are aimed at giving students foundational knowledge in a field. Advanced course work is always required in the major, each of which specifies a minimum number of courses to be taken at the advanced level (generally designated 300- or 400-level). While the proportion of advanced courses required varies across fields, it is common for a major to stipulate that 40 to 50 percent of the courses must be upper level. Some majors require more; for example, more than 70 percent of the courses required for a physics major must be advanced. Likewise, every major allows students to take elective courses, sometimes in cognate or interdisciplinary fields. The rationale and requirements for all academic programs appear in the *Bulletin* and on department websites. In 2015-16, the Dean of the Faculty's Office, in consultation with the CC and department chairs, took steps toward presenting requirements for majors in the *Bulletin* more clearly. Similarly, we have streamlined how the general education curriculum is presented, moving away from a checklist approach to an emphasis on learning goals (see e.g., the *Advising Primer*).

Special Curricular Opportunities

We encourage students to take advantage of special for-credit curricular opportunities, often in the form of experiential learning and capitalizing on our urban location. These special curricular opportunities, which complement general education and the major field of study, include the following:

- *First-Year Gateway Programs and Spring Honors Seminars.* As an alternative to first-year seminars, entering students can apply to one of five Gateway Programs: the Cities Program, Humanities Gateway (previously, Guided Studies), InterArts, Interdisciplinary Science, or Community Action Gateway. These learning communities, in contrast to the first-year seminars, extend throughout the first (and sometimes into the second) year. Since 2015, we also offer three honors seminars for first-year students each spring.
- *Internships.* Students may take two types of internships for academic credit. "Exploratory" internships are worth .5 credit each; and students may take up to four on a pass/fail basis, or up to a total of two credits toward the degree. Though these internships had been worth 1.0 credit until 2011, concern over the fact that 80 percent of students were earning A's led the faculty to vote to reduce them to .5 credit, make them a pass/fail option, and limit the number that could be counted toward the degree. In contrast, "academic" internships are part of a major/minor, worth 1.0 credit, and can be taken for a grade. In some majors and minors (e.g., public policy, economics, formal organizations), students enrolled in an internship also participate in a related seminar.
- *Community Learning Initiative (CLI).* Between 25 and 45 CLI courses are offered on average each academic year, enrolling more than 500 students and creating collaborative and mutually beneficial relationships between Trinity students and numerous partners in the Hartford area. Over the last five years, 55 percent of Trinity students have taken a course with a CLI component.
- *"College" Courses.* These courses fall outside the purview of any academic department and often have an experiential component. For example, one popular College course is attached to the annual French Film Festival, while another has students work on digital portfolios to document their experiences. Each year, about 200 students enroll in these courses, which are approved by the CC.
- *Health Fellows Program.* Students work 30 hours per week with clinical-care physicians in Hartford, including at Hartford Hospital, the Institute of Living, and Connecticut Children's Medical Center; they participate in a wide range of activities, from research projects and clinical services to educational seminars and medical rounds, earning academic credit.
- *Legislative Internship Program (LIP).* Designed for students who want to observe politics and government firsthand, this program is sponsored by the Political Science Department. During the annual sessions of the Connecticut legislature, Trinity students work full-time as aides to legislators and attend biweekly seminars for academic credit with a Trinity faculty member.

APPRAISAL

Trinity's undergraduate program is effective in the breadth of its offerings, evident in the range of expectations and opportunities, including special curricular programs with an experiential component that integrate the city and classroom. We have also made progress in recent years in articulating College-wide learning goals (Standard 8). Indeed, students have numerous opportunities to demonstrate their fundamental competencies throughout the span of their college careers — from completing their general education to progressing through a major and engaging in rich co-curricular activities.

Still, one full decade since the most recent revision of general education, it may be time to revisit these degree requirements and learning goals. One question is whether the College-wide learning goals established in 2008 by an ad hoc faculty committee should be revised to reflect current priorities and ambitions. Perhaps because the learning goals were established *after* the reform of the general education curriculum (see Standard 8 for effectiveness), they were not actually embedded in the curriculum. One possibility is to follow the lead of our peers in requiring faculty members to state explicitly when proposing new courses how a course meets the College-wide learning goals. Relatedly, it is not clear that we are providing students with sufficient or appropriately structured opportunities to meet the College's stated goals or to master basic competencies. For example, when do we ask that all students learn how "to make informed ethical judgments" or to work in collaboration with others? We recognize and promote many instances of this, and the Assessment Board has begun discussing possible metrics; however, more needs to be done if we are to align degree requirements and learning goals with institutional identity.

The same is true of experiential and co-curricular learning. While we know that it happens in spades at Trinity, we have yet to articulate a clear definition of its contours and connections to the curriculum. To address this gap, one of the five committees leading strategic planning is focused on "learning and skill development inside and outside of the classroom" — a recognition that we need to further integrate these spheres of learning. A related subject of debate has been the role of internships and the current model for assigning them academic credit (.5 credit for "exploratory" internships and 1.0 credit for "academic" internships). When the exploratory internships were reduced to .5 credit in 2011, the number of students earning credit for internships apparently declined, though the actual extent of this decline — versus incomplete data or a temporary shift — remains unclear. For example, in fall 2010, before the change in credit, 103 internships were awarded credit; in fall 2014, there were only 50, but by fall 2015, the number had risen back to 107. In the last two years, moreover, the number of for-credit internships rose by 45 percent (170 in 2014 to 246 in 2016). How best to integrate internships into Trinity's educational experience is still an open question, to be discussed in the strategic planning process.

PROJECTIONS

- The strategic planning committee charged with "learning and skill development" will ground its work in a clear articulation of expected learning goals and competencies, consistent with the College's mission and especially attentive to outcomes that prepare Trinity students for a 21st-century world.
- The Dean of the Faculty's Office will work with department chairs, the CC, the registrar, and other campus offices (e.g., Communications and Institutional Research): 1) to continue improving the clarity with which degree requirements and expectations for each major are communicated to current and prospective students, and 2) to develop a process for monitoring cross-sectional curricular data, which can feed back to shape planning.

General Education

DESCRIPTION

Trinity's general education curriculum, which was approved by the faculty in spring 2007, is intended to give each student the freedom to explore academic interests, discover passions, and acquire the breadth of knowledge integral to a liberal arts education. Students must earn grades of C- or above in these courses. The 2007 reform introduced second-language competency and highlighted the importance of both writing and global engagement. Additionally, first-year and Gateway Program seminars became mandatory rather than optional, since 95 percent of students were enrolling in them anyway. In contrast, a proposal to create

a “Hartford engagement” requirement was perceived by some faculty as being overly narrow and failed to pass. The General Education Council that had existed from 1986-2004 was reestablished on an ad hoc basis in 2007 to implement the new curriculum.

In 2013-14, we reframed the existing requirements to convey greater coherence, moving away from the practice of depicting general education requirements as an undifferentiated checklist of items. Accordingly, Trinity’s general education curriculum is now presented as having five key components, each with its own set of goals and together providing a framework for undergraduate liberal arts study:

First-Year Seminar. During their first semester, all students take a first-year seminar or are enrolled in a seminar as part of a Gateway Program. These seminars are intended to introduce students to the intellectual life of the College and to reinforce essential academic practices, including the capacity to write compellingly and read critically, conduct research and analysis, and communicate effectively and collaboratively. Beginning in 2014, to better support student learning in the first year, an academic resource team was attached to each seminar, including a peer academic mentor, a first-year librarian, a student “writing associate,” and an information technology specialist. Transfer students have until now been exempt from taking a first-year seminar, although nontraditional-aged undergraduate students enrolled in the [Individualized Degree Program \(IDP\)](#) have a designated seminar.

Foundational Skills. To ensure that all students have the basic tools needed to succeed, students must demonstrate writing proficiency, quantitative literacy, and competency in a second language. The summer prior to matriculating, students are evaluated in these three respective areas via a “Guided Writing Assessment” (introduced in 2016 to replace a placement exam); a math placement exam, which includes a quantitative literacy component; and a second language questionnaire and placement exam. Some students are then placed into Rhetoric 101, Quantitative Literacy 101, and/or a language class. Students are expected to complete RHET 101 and QLIT 101 by the end of their first year. Students who do not fulfill the foreign-language requirement before matriculating at Trinity are expected to complete two semesters of a new language or, if they have studied the language for more than a year, to attain the equivalent of a third semester of study. While students have until graduation to complete their language requirement, they are encouraged to do so early, ideally so they can prepare for studying abroad.

Distribution (or Breadth). Since one of the hallmarks of a liberal arts education is breadth of knowledge, students must complete a five-part distribution requirement with at least one full-credit course in each of the arts, humanities, natural sciences, social sciences, and “numerical and symbolic reasoning.” Courses used to fulfill these requirements can also count toward requirements in the major or minor. Two of the five distribution courses may be completed at other institutions, with advance approval from the Registrar’s Office. AP credit, however, may not be used to satisfy distribution requirements.

Writing-Intensive Courses. To reinforce writing and critical-thinking skills throughout a student’s academic life, all students must complete at least two writing-intensive courses. The first of these is the first-year seminar or Gateway Program seminar, and the second is a course designated as writing intensive by each major. These two requirements are commonly referred to as “Writing Part I & II.” The Allan K. Smith Center for Writing and Rhetoric administers the Writing Part I requirement; in 2014, it issued a useful [set of guidelines](#) for what constitutes a writing-intensive course at Trinity. About 50-60 upper-level courses per year satisfy the Writing Part II requirement in the major.

Global Engagement. To have the knowledge and skills to thrive in a diverse global context, students must also complete a course with a “global” focus or participate in a study-abroad program. Courses designated as “global” can cover international issues or a world region or cultural tradition. Students are permitted to count this course toward other graduation requirements, including satisfying a distribution requirement. About 90 global courses are offered each year.

During 2009-10, at the request of the dean of the faculty and in the wake of the 2008 financial crisis, the CC asked the faculty to consider curricular reform that would provide “the most attractive and distinctive general education curriculum that the College could afford.” Based on enrollment trends, the committee proposed a few models that would encourage students to take more 300-level courses and, in doing so, cause students to move “‘up’ rather than ‘across’ the curriculum” and thus “increase the depth and rigor” of their academic experiences. Open forums were held to discuss the proposals, which were considered at

the March 2009 faculty meeting but did not culminate in a resolution. The reduction in adjunct positions teaching lower-level courses in 2010, discussed earlier, was an alternative means of tackling these issues.

APPRAISAL

Trinity's general education curriculum reflects the College's global commitments, affirms the importance of seminars for first-year students, and highlights writing across the curriculum. These are all positive steps, consistent with our mission as a liberal arts college. Whether this general education curriculum still captures the College's current priorities and vision and meets contemporary student needs is nonetheless unclear: does the general education curriculum reflect what and how we want our students to learn? As outlined below, we also need to strengthen how we assess these requirements.

First, seminars for first-year students provide a foundational academic experience, and the development of learning goals and enhanced resources for first-year faculty and students are welcome developments. We now need to begin assessing learning outcomes in the seminars. As a starting point, we might ask faculty how well their own seminar's goals align with and meet broader programmatic goals. We also may need to extend these offerings to transfer students, as the size of that population grows.

Second, the directors of the Writing and Quantitative Centers, respectively, administer the proficiency requirements in writing and quantitative literacy. Now that we have several years of experience in identifying students who need to fulfill these requirements and in assessing their learning in these areas, regular reporting to standing bodies like the CC and the Assessment Advisory Board would allow for better feedback and ongoing evaluation and planning.

Relatedly, expecting students to be competent in a second language, by requiring three semesters of college-equivalent instruction, is linked to the goal of enhancing students' awareness of cross-cultural diversity. The Dean of the Faculty's Office has periodically examined the financial costs of the requirement and concluded that they were feasible. However, there has been no regular review by a standing committee charged with examining data, collecting feedback, and determining the requirement's academic impact on enrollments and student learning.

Third, the College's distributional requirement is intended to offer breadth, but there is ongoing concern that students approach it with a checklist mentality and rely too heavily on 100-level courses. In some cases, attempts to meet the demand for lower-level seats inadvertently intensified enrollment pressures, inflating the number of seats we offer in introductory courses compared with our peers. This, in turn, taxed departments such as economics and political science with an inordinately high number of majors. We have, as discussed, taken steps to ensure that students are not satisfying the distribution requirement merely by taking 100-level survey courses. In addition to reducing lower-level courses taught by adjuncts, the coordinator of first-year academic experiences (a position created in 2014) communicates actively with first-year advisers and students about available courses, including small courses with no prerequisites. Additionally, the Dean of the Faculty's Office, in collaboration with the CC, created in 2014 an automated course proposal form, which encourages faculty to state more accurately that a course will satisfy a distribution requirement. The change may be related to an increase of more than 50 percent in the number of courses said to satisfy the distribution requirement in the humanities and the social sciences. For example, in fall 2013, 93 courses satisfied the humanities requirement, compared with 147 in fall 2016.

Fourth, from a curricular and pedagogical standpoint, writing-intensive courses emphasize the place of writing in the first-year seminar, the major, and by extension, the curriculum as a whole. Faculty who teach first-year seminars are provided with guidelines as to what constitutes a writing-intensive seminar, optional rubrics, workshops, and other resources for them and their students. The assumption is that having faculty teach writing-intensive courses should make them more generally effective in supporting student writing. These benefits notwithstanding, the extent to which faculty members are adequately trained in the teaching of writing and whether student writing is improving remains unclear.

Finally, in adding a global engagement requirement, the faculty affirmed its sense that such engagement is central to a Trinity education. In practice, there is a great deal of flexibility in meeting the requirement, including by studying abroad, more than 50 percent of our students do; and these courses can also count

toward the distribution requirement and for some majors. Yet learning goals for this particular requirement have never been articulated or assessed; unlike the proficiency requirements, no office or program has been charged with leading the conversation.

PROJECTIONS

- The CC will work with the Dean of the Faculty’s Office and various key groups (e.g., the Writing Center, Quantitative Center, Language and Culture Studies, International Studies, Study Away, Assessment Advisory Board) to develop processes for assessing proficiency and other general education requirements.
- The First-Year Seminars Steering Committee and the Assessment Advisory Board will propose to the Curriculum Committee a mechanism for reviewing the learning goals of first-year seminars.

The Major

DESCRIPTION

The College currently offers [39 majors](#) in both traditional disciplines and interdisciplinary fields. In 2015-16, the breakdown of majors by academic division was as follows: arts (5 percent), humanities (22 percent), social sciences (49 percent), and STEM (24 percent). Students are permitted to declare more than one major, and approximately 11 percent of students do so (an average of 240 students per year); following [national trends](#), the number of Trinity students declaring more than one major has risen since 2006 by more than 60 percent. Additionally, two interdisciplinary majors are known as “template” or “individually tailored” majors: human rights (the first program of its kind at a liberal arts college) and film studies. Students also have the option of designing their own major, as discussed below.

In general, students are advised to choose majors that excite them, cultivate their personal strengths, and in which they are most likely to excel. Beyond acquiring depth in a field, majors permit students to hone their writing, analytical, problem-solving, or artistic skills; to develop close ties with a community of academic peers; and to enjoy intensive research and experiential learning opportunities. An integrating exercise such as a seminar, thesis, or final project typically marks the capstone of a Trinity education.

Requirements for each major include core, foundational courses; a substantial number of upper-level courses, sometimes with a concentration or thematic cluster for depth; elective and/or cognate courses; and generally, a capstone or final integrating exercise. Some majors, depending on the field, have dedicated courses for theory, methods, or research preparation in a capstone project. A few majors also include an experiential component like an internship, study away, or additional foreign language study. To help students choose appropriate entry-level courses, we have compiled a list of recommended [pathways into each major](#) that is now available online and distributed to first-year students. Each major also has explicit [learning goals](#), which are reflected in the range of its requirements.

Students in a major are encouraged, most fully in their capstone projects, to draw critical connections, including by linking their learning in and out of the major. In fact, many majors list the importance of such interconnections explicitly in their learning goals. Senior theses, seminars, and other capstone projects can call on students to demonstrate the depth of their learning by doing research in a topic that showcases their grasp of theory and methods, as well as their capacity to utilize a range of source materials. In creative fields that are expressive or performance based, capstone projects also require an element of research and demonstrated mastery of content in the major.

Approval and Declaration of the Major

The CC approves the addition or removal of majors, which must be voted on by the faculty and reported to the trustees. Beginning in 2016, the CC prepared a set of criteria for evaluating proposals for a new major, addressing the strength of the curricular design, the major’s academic value to the College, and its feasibility. In the last decade, two new majors have been approved, both in 2013: urban studies and world literature and culture studies. Some proposals for new majors are not approved, including proposals in spring 2016 for majors in neurochemistry and formal organizations.

Template majors, also known as student-designed interdisciplinary majors, arise when student interest and faculty expertise are high but there are insufficient resources to staff the major. The CC approves a template of requirements, and the faculty program director oversees its administration. There are two template majors, human rights studies (2009) and film studies (2011), both of which have had solid student enrollments and engagement.

Trinity also allows students to design their own interdisciplinary major. In the last decade, about 10 students per year have taken this option. With rising concerns about the weak quality of some proposals and the possibility of this being a “fallback” option for students not getting into popular majors such as economics, the CC revised the [guidelines for student-designed majors](#) in 2015-16, making the requirements more rigorous.

Students must declare at least one major by the Friday after spring break of their sophomore year, allowing them to meet with their newly assigned adviser prior to the advance registration period. This earlier deadline was introduced in fall 2011 so sophomores could integrate sooner into an intellectual community and better plan their course selections, including the possibility of studying abroad.

The Minor

Trinity currently offers [35 minors](#), 27 of them interdisciplinary. Most of the interdisciplinary minors have their origins in a requirement from the early 1990s, which mandated (and was subsequently discontinued) that all students have an interdisciplinary minor or major. Beginning in 2006, the faculty voted to permit academic departments to offer their own minors; and several currently do so, with history having been approved most recently (other departmental minors are offered in biology, chemistry, classics, English, language and culture studies, music, philosophy, and religion). Approximately 9 percent of students declare a minor at Trinity. Students also have the option of designing their own interdisciplinary minor, which like all minors requires five to six courses from at least two disciplines, an integrating exercise, a faculty sponsor, and approval by the Curriculum Committee.

APPRAISAL

Trinity has a robust set of majors, each with structured requirements and now learning goals. The growth of interdisciplinary programs, such as neuroscience (which celebrated its [25th anniversary](#) in 2015-16) and urban studies, is well worth highlighting; and new guidelines by the CC specifying criteria for new majors and more stringent requirements for student-designed majors are also positive developments. Likewise, the creation of template majors has helped in meeting student interest and expanding offerings with limited resources; these template majors would now benefit from having learning goals and external reviews.

While students at Trinity and elsewhere often pursue more than one major, it would also be beneficial for the CC to begin tracking and reporting on these trends. One question that has occasionally arisen is whether caps should be placed on the number of courses a student can count toward more than one major. Individual majors sometimes stipulate such caps, but there are no College-wide parameters.

A great deal of variability also exists across majors, including in the number of required courses and prerequisites. While some differences are to be expected, highly variable requirements make it difficult for students and others to compare differences across majors. For example, majors at Trinity can require anywhere from 9 to 18 courses. One exception is engineering, which is certified by the [Accrediting Board of Engineering and Technology \(ABET\)](#) and requires 20-25.75 credits. A project is under way to present requirements for the major according to a standard template, making it possible to compare requirements by major and engage departments in conversation about their relative requirements.

Not surprisingly, enrollments in majors also vary widely. Some fields like economics and political science have experienced untenably high numbers of majors in recent years. In addition to the College growing the size of their permanent faculty, both departments have made their requirements more rigorous. Economics instituted a minimum GPA for core courses and more stringent thresholds for declaring the major, while Political Science de-emphasized 100-level introductory courses and added a “sophomore-junior seminar.” It is too soon to know the full effect of these efforts, though there has been a decline in the number of economics majors; still, most agree that a combination of measures will be needed to ensure less skewed

distribution across majors, an issue that is certainly not unique to Trinity. More concerted work could be done, for example, to shape expectations about career trajectories for each major, countering the common view that a career in business, for example, necessitates an economics major. The example of classics illustrates how deliberate, creative, and strategic recruitment on the part of a small major can make a difference; that department increased the number of majors by more than 120 percent in two years, from 9 to 20 between 2013 and 2015. In general, better communication about student options by major could help. Opportunities for students to demonstrate learning in the major also vary. Since the early 1980s, majors have been required to have a capstone exercise, such as a thesis, project, or senior seminar, though not every department in fact requires one (e.g., History). Departments also differ in requiring students to present their projects publicly to a broader audience. It would be helpful, institutionally, to have a summary understanding of what constitutes the capstone project by major and then circulate guidelines and best practices for how the capstone can be used to integrate knowledge across the spectrum of a student's college education. It might also be worth conceptualizing some capstone projects in new and highly collaborative, multidisciplinary ways that go beyond a single department's boundaries.

PROJECTIONS

- As part of strategic planning, the purpose and modalities of capstone projects will be revisited. More regularly, the Curriculum Committee will track and report on enrollment and other trends relating to majors/minors (e.g., dual majors, number of courses required for a major, capstone projects), with the goal of issuing guidelines or recommending changes as needed.
- The Dean of the Faculty's Office will work with Communications to assist departments in presenting their majors and offerings more compellingly and accessibly; department chairs will continue collaborating with the Career Development Center to illustrate the multiple professional trajectories of alumni by major.
- Department chairs of majors with especially low or high enrollments will work with the deans of academic affairs and other campus colleagues to devise long-term strategies for managing enrollments.

Graduate Degree Programs

DESCRIPTION

Trinity College's long-standing program in Graduate Studies, dating to more than a century ago, is at a crucial turning point. Following the College's last self-study, the dean of the faculty commissioned in 2009 an external review of the program. As a result of those recommendations, a director of graduate studies was hired in 2011. The director (whose title changed in 2014 to dean) grew enrollments, strengthened ties to the Hartford community, and coalesced a group of faculty around three programs for which the College still awards a stand-alone master of arts degree: American studies, English, and public policy. (In the last decade, M.A. programs in economics and history were discontinued.) The departure of the dean of graduate studies in 2016 presents an opportunity to build on core strengths and consider new directions.

As the team of external reviewers acknowledged in 2009, Graduate Studies at Trinity could contribute to the College's overall mission by taking "imaginative advantage of the many educational resources inherent in Trinity's urban location" and serving "a talented, motivated, and diverse body of students." For example, the curricula of the American studies and public policy programs integrate Hartford and urban-related issues, capitalizing on Hartford-area resources (including local museums, the Connecticut Historical Society, etc.). Graduate Studies also enrolls many students who live and work in the Hartford region and continue to do so after they graduate. The programs are flexible and intended for working adults looking to continue their studies part time in the evening.

Substantively, the recent creation of [five-year B.A./M.A. programs](#) in neuroscience (2013) and American studies (2015) has been a crucial development. These are accelerated five-year programs for superior undergraduate students already at Trinity. While these programs currently enroll few students, they offer a mechanism for using Graduate Studies to expand opportunities for undergraduate students.

Recipients of the M.A. degree at Trinity generally are expected to have demonstrated, according to the faculty manual for Graduate Studies: 1) advanced-level knowledge of the general content and research

methods of their chosen program as well as mastery of their area of concentration within that program; and 2) the ability to conduct original research and communicate the results by satisfactorily completing a final thesis or project, evaluated by a primary adviser and a second reader.

With the arrival of a new dean of the faculty and vice president for academic affairs in fall 2016 and the upcoming strategic planning process, as well as a new building in downtown Hartford, Graduate Studies is poised to draw lessons from its past and enter a new and vibrant phase. This will be a time to reexamine closely the program's current structure and offerings, its fit with the College's core liberal arts mission and identity, and the possibilities for curricular innovation. In January 2017, Sonia Cardenas, one of the academic deans and a political science professor, was appointed dean of academic affairs and strategic initiatives, a position charged with overseeing the administration and expansion of Graduate Studies.

Administrative Oversight

The director/dean of graduate studies led the program in recent years, coordinating the hiring and review of program faculty, overseeing academic policies, and handling student enrollments and the program's daily management. Additionally, each degree program has had a director (a full-time faculty member) and an associate director (an adjunct faculty member who teaches in the program), all of whom have Ph.D.s and experience in fields relevant to the programs they oversee. The directors determine the academic schedule of courses, consider and suggest curricular changes, process applications for matriculation, recruit and vet candidates for visiting faculty positions, and serve as academic advisers.

The Graduate Studies Council, chaired by the director/dean of graduate studies who sits on the council ex officio, has been the program's governance body, reporting to the dean of the faculty. Members include the directors and associate directors of the programs and someone from the Registrar's Office, with other administrators and faculty invited as needed. The council monitors the quality of courses by reviewing syllabi, including course-specific learning objectives, while the dean of graduate studies visits classes and evaluates all part-time faculty. The council also reviews all curricular proposals and student petitions. In 2014, a Graduate Advisory Board of prominent alumni of the program was also created.

Admissions and Satisfactory Progress

Students can apply for matriculated or non-matriculated status. All applicants must have received a bachelor's degree, demonstrate proficiency in the area to which they are applying, and have graduate-level competence in English. Matriculated students must also provide two recommendations from college-level instructors, a statement of purpose, and other supporting documents (e.g., an essay of literary analysis for English); GREs are optional. Non-matriculated students can enroll in no more than two courses at a time. The dean of graduate studies and the program directors review all applications and determine admissions.

Satisfactory performance at the graduate level is awarded with a grade of B- or higher. Graduate students who receive one grade below a B- receive a warning, and a second grade below a B- or a failing grade results in involuntary withdrawal. To receive honors in graduate scholarship, students must have a cumulative GPA of 3.75 in all graduate-level courses. As of spring 2016, American studies enrolled about 37 matriculated students, English 36, and public policy 53.

Admission into the B.A./M.A. programs has additional requirements. For neuroscience, students must have completed two required courses with a B- or better and sufficient research under the supervision of Trinity faculty, and they must propose a specific research project that is approved by a faculty sponsor. In American studies, exceptional candidates can apply for admission as first-year students, and any student may apply for admission at the end of the sophomore year. Successful applicants must have an overall GPA of at least 3.0 and a GPA of 3.5 in the major, as well as superior writing and research skills. A faculty member must be willing to direct the required three-credit thesis.

The Graduate Curriculum

The M.A. at Trinity College requires completion of 10 course credits. All graduate-level offerings cross-listed with undergraduate courses require that students taking the course for graduate credit complete additional assignments and be graded according to expectations commensurate with graduate-level work. Each graduate curriculum contains a mix of core courses in theory and/or methods, thematic tracks or electives,

and a final research project in which the student must demonstrate an advanced grasp of the field's complexities. To illustrate, the American culture studies track of American studies (there is also a museums and communities track), requires two core courses, one of which is a survey course and the other a primary research methods course; six electives, half of them in thematic areas; and a final project or thesis.

The B.A./M.A. in neuroscience requires 10 courses, including five core courses, in addition to the bachelor's degree in neuroscience. To complete the program in the allotted five years, students must take four graduate-level courses as undergraduates in fulfillment of the requirements for the B.A. degree. Students must also take a one-credit graduate research seminar, two credits of independent research, one graduate elective course, and a two-credit master's thesis in which they earn at least a B-.

The B.A./M.A. in American studies also requires 10 courses, in addition to the bachelor's degree. In the senior year of undergraduate study, enrolled students begin graduate-level work in American studies, including the start of a three-semester master's-level thesis. There are three tracks (American culture, museums, and New England), with the requirements varying somewhat across each. All tracks require a specialized methods course; a set of electives, some grouped thematically; and a three-credit thesis. The museum track also requires a field-based internship.

APPRAISAL

Following the external review of Graduate Studies, the dean of the faculty decided to invest in growing the program. Several improvements were made, which generally provided students with a more coherent experience. For example, there was marked improvement in communicating academic policies, including the creation of a Web page with better documentation about degree requirements, grades, credit and withdrawal policies, final projects, and theses. Both a manual for faculty and a student course catalog now exist. Students may register for courses online, something they could not do as recently as 2009, while matriculated students also benefit from a three-year flat-rate tuition policy to help them plan. From fall 2012 to spring 2016, the number of master's degree recipients increased from about 28 to 49.

Furthermore, in response to reviewers' concerns about the program's idiosyncratic grading system, which employed no letter grades, but instead a system of "Distinction," "High Pass," "Pass," and "Low Pass," grades for courses now follow the traditional letter system, in compliance with federal policy regarding financial aid. As of 2014, moreover, all faculty are urged to administer online course evaluations using a standardized set of questions. Whereas information about professional placement and alumni outcomes was largely anecdotal, surveys in 2012 and 2016 tried to better capture graduate students' experiences.

Long-standing challenges nonetheless persist. About 15 years ago, for budgetary reasons, the College shifted from having regular full-time faculty teach graduate courses as part of their teaching load to a reliance on adjunct faculty, with English being the one exception. The 2009 review expressed concern about the impact of this shift on advising and assessment of student work, including how final projects and theses were being advised and evaluated. A related concern was that without a pool of ongoing full-time faculty committed to Graduate Studies, the program's advocates would be limited largely to the program directors. While review of adjuncts is now more systematic, they do primarily staff our graduate programs.

Significantly, though graduate enrollments have increased in recent years, many of the students enrolling in Graduate Studies are Trinity College employees who enjoy tuition remission, including "graduate fellows" in the Athletics Department. Students can also take as long as they wish to complete their degrees, which is not optimal academically nor in terms of degree completion. A pattern in which expenditures far outpaced net tuition led in 2015-16 to a necessary reduction in costs and a call for longer-term strategic planning.

More also needs to be done to integrate Graduate Studies into regular College policies and procedures. For example, the *Faculty Manual* does not recognize Graduate Studies, except in the definition of faculty, where it refers to "oversight of undergraduate and graduate students," and in mentioning a tuition reimbursement policy available for spouses and dependents. Nor are there clear rules for hiring long-term contingent faculty to teach at the graduate level. Graduate-only courses are still exempt from CC approval. While some faculty question whether this should be the case, others are skeptical of a model in which faculty who teach only undergraduate students could evaluate curricular and programmatic changes

involving the graduate program. When courses are cross-listed as both undergraduate and graduate, there are still no formal guidelines to clarify expectations at the different levels. Finally, in contrast to other departments, Graduate Studies does not yet participate in academic assessment at the College.

PROJECTIONS

- New leadership of Graduate Studies will pay strategic attention to enrollment management, including the recruitment of non-Trinity employees, the implications of existing academic policies (e.g., nonmatriculated student status, having no time limit for degree completion), and the overall quality of the academic program.
- The decision to add any graduate-level programs will be consistent with the College's core mission and the commitment to rigorous academic standards; it will align closely with existing resources and opportunities deriving from our location in Hartford. Whenever possible, new programs will serve to expand opportunities for our undergraduate students.
- Graduate Studies, in collaboration with academic departments and the Dean of the Faculty's Office, will explore the expansion of joint B.A./M.A. programs.
- The vice president for academic affairs will ensure that Graduate Studies is following College-wide academic policies and practices, including conducting assessment activities; undergoing regular external reviews; specifying expectations for graduate-level work in courses cross-listed at the undergraduate level; and submitting to College-wide governance mechanisms as appropriate, including the Curriculum Committee and *Faculty Manual*.
- The Dean of the Faculty's Office will explore models for integrating graduate and undergraduate teaching in faculty workloads.

Integrity in the Award of Academic Credit

DESCRIPTION

In awarding degrees, Trinity College requires 36 course credits at the baccalaureate level and 10 credits at the master's level, meeting the standard 120 and 30 credits required respectively for the B.A. and M.A. degrees. Most courses at Trinity are worth 1.0 to 1.25 credits. One credit at Trinity amounts to 150 minutes per week in class for 13 weeks of instructional time and substantial time devoted to out-of-class study and preparation. Furthermore, the equivalent of two additional weeks of study outside of class is distributed among Trinity Days (two-day periods in October and February when classes are not held but the College is in session and students have assigned work), a two- to three-day review period at the end of each semester (reading days), as well as a final scheduled examination or project due after the official end of classes. The CC and faculty approve each year's academic calendar.

A lecture course meets three hours each week for a semester and earns 1 course credit (the equivalent of four semester hours); a laboratory course meets three hours each week for lecture plus three hours each week for laboratory and earns 1.25 course credits (the equivalent of five semester hours). Courses that meet for irregular lengths of time or earn either more or less than 1 course credit are so designated in the course description. Physical education courses meet for one-half semester and earn .25 course credit. All courses offered as part of Trinity's pilot January term are worth .5 credit and are required to have 20 in-person contact hours during a two-week period in addition to extensive out-of-class work.

Faculty members are reminded each fall that they must arrange to make up any class sessions they cancel and not to change the time of scheduled classes. The Center for Educational Technology, discussed under Standard 6, conducts sessions for faculty interested in learning how to "winterize" their course by teaching students over Skype or WebEx on days when snow may keep them from coming to campus. Faculty are also reminded at the end of each semester that they cannot schedule final examinations prior to the conclusion of classes or during the review period.

The College awards academic credit according to policies set and overseen by the faculty, collaborating

with the registrar. No credit toward the B.A. or B.S. is given for precollegiate or remedial work in preparation for college. Trinity also does not offer credit for prior experiential or noncollegiate learning.

A normal semester course load for undergraduates is 4 to 5 course credits. Enrollment in more than 5.75 credits generally results in an additional tuition charge. Students occasionally are granted permission by the AAC to withdraw from a course after the deadline due to extenuating circumstances. Any matriculated student may take one course per semester on a pass/fail basis, provided the course is not required for the major, minor, language concentration, general education distribution requirement, first-year seminar or Gateway Program, or quantitative literacy requirement and provided that the student did not incur academic probation the preceding semester. Courses during the summer must be taken for a letter grade. In total, no more than four courses applied toward the undergraduate degree can be taken on a pass/fail basis.

The Registrar's Office oversees the process of degree certification, in close collaboration with the faculty directing majors and minors and following the degree requirements outlined in the *Bulletin*. Students expecting to graduate must complete a degree application form, co-signed by the faculty adviser who attests that the final requirements for the degree are in process. Each spring, the Registrar's Office sends all department chairs, as well as all coordinators of minors, the list of courses each student has completed and is in the process of completing. Faculty chairs and coordinators certify that, pending attainment of minimum grades, all requirements for the major and/or minor are in order.

Accessing Course Offerings

The College offers a sufficient number of required and elective courses so students may graduate within four years. Both the number of sections offered for general education and the process for ensuring access to course offerings are regularly monitored and adjusted. Each fall, department chairs and those who oversee programs supporting proficiency requirements negotiate a course schedule for the upcoming academic year with the Dean of the Faculty's Office, taking into account curricular needs, enrollments, and when relevant, the size of the entering class. For example, since 2015, we have set (and exceeded) a target number of 37 first-year seminars, maintaining our capacity to offer small seminars capped at 14 students.

We have also worked to improve the efficiency of the registration process. The advanced registration period typically occurs in the 10th or 11th week of the semester. The week prior to advanced registration is advising week, when students must meet with their advisers to discuss course selections. Advisers are expected to release the advising hold for each student after these meetings. The add/drop period begins the week after advance registration and extends to the sixth day of classes of the subsequent semester. In 2009, we introduced online wait lists to document student interest. Faculty members have also been encouraged to post their syllabi online so students have more information about a prospective course.

In particular, we have streamlined first-year registration. Each June, incoming first-year students submit course preferences electronically, rank ordering their top five first-year seminars and listing three other preferred courses and one set of alternates; before 2016, students were asked for nine preferred courses plus alternates. While placement in first-year courses was done manually until 2014, a new placement system utilizes an algorithm, prioritizing student preferences and balancing for gender and international-student status. Every entering student is now assured of getting into at least one of their first-choice classes. Since 2015, moreover, "[Trinision Fellows](#)," who are part of the new Bantam Network, have played a valuable role in assisting first-year students in registering for spring courses.

Transfer Credit

The faculty and CC, working with the registrar, oversee the [transfer credit policy](#). Under the policy, stated on the College website and the "Application for Transfer Credit," students can transfer a maximum of 18 credits for courses in which they received a grade of C- or better, while individual departments determine the number of transfer courses permitted toward the major. A maximum of 9 course credits may be awarded for Advanced Placement or the International Baccalaureate. Graduate students, in turn, can transfer up to two graduate courses from another institution if they earned a grade of B- or better. At the undergraduate level, Trinity permits transfer credits only for courses offering "exposure to the bases in literary, philosophical, interpretive, or scientific understandings fundamental to the liberal arts." It does not accept courses that train students in technical or professional skills or courses taken online. To make more

transparent Trinity's policies for transfer credit, the Registrar's Office revamped in 2015 the portion of its Web page describing transfer credit, including clarifying policies for college courses taken during high school, AP and IB credit, as well as courses taken over the summer, while studying away, and during periods of voluntary or required withdrawal.

In transferring credit to Trinity, the following conversions apply. A course earning three to four semester hours at another school is equivalent to 1.0 Trinity course credit (science courses offered for four semester hours with full laboratories will transfer as 1.25 course credits, and those offered for three semester hours will transfer as 1 course credit), a two-semester hour course is equivalent to .5 Trinity course credit, and a one-semester hour course is equivalent to .25 Trinity course credit. These conversions, and their equivalencies for quarter-hour systems, are posted on the registrar's website.

Academic Integrity and Standing

All entering students sign a [Student Integrity Contract](#), outlining expectations that they will abide by the highest standards of intellectual honesty. The College's policy on academic integrity is detailed in the *Student Handbook*, and it specifies the procedures to be followed for cases involving academic dishonesty. Student Affairs deans administer such cases, which involve a confidential hearing panel that considers the preponderance of evidence in determining whether a violation of College policy has occurred. Penalties for students found guilty consist of censure, suspension, or expulsion. A student accused of violating academic integrity may initiate an appeals process on the basis of procedural errors, newly discovered information, evidence of bias, or fundamental unfairness of the penalty.

The AAC and the IDP Council are responsible for evaluating the academic standing of traditional and IDP undergraduate students, respectively, according to standards established by the faculty. The standards for good academic standing are, for students matriculating in fall 2016 or later, a minimum 2.0 cumulative GPA, except for the first term of enrollment when the minimum cumulative GPA is 1.667; prior to fall 2016, the minimum cumulative standard for all students was 1.667. Additional standards include non-failure of .5 credit or more during the semester and completion during the fall and spring semesters of 4 attempted credits (for traditional undergraduates) or two-thirds of attempted credits (for IDP students); during the summer term, two-thirds of attempted credits must be completed. Grades from credits transferred are considered earned but not included in the GPA. Grades from courses taken while studying away are factored into the GPA if they were taken at one of Trinity's international sites or through the [Hartford Consortium for Higher Education](#) or [Twelve-College Exchange](#).

At the end of each term, the AAC and IDP Council meet to review whether students have met the standards for good academic standing. Students found not to be in good academic standing are placed on probation; they must remain enrolled at the College and not take any courses on a pass/fail basis. If a student is on academic probation and fails to attain good academic standing by the end of the probationary period, they are required to withdraw from the College; the exception to this is for seniors in their last semester prior to graduation, who will have the notation of probation placed in their permanent record. In extenuating circumstances, students may petition for a waiver from required withdrawal. Students on withdrawal may also petition to have credits for courses taken at another institution transferred to Trinity.

To return to the College from a leave of absence or voluntary withdrawal, students must submit a notification of intent to return by specified deadlines each semester. The registrar confirms with Student Affairs or the IDP Office that there are no academic impediments to returning. Students placed on required withdrawal can apply for readmission by submitting a petition to the registrar. The AAC or the IDP Council decides on the petition's merits, ensuring that any academic conditions stipulated have been met. Students returning from required withdrawal are on probation during the semester of return. Likewise, students who have been suspended may reapply for readmission to the registrar, who confers with the Dean of Students.

APPRAISAL

With new leadership and comprehensive strategic planning under way, there is an opportunity to consider changes to the academic calendar, including the length of semesters, the future of the January term, and whether to introduce noncredit-bearing degree requirements. In the meantime, we need to improve how we communicate expectations about out-of-class work. While we offer sufficient courses to allow students to

graduate within four years, we could do more to enhance students' satisfaction with course availability, including better advising students to understand the full range of options and the implications for career trajectories. First and foremost, however, we need to clarify our credit-hour policy, as described below.

Credit-Hour Policy

The Dean of Faculty's Office in 2011, responding to new federal guidelines about the credit hour, changed the value of a Trinity course credit from three to four semester hours. In the process of this self-study, we have concluded that four was not necessarily the correct conversion, as it requires our students to complete 144 semester hours for the undergraduate degree, well above the standard of 120. When the change was made, moreover, it did not reflect a broader conversation with faculty about course expectations. For these reasons, we are in the process of changing the suggested equivalent of one Trinity course credit to reflect more accurately student engagement per course. This process will entail a conversation with faculty committees and department chairs, intended to: a) inform faculty about credit-hour requirements; b) determine whether 3.5 is the appropriate credit hour to be awarded given expectations for student workload; c) consider changes to syllabi and course evaluations that will support the credit-hour policy; and d) change Trinity's credit-hour policy as soon as feasible and no later than March 2017; and e) ensure consistent standards for study-away and graduate-level courses.

Our evidence about the amount of out-of-class work that Trinity students are expected to undertake, and in fact undertake, is incomplete and must be improved. For example, to provide students with more information about courses, including expectations about workload, faculty members are invited to post their syllabi online; only 14 percent of courses do so. It is also optional for faculty to state explicitly on the syllabus expectations for time devoted to out-of-class work, a topic related to how learning occurs across disciplines. Online course evaluations do ask questions about the number of hours students work; however, under our current system, only 70 percent of courses in a given semester tend to have an online evaluation completed by students. In departments for which we have data from course evaluations, most students (78 percent) report studying a minimum of four hours outside of class each week, while 35 percent report seven or more hours per individual course. As expected, students report working more hours in higher-level courses and in courses with labs. Yet improving the reliability of our data on the amount of time students work outside of class may require changes in how we administer course evaluations. This might entail, among other things, collecting similar information from all courses, which would place us more in step with our peers, or asking questions more consistent with mandated expectations about the credit hour.

While we factor Trinity Days into our awarding of academic credit, how these days are used varies widely — from organized academic events to students leaving campus to complete assignments. A broader conversation about the expectations associated with this two-day period each semester would be valuable, especially since the current practice does not seem to match the expectations stated in the *Bulletin*: “[B]ecause the College is in session, students are expected to remain on campus during Trinity Days.”

Internships and Teaching Assistantships

Trinity has guidelines and processes to ensure that when students earn credit for experiential forms of learning, such as internships and teaching assistantships, they include an academic component. The Career Development Center (CDC) has worked in recent years to align student responsibilities in internships with [Department of Labor](#) criteria, confirming that each internship contains substantive learning opportunities. Faculty sponsoring an internship work with the student to design learning goals and assignments and to identify how the internship relates to other academic work; this is stated in an internship contract that each student submits to the CDC. That office administers the internship, including managing employer relations and legal compliance, while the faculty member assigns grades and oversees the awarding of credit. The current model of .5 credit “exploratory” and 1.0 credit “academic” internships arose in a particular context and in response to somewhat lax academic oversight. It needs to be situated within a coherent vision about the place of internships and co-curricular learning in a Trinity education.

Regulating the awarding of credit for undergraduate students serving as teaching assistants has proven more difficult. According to College policy in the *Student Handbook*, students who earn academic credit for teaching assistantships should be primarily engaged in academic work. Furthermore, students selected to be teaching assistants should have superior academic records. Teaching assistantships are a popular

option; each semester between 2010 and 2015, 93 students on average (ranging from 76 to 120) earned credit as teaching assistants. While our students generally report in senior exit interviews their positive experiences as teaching assistants, no mechanism exists for students or faculty to provide concrete feedback. Considering the large number of affected students and that 96 percent of the grades awarded in recent years (2010-15) were an A- or higher, we should examine this issue more closely.

Challenges in Transferring Credit

Despite ongoing improvements in the registration process and transfer of credit, some students still find transferring credit relatively cumbersome. The transfer of AP credit, for example, can be confusing, and we are working to streamline and centralize how this information is presented. Likewise, transferring courses after studying away has not always been a smooth experience. While students are expected to have 10 courses preapproved before going abroad, they often end up taking other courses, which can delay the transfer of credit. Finally, transfer students can have difficulty getting into courses with prerequisites since the system does not always recognize their courses as having satisfied the prerequisite. Until now, moreover, there has been some ambiguity in how incoming students with transfer credits are coded in the system, sometimes according to their starting credits and other times based on their expected graduation date, with implications for when they can register.

Course Availability

We need to explore the sources of student satisfaction with course availability more fully, and therefore perceptions of how academic needs and College offerings match. Students sometimes report difficulty in securing a seat in courses. Recent data from the COFHE Enrolled Student Survey shows that 36 percent of our students were “generally” or “very” dissatisfied with course availability. Our own course evaluations for first-year seminars in 2014 showed that 14 percent of students were “very dissatisfied” or “dissatisfied” with the courses in which they enrolled. Does student demand in a field reflect an insufficient number of seats, particularly in introductory-level courses, or a preference for specific time slots, particular instructors, or large survey classes? A misunderstanding of the majors best suited for potential career tracks? A general reluctance to explore less familiar topics or a student’s discontent with not having satisfied prerequisites? One benchmark that the Dean of the Faculty’s Office has used for determining the adequacy of seats is comparing the number of seats we offer with those of peer institutions, taking into account the size of the student body and the number of faculty FTEs in a department; we often find that we offer more seats in introductory courses than most of our peers. In addition to tracking enrollment data and comparing our offerings with those of our peers, while allocating positions as needed, we must also find ways of better advising students and communicating how their curricular options and career pathways can be linked.

Other small changes could further improve students’ experiences with course availability. For example, responding to student and faculty frustration with having to navigate multiple sites for course information (*Bulletin*, Portal, and TCOOnline), Information Services could explore better integrating and syncing systems. Following the lead of some of our peers, we should also continue revising our guidelines for scheduling classes by department. Likewise, the process of using course wait lists should be revisited, since not all courses use this mechanism, which is activated at the discretion of each instructor.

Other Credit-Related Issues

In 2010, the Curriculum Committee resurrected a discussion about reducing the number of credits required to graduate from 36 to 32, which would permit students to carry four-course loads throughout the fall and spring semesters. The committee concluded that there would be insufficient faculty support for the change, especially among science faculty, some of whom saw such a reduction as signaling a decline in rigor. A look at actual course loads indeed challenged the assumption that, among the 36 or more credits taken to graduate, too many were being taken in physical education or other nontraditional courses. Since then, however, many students and faculty have voiced ongoing support for the change, emphasizing that the quality of academic work would rise with a more focused workload that is in step with most liberal arts colleges. The current strategic planning process presents an opportunity for considering alternative models.

Summer offerings and the January term can be other useful ways for students to earn credit outside of the regular academic year. Trinity’s summer course offerings, however, have not been developed systematically

or strategically. The Registrar's Office sends a note each spring to faculty asking for volunteers to teach during the summer, resulting in relatively few courses and fairly low enrollments. Dedicating staff to this responsibility could lead to more robust development of a coherent summer program, and therefore more calendar options for degree completion. The faculty as a whole voted to approve the January term in 2013 as a three-year pilot, then in 2015 unanimously extended it for another three years. The decision to renew was based on annual program reviews by the CC and Dean of the Faculty's Office.

In a rapidly changing technological landscape, moreover, the decision of residential liberal arts colleges not to award academic credit for online courses is understandable, but this topic must remain under critical scrutiny. As any registrar's office will confirm, given the increasing availability of online offerings at many research universities, it is not often possible to identify an online course; no doubt, even institutions like ours that do not recognize online credit are awarding it inadvertently.

Finally, we have different governance bodies regulating policies and academic standing depending on the student population: the Academic Affairs Committee for traditional undergraduates, the IDP Council for nontraditionally-aged students in the IDP Program, and the Graduate Council for graduate students. To ensure institution-wide coherence, we should consider having a single broader body that includes representation from the IDP and Graduate Councils as well as the registrar.

PROJECTIONS

- The Dean of the Faculty's office will work with the Curriculum Committee to amend Trinity's credit-hour policy as soon as possible, including by engaging faculty members in a conversation about students' expected workloads and establishing processes for ensuring that the policy is understood and followed.
- As part of the upcoming strategic planning process, the number of credits required for Trinity's undergraduate degree will be revisited. Proceeding from a vision of what we expect our students to learn when they graduate from Trinity, the dean of the faculty will lead a conversation addressing an interrelated set of questions about the appropriate length of an academic semester at Trinity; any changes to the academic calendar, including the future of the pilot January term; the possibility of decoupling some learning experiences or degree requirements from academic credit per se (e.g., physical education courses); and the place of internships and teaching assistantships.
- Faculty Conference will examine and recommend to the dean of the faculty whether oversight for academic policies should reside within distinct bodies (i.e., AAC, IDP Council, Graduate Studies Council) or whether an alternative, more integrated structure should be devised to support all student populations.
- The Dean of the Faculty's Office, in consultation with CTL and the CC, will produce a set of expectations for teaching at Trinity; relatedly, detailed guidelines and best practices for structuring syllabi and clarifying expectations about student learning will be circulated.
- The Dean of the Faculty's Office will continue working with the registrar to streamline and centralize information about the transfer of AP credit, as well as regularize how transfer students are assigned class year. Likewise, the new director of study away will work with faculty directors of our overseas programs to ensure that Trinity courses taught abroad meet the same academic standards as those taught in Hartford and that the process for transferring credits after studying away is improved.
- To ensure that students have access to an adequate number and range of courses needed to graduate and thrive, the Dean of the Faculty's Office and the EPC will continue relying on enrollments and comparative data to inform planning around staff and course offerings; various College offices and department chairs will continue working to strengthen the ways in which advising and communications shape student expectations of course availability; and Information Services will consider integrating more seamlessly multiple sites of course information, with the goal of maximizing access to reliable information. Ultimately, the Dean of the Faculty's Office will be responsible for academic staffing decisions and academic space allocations.
- The Resources Subcommittee of the [Bicentennial Strategic Planning Commission](#) will consider possible investments in expanding summer offerings.

**Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		2,132	3					2,135
Main Campus PT		93	80					173
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	2,225	83	0	0	0	0	2,308
Total FTE		2,163.00	29.67					2,192.67
Enter FTE definition:		FT + (PT/3)	FT + (PT/3)					
Degrees Awarded, Most Recent Year		529	49					578

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

FTE of completers based on unduplicated headcounts was calculated as follows: $FTE = (\# \text{ FT headcount}) + (\# \text{ PT headcount}/3)$

**Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT		27		27	2,135	2,162
Main Campus PT		15		15	173	188
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	42	0	42	2,308	2,350
Total FTE		32.00		32	2,192.67	2,224.67
Enter FTE definition:		FT + (PT/3)			FT + (PT/3)	
Certificates Awarded, Most Recent Year						

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

FTE of completers based on unduplicated headcounts was calculated as follows: $FTE = (\# FT \text{ headcount}) + (\# PT \text{ headcount}/3)$

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)



For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)

Certificate (add more rows as needed)

na	-	-	-	-	-
Total	0	0	0	0	0

Associate (add more rows as needed)

na	-	-	-	-	-
Total	0	0	0	0	0

Baccalaureate (add more rows as needed)

American Studies	36	52	50	39	28	30
Anthropology	36	27	18	25	21	20
Art History	36	38	33	31	25	25
Biochemistry	36	11	12	20	15	18
Biology	36	31	36	53	63	60
Chemistry	36	12	10	10	18	20
Classics	36	5	12	13	20	20
Comp Coord: Misc	36	7	10	6	3	5
Computer Science	36	15	33	42	34	35
Economics	36	154	168	173	176	180
Educational Studies	36	24	16	18	19	20
Engineering	36	51	41	57	61	65
English	36	80	79	82	69	70
Environmental Sciences	36	24	31	35	31	32
French	36	8	13	13	14	14
German	36	11	6	9	6	5
Hispanic Studies	36	15	21	25	25	25
History	36	65	54	54	58	60
Ind St	36	28	35	4	3	5
Film / Interdisc.	36	0	-	11	7	10
Int'l St: Misc	36	48	42	59	60	60
Italian	36	5	7	7	3	5
Jewish Studies	36	1	-	1	-	-
Mathematics	36	34	44	48	46	45
Music	36	10	11	10	8	10
Neuroscience	36	54	47	47	46	45
Philosophy	36	28	21	28	29	30
Physics	36	10	3	3	11	10
Political Science	36	147	179	163	137	130
Psychology	36	93	88	94	112	115
Public Policy	36	56	65	62	53	55
Religion	36	8	10	8	6	5
Russian	36	1	1	1	-	-
Sociology	36	23	27	36	33	30
Studio Arts	36	15	9	5	7	7
Theater & Dance	36	20	10	17	16	18
Urban Studies	36	12	19	23	32	35
Women, Gender, & Sexuality	36	3	4	4	3	4
World Literature and Culture	36	0	-	1	1	1

Total	1,226	1,265	1,337	1,299	1,324
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Total Undergraduate

1,226

1,265

1,337

1,299

1,324

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursi

Please enter any explanatory notes in the box below

Trinity students must complete 36 course units to complete an undergraduate degree.

**Standard 4: The Academic Program
(Headcount by GRADUATE Major)**

? For Fall Term, as of Census Date
?

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)

Master's (add more rows as needed)

? American Studies	10	22	30	25	28	30
English	10	12	14	29	15	20
History	10	2	1	1	0	0
Public Policy	10	35	36	31	40	45
American Studies (BA/MA)		0	0	0	0	1
Neuroscience (BA/MA)		0	0	2	0	1
Total		71	81	88	83	97

Doctorate (add more rows as needed)

?						
Total		0	0	0	0	0

First Professional (add more rows as needed)

?						
Total		0	0	0	0	0

Other; specify (add more rows as needed)

?						
Total		0	0	0	0	0

Total Graduate

71 81 88 83 97

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

**Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)**

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)*	Next Year Forward (goal) (FY 2018)
Undergraduate (add more rows as needed)					
American Studies	1,588	1,435	1,398	1,035	1,000
Anthropology	1,848	1,679	1,696	1,585	1,500
Biology	2,455	2,511	2,601	2,381	2,400
Chemistry	2,090	2,197	2,045	2,084	2,000
Cities Program	117	170	173	153	175
Classics	785	985	1,090	1,162	1,100
College Course	431	380	471	293	300
Comm. Learning Integ. Colloq.	68	70	58	53	55
Computer Science	1,292	1,317	1,289	1,187	1,200
Economics	5,319	4,950	5,000	4,620	4,750
Educational Studies	544	644	637	438	500
Engineering	1,378	1,204	1,755	1,632	1,600
English	4,280	3,923	3,976	3,771	3,800
Environmental Science	866	697	537	830	800
Fine Arts - History	1,642	1,685	1,377	1,597	1,500
Fine Arts - Studio Arts	958	953	983	1,007	1,000
Formal Org Minor	253	260	543	620	600
FY Program	67	80	77	78	80
FY Seminar	1,766	1,915	1,731	1,808	1,800
Guided Studies	235	260	232	0	0
Health Fellow Pgm	107	102	83	203	200
History	3,020	3,175	3,193	2,903	3,000
Human Rights Studies	195	142	247	273	275
IDP Seminar	97	103	103	73	75
Independent study	3	37	20	3	10
Integ Sc. Prog	173	142	133	160	150
Inter Arts Program	117	180	137	147	150
International Studies	1,610	1,447	1,408	1,570	1,500
Internships	170	177	238	60	175
Jewish Studies	390	367	360	280	300
Mathematics	4,237	4,307	4,342	4,401	4,400
Modern Languages	5,301	5,554	5,296	4,771	5,000
Music	1,332	1,295	1,523	1,154	1,200
NeuroScience	653	690	523	701	700
Philosophy	2,326	2,238	1,665	1,575	1,500
Physics	1,016	945	978	863	800
Political Science	4,372	4,410	4,466	4,041	4,000
Psychology	3,734	3,983	4,230	4,207	4,200
Public Policy & Legal St.	1,921	1,837	1,590	1,432	1,400
Religion	1,883	1,961	1,783	1,537	1,500
Sociology	1,607	1,564	1,532	1,660	1,600
Theatre and Dance	1,561	1,282	1,267	1,287	1,200
Urban Studies	205	517	603	782	800
Women, Gender, & Sexuality	383	543	307	273	250
Rome Campus	1,918	1,410	1,487	1,347	1,300
Barcelona	120	205	207	117	100

Trinidad-Tobago	135	153	147	130	130
Self-inst mod lang	147	0	0	0	0
Total	66,714	66,081	65,539	62,282	62,075

Graduate (add more rows as needed)

Public Policy & Legal St.	608	596	516	444	570
American Studies	372	452	394	284	347
English	80	112	208	80	122
History	4	0	4	0	
Neuroscience	0	4	36	0	
Total	1,064	1,164	1,158	808	1,039

Information Literacy Sessions

Main campus

Sessions embedded in a class

110	102	132	73**	
0	0			

Free-standing sessions

Branch/other locations

Sessions embedded in a class

0	0			
0	0			

Free-standing sessions

Online sessions

0	0			
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URL of Information Literacy Reports:

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Please enter any explanatory notes in the box below

*FY2017 estimates as of January 17, 2017. Students are still enrolling in spring 2017 courses. Final counts will be produced once the semester starts.

** As of November 1, 2016

Standard Five/ **Students**

Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve. The institution addresses its own goals for the achievement of diversity among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

Overview

Trinity College is committed to offering its approximately 2,200 undergraduates and 100 graduate students an outstanding liberal arts education, including wide-ranging co-curricular opportunities for engagement and learning. We recognize that the first step in ensuring an exceptionally strong educational environment resides with enrolling students who will thrive at Trinity. In 2015, the College took steps to strengthen its recruitment and enrollment of students. Trinity's admissions program underwent a major review and retooling, with the goal of attracting and retaining more high-achieving students from a broader array of backgrounds and parts of the country and the world, as well as the personal characteristics enabling them to flourish at Trinity. We expect that these students will join with others on campus to shape student life in positive and forward-looking ways. Outside of the classroom, Trinity students are at the heart of co-curricular life, providing the energy and creativity that propel the activities of more than [100 student organizations](#) and initiatives. Indeed, our most successful students are highly engaged in and out of the classroom. Since the last self-study, the College has committed additional resources to co-curricular programs, and multiple initiatives in the last two years have benefited from a high degree of student input. Actively inviting student participation in decisions about campus programs, space usage, and major initiatives has been a defining characteristic of Trinity's new president, and the results have been positive both for students' own development and for the College as a whole.

Admissions

DESCRIPTION

Trinity's Admissions Office recruits students who are prepared to undertake a rigorous academic curriculum, to engage in life on campus and in our home city of Hartford, and to contribute to the Trinity community. We aspire to keep the College within reach of all talented students, regardless of financial circumstances. Trinity is firmly committed to [meeting the full, calculated need of all admitted applicants](#), and approximately 40 percent of students receive need-based financial assistance from Trinity.

The College's undergraduate student body also includes more than 90 nontraditionally-aged students enrolled in Trinity [IDP \(Individualized Degree Program\)](#). Students admitted through the IDP Office are subject to standards comparable to those of the traditional undergraduate population, though there has been little interface with the College's Admissions Office. IDP students enroll in the same classes as our traditional undergraduates and adhere to the same degree and other requirements.

In June 2015, Trinity appointed a new vice president for enrollment and student success. This newly created, cabinet-level position is leading an expanded division at the College and spearheading a new philosophy and approach toward enrollment goals and initiatives. The scope of the new position underscores the importance not only of enrolling a talented and diverse student body but also of creating and implementing strategies to ensure their success while at Trinity and after graduation. The vice president manages a division that comprises admissions, financial aid, career development, and retention. Enrollment management is an increasingly complex and data-driven initiative at Trinity, and its outcomes have important implications for the overall health of the College. This new division is taking a strategic "cradle to grave" approach to enrollment, ensuring that Trinity is enrolling students who embody the institution's mission and goals while using data and strategy to improve students' success at Trinity. The division also

works to ensure that students are prepared for graduate school and career paths — better equipped to lead a life of meaning and purpose.

The Admissions Office communicates the College’s academic and co-curricular programs, and the characteristics of the students who will thrive here, in multiple ways. In addition to offering information on the College’s website, the Admissions Office utilizes various digital and print formats to reach prospective students, as well as personal interviews and visits to high schools and college information sessions. Information about financial aid is similarly available, including a Financial Aid Office whose experienced staff is readily available. (See also Standard 9.)

Additionally, Trinity has graduate students who pursue a [master of arts degree](#) in a part-time evening program that features the same small classes and academic resources that characterize our undergraduate program. During any given semester, approximately 80 to 100 students are enrolled in classes toward a degree in one of the academic programs described under Standard 4. Students enroll in Trinity’s graduate programs for both professional advancement and personal enrichment, and they may apply for either matriculated or nonmatriculated status. Applicants must submit college transcripts, demonstrated proficiency in graduate-level writing and in the area of specialization sought, letters of recommendation, and evidence of some background in the liberal arts. GRE scores are not required. The academic director of the particular degree program, together with a faculty committee, evaluates applicants; and in recent years, there has been little interaction with the Office of Admissions. Trinity’s Graduate Studies Program abides by the same nondiscrimination policies in its admissions as does our undergraduate program.

APPRAISAL

New Admissions Strategy

The 2015-16 academic year reflected sweeping changes for the Office of Admissions. The new vice president for enrollment and student success conducted extensive analysis of Trinity’s historical enrollment practices and data. He then set new goals and initiatives that took into account Trinity’s unique strengths in the marketplace, strategizing around domestic and international demographic data and trends. The following are several of the strategies the division has implemented:

- *Creating a new predictive model.* The College worked in conjunction with a higher education consulting firm to build an econometric predictive model. Since the College did not have a tuition revenue model prior to 2015, the new model was built using student and family data to help predict yield, revenue potential, and aid expenditures.
- *Increasing yield.* In an effort to increase yield, the College reintroduced Trinity- and Hartford-specific essays to the Common Application. In 2010, in an effort to increase applications, the College had dropped the essay requirement. While the number of applications had increased significantly as a result, the yield had decreased substantially. The reinstatement of essays represented a strategy to help the Admissions counseling staff understand which students really wanted to attend Trinity and/or live in the city of Hartford and why. The essay was also used as a tool to predict yield.
- *Identifying demonstrated interest.* In another effort to increase yield, the College began collecting extensive data on demonstrated interest by potential applicants. Any contact point between a student and the College was recorded in a newly purchased Client Relations Manager (CRM) system and uploaded to a student’s application. This helped the enrollment team best predict the behavioral patterns of prospective students and their families. It is important to note that yield efforts also mark the beginning of retention efforts. The more students the College enrolls for whom Trinity is a “first choice” institution, the more students the College could potentially retain.
- *Instituting “test optional” to better predict success in college.* In October 2015, the College moved to a [test-optional policy](#). Research shows that standardized testing is not the best predictor of success in college. The College decided to make standardized testing optional to encourage students who are academically curious, engaged, and high achieving in the classroom to apply to Trinity, without having to worry about how the standardized test scores would affect the admissions decision.

- *Including alternative predictors of success in evaluation.* In addition to adopting a test-optional policy, the College began using alternative predictors of success in its admissions evaluation. Personal qualities (or noncognitive skills) that research has shown to predict success were highlighted through interviews, recommendation letters, and surveys from high school counselors. These qualities include (but are not limited to) curiosity, grit, optimism, overcoming adversity, and the ability to be comfortable expressing a contrarian viewpoint. This new initiative ensured that the Admissions team was expanding its definition of what it means to be “successful” in college, and it created an intentional process for enrolling students of extraordinary personal character.
- *Expanding outreach geographically.* While Trinity has traditionally relied on the Northeast markets to enroll the majority of its students, our new focus has expanded to areas of the United States where the high school student population is growing. In 2015, the College began recruiting extensively in the West, in the Rocky Mountain states, in the South, and in the Midwest. In 2016, a full-time admissions representative who lives in California and cultivates the western market was hired. The Admissions Office counseling staff also has expanded its outreach with community-based organizations (CBOs) that serve first-generation, low-income students around the country. In addition, in 2016, the College began expanding its international outreach efforts in Greater Asia (including India), the Middle East, and South America. Finally, we have implemented an extensive high school counselor outreach program around the world to help counselors understand the value of a liberal arts education at Trinity College. Trinity has committed to hosting the national conference of the Association for College Counselors at Independent Schools (ACCIS) in summer 2017. More than 400 counselors will be in attendance.
- *Implementing a new scholars program and community.* The College created a new [1823 Scholars Program](#) in 2016. This scholarship was awarded to students who possess strong academic talent and also embody personal characteristics that the College values most. The scholarship program was created as a yield and retention tool. The scholars receive financial incentive, but also importantly, they form a community upon arriving on campus. They have special events with the president of the College, are given priority for honors seminars and internships, and attend lectures with prominent alumni. The research on successful scholarships posits that programming components must accompany monetary incentives for them to be most effective. Trinity has implemented the 1823 Scholars Program as a best-practice tool in recruitment and retention.

Admissions Outcomes

As of May 1, 2016, Trinity had enrolled 596 students in the incoming first-year class. The yield went from 22 percent in 2015 to 30 percent in 2016. For the first time in the College’s history, 53 percent of the students in the class are women, and 14 percent of the students are the first person in their families to attend college. The College also doubled the number of students from the West Coast and increased the number of international students (73 students in 2016 versus 58 in 2015). In an effort to continue increasing the number of diverse student leaders, the College partners with the Posse Foundation in New York and Chicago. Additionally, after an extensive expansion of recruitment efforts at CBOs around the nation, many of the College’s first-generation, low-income students are coming to Trinity from a much more diverse geographic range. First-generation students from areas as dispersed as Los Angeles, Seattle, Tennessee, Colorado, and Florida joined the Class of 2020.

Forty percent of students who enrolled in 2016 did not submit SAT scores, while the overall academic quality of the incoming class improved significantly. For example, Trinity enrolled 10 Presidential Scholars (up from four the previous year) and 75 1823 Scholars in our new merit scholarship program. In addition, the class has 50 fewer students enrolled from the bottom of the academic index and 50 more in the top index.

The College’s leadership understood that the introduction of the new Trinity- and Hartford-specific essays would lead to a drop in the number of applications. During the 2014-15 cycle, Trinity had 7,570 applications; after the introduction of the essay, the following cycle brought 6,073 applications, a 20 percent decline. Our focus, however, was on yield — not the number of applications. As already noted, the College’s strategic and data-driven decision making proved to be successful. The yield was 8 percentage points higher than the previous year, and the College was able to keep the admit rate the same as the

previous year (30 percent). Given the strategies in place for strategic recruitment in the near future, the College expects to see an upward trend in applications moving forward.

While generous alumni, parents, and friends of Trinity have contributed gifts to establish scholarships, and named awards support more than 500 Trinity students each year, a continuing goal is to increase the College's endowment to offer financial aid to more talented applicants. The recent [Presidential Financial Aid Leaders Initiative](#), which raised \$10 million in one year, is a testament to Trinity's generous donors, but more still needs to be done to increase financial aid resources.

Retention

Although Trinity's first-year retention rate is strong compared with the national average, the institution aspires to be closer to the range of its NESCAC peers, whose retention rate percentages range from the low- to mid-90s. Improving retention continues to be a challenge, though recent investments are quite promising. Indeed, our first-year retention increased in fall 2016 to 90 percent from 88 percent the previous year. Under new leadership, the College has implemented additional strategies to address retention and student satisfaction. Chief among these was the Bantam Network (described more fully below), a mentoring network instituted in the fall of 2015 to help incoming first-year students acclimate to college and Trinity. The [Bantam Network](#) places new students into groups (called Nests) of approximately 60 students who live near each other and are supported by a unique network (faculty, staff, upper-level students, and a Transition Fellow) and shared communal experiences (e.g., group dinners, events in Hartford). The College expects that, by supporting students in their first year, the Bantam Network will have a positive impact on retention.

The reasons Trinity students leave are varied, and exit surveys collected by the registrar and Office of Institutional Research present three distinct themes. First, there are students for whom Trinity was not their first choice. These students arrived on campus with the intention of transferring. The new admissions evaluation process with its strategic focus on discerning demonstrated interest hopes to tackle this issue. Second, other students who transfer express dissatisfaction with the social life at Trinity. While only approximately 20 percent of students are affiliated with Greek organizations, the perception is that it holds a larger space in Trinity's ecosystem. The new dean of campus life is addressing some of these issues, as is the new campuswide Campaign for Community, a student-led program to identify and build a community that is more inclusive and respectful of all its members. Finally, some students express dissatisfaction with the lack of academic commitment and curiosity by some of their peers. Faced with some of the fiscal pressures of the recent past and absent strategic planning, the College admitted some students who were below the academic profile to meet revenue targets. Consequently, a small section of the Trinity student population does not exhibit the same level of commitment and curiosity that characterizes our academic culture at its best. The new admissions strategies are working to mitigate this issue, as evidenced by the profile of the newest class. This begins to close the gap in academic achievement and curiosity, and it is a process that we will continue to follow with future incoming classes.

In fall 2015, the vice president for enrollment and student success built on work over the past decade to create an institution-wide retention committee that would understand the challenges Trinity faces relating to retention and would begin setting goals. Its members are creating a strategic plan to support retention. The plan will be implemented by a new director of student success who was hired in August 2016 and charged with serving as the point person for coordinating retention-related work on campus. While retention efforts will span the four-year Trinity experience, we will focus most energy on the first year. Trinity retains 90 percent of its first-year students, and those who stay graduate at high rates (86 percent).

As the College moves forward with new admissions and retention approaches, we will analyze retention in more detail and holistically. Now that Admissions is collecting as much data as possible on students, it will be easier to track students from enrollment through graduation, based not just on traditional measures such as grades and SAT scores but also using overlooked dimensions such as first-generation status and socioeconomic standing. The construction of a new integrated data warehouse will also allow the College to make more data-informed decisions, better predicting which students may be at risk of leaving.

PROJECTIONS

- In 2016-17, the division of enrollment and student success will begin evaluating the effectiveness of new tools and strategies adopted, modifying them as needed.
- The new director of student success will collaborate with others across campus to create and implement a strategy to improve retention, with the goal of increasing first-year retention into the low- to mid-90 percent range over the next three to five years.
- The new director of student success will design programs to support first-generation, low-income, and transfer students, easing their transition to college and helping to ensure their academic success and social satisfaction; she will also create programs to support 1823 Scholars and Presidential Scholars.
- In continuing to expand its outreach to first-generation, low-income students, the Office of Admissions will partner with community based organizations (CBOs) around the nation, including *College Horizons*, a national organization that serves Native American students.
- As part of the current strategic planning process and a prelude to a comprehensive campaign, the senior leadership of the College will lead an effort to establish fundraising goals for financial aid endowment.
- The chief academic officer, in collaboration with the vice president for enrollment and student success, will review the admissions practices of IDP and Graduate Studies to ensure they are consistent with the College's Admissions Office practices.

Student Services and Co-Curricular Experiences

DESCRIPTION

The Student Affairs Division facilitates and oversees co-curricular life at Trinity and is committed to creating a vibrant and engaging life outside of the classroom, complementing in-class learning. Individuals in Student Affairs collaborate to create an affirming yet challenging campus community that leverages the diversity and talents of the student body. The division organizes the signing by first-year students of the [Student Integrity Contract](#) (Standard 9); and it oversees the annual edition of the [Student Handbook](#), which is readily available electronically and details the rights and responsibilities of students and all policies relating to student life, e.g., procedures for grievances and a confidentiality policy about accessing and disposing of student records. Students are also provided with explicit resources relating to sexual misconduct and assault, including a brochure that outlines rights ("[Your Rights—Your Options](#)"), as well as educational videos and other materials from the new Title IX coordinator aimed at prevention and reporting. A [website devoted to student life](#), in turn, showcases the rich array of student activities on and off campus, including information for new students.

As Trinity is a liberal arts college, our expectation is that learning occurs across the campus — on the athletic fields, in the residences, and wherever students gather. The co-curricular experience is indeed part of the fabric of Trinity life. Students are engaged in a multitude of co-curricular activities, which seek to develop their interpersonal and leadership skills, enhance their social connections and sense of belonging to the College, and simply allow them to have fun. Trinity students are members of [more than 100 student-run organizations](#) and are encouraged to generate ideas for new groups and organizations.

All of the co-curricular services available to undergraduate students are also available to graduate students, with the exception of participation in varsity athletics and the ability to live in campus residence halls. As with our undergraduates, the College is committed to ensuring the educational success of our [graduate students](#). Graduates students have a dedicated librarian for instruction and guidance, and they have access to Health Center and Counseling Center support, as well as the tools and programs of the Career Development Center; they also have use of campus dining facilities and the fitness center. The College provides the same accommodation resources to reduce barriers for students with any disability. A recently established graduate student association offers further opportunities for networking. The same applies to [IDP students](#), who also have targeted programs to meet their needs as nontraditionally-aged students.

Since the last self-study, the position of [dean of campus life and vice president for student affairs](#) was created to support more fully the work of the division. Additionally, a [third associate dean](#) was added to the office in 2014. Staff members in Student Affairs work to ensure that students are supported in meaningful ways, and they devote significant time to identifying student needs and aligning resources to meet those needs. In the last decade, the College has also undertaken a number of changes that have had a crucial impact on student life. Three of these initiatives, as we describe below, are particularly noteworthy: the Bantam Network, the Campaign for Community, and a set of outcomes implemented from the 2012 Report of the Charter Committee for Building Social Community. More generally, as we detail below, the College offers an array of services to support the needs of Trinity's diverse student body. For students studying away, on-site staff members offer and connect them to student-support services. It would nonetheless be helpful for a new director of study away to have these services comprehensively reviewed and advertised.

Dean of Students Office: The Gateway Resource

The four deans and one administrator in this office are often the first stop for students who have questions or concerns about their experiences at the College. The deans are available for advice on academic matters and general counseling about personal matters not requiring the services of a clinician, and they regularly assist students with their transition to college. Oversight of the College's conduct processes rests in this office. The Dean of Students Office is also a vital resource for parents, who frequently seek assistance with their student's college experience. Management of the administrator-on-call system as well as the campus emergency response, threat assessment, and behavioral intervention functions all fall within the purview of the office. Individuals in the office serve as a single point of contact for students seeking support, information, and guidance, directing them to specialized resources. The overarching goal of the Dean of Students Office, and all staff within the Student Affairs Division, is to ensure students' educational success. To this end, staff work with the resources and programs described below, and with other offices providing academic resources. (See Standard 6.)

Engagement with Hartford

A distinctive and critical component of a Trinity education is the College's location in the capital city of Hartford and the opportunities afforded students by this vital location. The [Office of Community Service and Civic Engagement](#) is a focal point for these opportunities, enabling students to help build strong, sustainable partnerships with the Hartford community and to strengthen service, community commitment, and civic responsibility — all central to Trinity's mission. These service opportunities complement academic courses offered through the College's [Community Learning Initiative](#), in which faculty members offer more than 40 courses each year that connect our students to the many communities of Hartford (Standards 4 and 6). The Career Development Center also offers more than 200 internships throughout the Hartford area across industries, ranging from theater to finance and communications.

Health and Wellness Services

Wellness — physical, mental, and emotional — has become an important priority when it comes to the ways in which we foster student growth. In 2015-16, for example, Student Affairs created a wellness team to respond to the use of alcohol and other drugs on our campus. As part of this effort, the College hired an expert in the field of wellness, a position that we are sharing with Wesleyan University. This individual works on both campuses in an effort to shape student culture, including using data to track measurable results.

[The Health Center](#). At the heart of the College's efforts to promote student health and wellness is the Trinity College Health Center (TCHC). Wellness denotes more than physical well-being; it is choosing and implementing behaviors that enable students to make informed lifestyle choices with regard to self-care of episodic illness, a nutritious diet, physical fitness, safety, sleep, the absence of substance misuse, healthy relationships, effective stress management, and communication of feelings and needs. The College believes strongly in this expanded view of wellness as a way to help students maximize their educational experience and achieve their highest potential.

The Health Center provides highly professional clinical care through several advanced-practice registered nurses, a licensed practical nurse, and a part-time medical director, offering students services similar to those of any private provider. The center hosts influenza vaccine clinics for the campus and special STD

screening clinics throughout the year that are co-sponsored with the Student Government Association. The Health Center also develops programs to address student health knowledge deficits, such as evaluating high-risk behaviors on campus, conducting one-on-one education for students who misused alcohol and were transported to the emergency room, and offering education programs on topics such as sleep, CPR, healthy sexual behaviors, eating disorders, wellness challenges, and stress.

The Counseling Center. Trinity's focus on health and wellness includes providing crucial access to the services of the Counseling Center. Three full-time psychologists, two postdoctoral fellows, four graduate trainees, and one consulting medication provider work together to provide high quality, confidential, and professional psychological services to Trinity students at no cost to its clients and, when appropriate, to provide referral services to professionals and institutions in Hartford and beyond. Demand for individual counseling and psychotherapy services is considerable and growing; nearly one-third of the student body seeks out the center's services each academic year, and almost three-fourths of all students will seek our counseling service at some point during their College careers. These figures have been consistent for the past three to four years. Education and outreach remain an important component of the center's activities, and the staff is available on an on-call basis for students in treatment and for after-hours consultation.

Accommodation Services

Trinity is committed to ensuring that students with disabilities have the same opportunities as others to thrive academically and personally in their Trinity experience. Three years ago, the College created the full-time position of coordinator of accommodation resources to assure that Trinity provides reasonable accommodations — including housing, meal plans, academic accommodations, and other support — to students who are substantially limited by a diagnosed disability. Among other fairly recent resources is a dedicated testing center where students who need more time, use of a computer, or other accommodation can take proctored exams during the school year. In spring 2015, the coordinator proctored 203 exams, a number that grew to 516 exams just one year later. Currently, between 15 and 20 percent of the students in each class have some kind of accommodation, and the need for these services is growing. We anticipate this will have an impact on staffing needs and facilities in the future. In addition, Trinity faces the physical accessibility challenges posed by an old campus. The College has retained an architectural firm to help us identify and prioritize the physical structures that should be modified for greater accessibility.

Support for Student Diversity: Students of Color and International Students

The last self-study highlighted the College's ongoing focus on ensuring a diverse student body and on providing support for students of different races and backgrounds. In 2005-06, 20 percent of students were students of color; and in the intervening 10 years, this percentage has ranged between 18 and 23 percent, standing at approximately 20 percent in recent years. In 2005-06, 3 percent of students were international students, a number that has increased to 10 percent in 2015-16.

The dean of multicultural affairs, who is also the chief diversity officer for the College, leads the Office of Multicultural Affairs and oversees all efforts to promote a richly diverse and welcoming Trinity experience for students and staff. The office helps to recruit and retain a more representative student body, supports multicultural student groups, coordinates the [Promoting Respect for Inclusive Diversity in Education \(P.R.I.D.E.\)](#) mentoring program (newly launched in the last self-study and now an ongoing and successful program), and promotes activities that build academic success and social satisfaction for students of color. Incoming first-year students of diverse backgrounds and cultures are supported by the P.R.I.D.E. program, which has a pre-orientation component, provides yearlong academic and social support, and seeks to increase awareness, acceptance, and collaboration among students of different cultures and backgrounds. The program recruits a group of dedicated and talented sophomores, juniors, and seniors as P.R.I.D.E. leaders who are trained to work with the first-year class throughout the year.

Recognizing the added concerns of students coming to a new country, the College's international student adviser provides academic, social, and cultural [advising for our international students](#). The adviser reviews aspects of the American educational system, such as faculty expectations for class attendance and participation, and she monitors students who are on academic probation. She also conducts immigration advising for J1 and F1 students. The office runs a successful host program for international students over holiday breaks, and it is currently building a mentorship program for international students.

Support for Student Diversity: Gender and Sexual Orientation

Queer Resource Center. Since the last self-study, the College community has gained greater awareness of the need to support LGBTQ students and community members. In addition to the work of the Women & Gender Resource Action Center (WGRAC), the other focal point for this support is the Trinity College Queer Resource Center (QRC), which offers LGBTQ student support services and leads related campus initiatives. The center provides a professionally staffed space to support the educational, advocacy, and community-building efforts for Trinity's LGBTQ population of students, staff, and faculty. It aims to create a strong and cohesive identity of LGBTQ as part of the greater Trinity community and ensure that all members of the campus feel they are a welcome and essential part of the Trinity experience. It provides student organizing assistance on LGBTQ issues; educational programming to the campus at large; and opportunities for exposure and insight into LGBTQ life and culture. The student organization EROS (Encouraging Respect of Sexualities), the College's gay/straight alliance, is also housed at the center.

The Women & Gender Resource Action Center. WGRAC has been an essential site of advocacy, support, and welcome for all members of the Trinity community. Not only does the center advance awareness of women's rights and issues, it also works to promote "understanding . . . of the intersectional experiences of different economic classes, sexes, races, nationalities and ethnicities, ages, religions, genders, sexual orientations, and gender identities." WGRAC has been at the center of Trinity's efforts to educate students about sexual misconduct, to provide help to those who are its victims, and to work to reduce and even eliminate it. While the center's work extends beyond these efforts to include promoting respectful interaction between people of all genders and backgrounds, [its contributions to educating the campus about sexual misconduct](#) have been particularly important in the College's efforts, led by the president, to support the letter and the spirit of recent Title IX legislation. Staffed by a full-time director and a program coordinator and supported by student employees and volunteers, WGRAC is student focused, with the vast majority of activities and events being planned and implemented by students. Through supporting numerous student-initiated collaborative programs, offering one-on-one counseling and support, and working to create a more respectful and safe campus culture, WGRAC assists both in retaining students who may consider leaving the College and in supporting the individual development of all students.

Religious and Spiritual Life

Since the last self-study, the College has substantially expanded the opportunities for participation in [religious and spiritual life](#). The College is fortunate to have a vibrant and diverse spiritual and religious presence that is guided by the dean of religious and spiritual life and College chaplain. Spiritual and religious life at Trinity offers an important opportunity for students to deepen their faith, explore spirituality, and learn about the traditions and practices of others. Trinity hosts a remarkably broad range of traditions on campus, with many students active in programs through the Chapel, Hillel, the Muslim Students Association, Zen Buddhism, Episcopal or Roman Catholic ministry, and the Mindfulness Project. The position of Trinity's Muslim chaplain, which has existed since 2005, was among the very first created at any college or university in the country. All people of all faiths are welcome to participate in spiritual and religious programs and events on campus.

Career Development

In the last three years, Trinity has increased and diversified its [career development opportunities](#) for students. This emphasis reflects our institutional conviction that the liberal arts are relevant and valuable throughout one's profession, and the connections between academic learning and career trajectories should be articulated and bridged. A commitment to career development also responds to interest on the part of both students and their parents, no less than the demands of a competitive world. The Career Development Center (CDC) has expanded its base of digital and human resources to include specific, year-by-year preparation for students during their four years at Trinity.

This developmental approach is designed to help students begin career exploration and build relationships with CDC staff early in their college life. A new program for first-year students is emblematic of the change. [Exploring Your Options](#) is a one-day workshop that helps new students begin a career exploration process. Self-reflection, conversation, and interactive activities help students identify interests and abilities and find ways to connect these to potential majors and careers — all with the participation of faculty, senior

students, and alumni. Similarly, the [Bantam Student Success](#) program is an intensive, multiday “boot camp” for sophomores and juniors; and [Bantams and Beyond: Life after College](#) is a two-day program designed for seniors that includes alumni talks and more than a dozen skill-building workshops. About 70 percent of students who graduated in 2013 and 2014 reported visiting the CDC before their senior year.

The CDC has been successful in engaging alumni to assist students in learning about careers. In addition to on-campus visits and mentoring, alumni host students during industry-specific [Career Exploration Trek programs](#) in Hartford, New York, Boston, and Washington, D.C., offering insight into their professions. As another example, a newly created network of alumni representing different majors has offered to speak with students in those majors about career paths, graduate school, and professional trajectories. Programs such as these deepen students’ understanding of how the liberal arts can be put to use in the professional world.

The programs and tools provided by the CDC, which include connecting students to internships in Hartford and beyond, offer students excellent opportunities. Participation in some programs has been strong while in others it has been uneven, and encouraging student engagement is an ongoing goal. Experimenting with new approaches and creating more visibility for CDC programs and the CDC Office itself will be important.

[Athletics, Physical Education, and Recreation](#)

Trinity has a long and proud athletic tradition, and nearly one-third of Trinity’s students participate at the varsity level. The College sponsors 29 varsity sports teams that compete in NCAA Division III and in the highly competitive New England Small College Athletic Conference. While athletes form special, often enduring bonds with their teammates, integrating with others on campus does not appear to pose the same challenges for Trinity’s athletes as occurs at many larger institutions. Athletics are certainly demanding, but students and coaches understand that academics at Trinity take priority, and many athletes are among Trinity’s best students; the GPA of most athletes is in fact near the median for all students. Each of the 29 varsity sports teams has a faculty/administrator mentor who establishes a direct relationship between members of that team and the faculty, acting as a liaison. A challenge for Trinity’s Athletics Program is that, as a result of a decision made by the College in 2008-09 during budget deficits, 10 of the 29 varsity sports are funded by donations rather than through the College’s operating budget. This model poses a yearly fundraising challenge for Athletics, which can essentially compete with the College’s annual fund for the same donors. One goal would be to return funding of these 10 sports to the College’s operating budget.

The interests and expectations of incoming students have also contributed to the growth of our [recreation programs](#) (outdoor and fitness) and of club and intramural sports. Zumba, yoga, and spinning classes have joined other new outdoor education offerings in ice climbing, backpacking, and canoeing, for example. This growth is a positive reflection of our emphasis on student wellness. At the same time, the challenge of these programs is to ensure the resources to support them. A positive development is the current construction of new fields for football, soccer, baseball, and softball. This \$6.1 million project is made possible mostly through the generosity of donors, enhancing the playing quality of the fields and safety for athletes.

Residential Life

Outside the classroom, much of student life is centered in the residence halls. More than 90 percent of students live on campus in 25 residence halls. The College has made two significant changes to its housing in recent years. First has been the building of the [Crescent Street Townhouses](#), which offer apartment-style living for upper-level students, mirroring the model many will encounter after graduation. These new townhouses, the first new housing on campus in many years, are located in the southeast corner of campus, providing a new visual and communal anchor to that end of the campus. The second change took place in summer 2015 with the introduction of the [Bantam Network](#) program. Recognizing students’ desire to have gathering spaces to eat, cook, relax, and get to know each other, the College proceeded to [renovate the kitchen and lounge areas](#) of all residence halls housing first-year students. These spaces were gutted and given complete makeovers to provide inviting gathering places for students that included cooking facilities and lounge areas with comfortable new furniture, lighting, and large-screen monitors.

Beyond these two changes, the College has a [residential life](#) program, with professional staff and student residence assistants. Several residence halls are dedicated to particular interests, such as community outreach and health and wellness. “The Fred,” referenced in the last self-study as a new residence hall

concept in which students create alternative programming, such as poetry readings and open-mic nights, has been a resounding success. While the College has a regular schedule of maintenance and updates to residence halls, more in-depth — and costly — upgrades similar to those made to the first-year residence halls are needed in the majority of the College’s other residence halls.

Safety and Security

In ensuring students and others are safe and secure on Trinity’s campus, [Campus Safety](#) plays a vital role, reporting since 2015 directly to the vice president for student affairs. Indeed, since the last self-study, the College has invested substantial resources and made significant changes to its campus safety practices — in the training and deployment of personnel, technology, and security practices. Following a comprehensive review of the College’s safety practices in 2012 by a national consulting firm, Trinity increased the number of Campus Safety officers, deploying some on foot and bicycles (in addition to cars) so they are a friendly and common presence for students. A new director of campus safety increased the professionalization and service orientation of the department and modernized the office’s systems and procedures. To complement Campus Safety staff during the nighttime and early morning hours, the College hired additional contract officers to be a further presence on foot, an increased campus safety presence that students reported made them feel safer at night. Additionally, the College improved exterior lighting throughout campus, increased the presence of security cameras, and added more exterior blue-light phones. These measures, we believe, have created a safer and more secure campus, and we are committed to ongoing planning and evaluation to assure that campus safety functions are properly resourced and well run. Trinity College’s [Annual Security Report](#), including statistics of reported incidents, is available online.

APPRAISAL

The three noteworthy initiatives that we highlight here illustrate some of our challenges and successes in delivering student services and co-curricular experiences in the last decade. Many of the student services described above have been strapped for resources, yet they remain programmatically active; increasingly, moreover, they work collectively to maximize their impact on students’ lives. If anything, these initiatives demonstrate our institutional resilience and capacity to adjust and build effectively on our strengths.

The Bantam Network

A solid success has been the creation in 2015 of the [Bantam Network](#) for incoming first-year students. As described elsewhere in the self-study, the multimillion dollar cost of creating the earlier envisioned House System proved prohibitive; key elements of that proposal were nonetheless seen as critical in shaping a successful program for new students and supporting retention goals. Chief among these elements was the value of a team of mentors, addressing the multifaceted needs of today’s students, and the creation of ways for students to live and learn together to facilitate friendships and a sense of belonging. We also wanted the program to build early relationships between students and the city of Hartford, encouraging them to take advantage of the city’s offerings, and to begin preparing them for life after Trinity as engaged, civically minded persons.

The Bantam Network was the winning concept of a [design challenge competition](#) involving teams of students. The foundation of the Bantam Network is the first-year seminar. Students live in neighboring first-year residence halls and are joined together with four other seminar classes into a “Nest” of about 60 students. These Nests form an identity of collaboration, socialization, and exploration that grounds a student’s first-year experience. Teams of mentors that include faculty, staff, upper-level students, and a “Trinsition Fellow” — a full-time mentor and hands-on program guide who is a recent college graduate and has proven to be a key individual for first-year students — guide the 10 Nests.

Year Two of the Bantam Network. Feedback from the inaugural cohort of first-year students was very positive, pointing to the program’s effectiveness in helping students form friendships and foster relationships with mentors. Student Affairs immediately looked for ways to improve the program. For example, the Trinsition Fellows focused their efforts in year two on building outreach to students throughout the summer, contacting them with a survey to glean information about high school activities and interests. The fellows’ plan was to build community prior to the August orientation and to connect students to pre-

orientation activities likely to interest them. Trinity's pre-orientation programs allow students to come to campus five to six days prior to the first day of orientation, and typically about 225 students attend. This fall, because fellows were able to reach and engage them, 300 students attended pre-orientation programs, forging earlier and possibly stronger bonds with each other and the College.

A Bantam Network Experience for Sophomores. Seeking a way to extend the value of the Bantam Network to support students as they transition to the second year, a multi-office group worked in spring 2016 to design a second-year experience. The emphasis of the new second-year programming will be on career development and selection of an academic major, areas in which second-year students in particular value guidance and support. The program's goals, informed by national research and outreach to current second-year and first-year students, center around three modes of engagement: 1) engagement with academic pursuits, including selecting a major, exploring career options, and developing co-curricular interests; 2) engagement with Trinity, focused on campus involvement; and 3) engagement with Hartford, taking advantage of the cultural, educational, and social opportunities of our location. As a first step, a [Sophomore Resource Guide](#) has been prepared to help students navigate options.

The Campaign for Community

To reduce student "silos," foster respectful behavior, and encourage a sense of community and pride, the College's president launched the [Campaign for Community](#) in 2015-16. Led by student groups, the campaign was organized into five thematic teams of students who, with the involvement of faculty and staff, worked over fall 2015 to develop ideas that would address each thematic area: the academic environment, community involvement, sexual misconduct, school pride, and social environment. Following the presentation of team ideas before a large group of Trinity students and others at an event called TrinColl2Action, the audience voted for the best ideas to foster change. Supported by funds from the College, including the Office of the President, campaign teams are at work devising implementation plans for the selected ideas. These strategies are being presented in 2016-17, under the theme of "Living the Vision," with an invitation for further student participation to guide implementation. Meanwhile, the Campaign for Community is helping to define creatively how students might use the newly renovated student space in Mather. Like the Bantam Network, the Campaign for Community is grounded in ideas and solutions created by and for students.

Outcomes of the 2012 Report of the Charter Committee for Building Social Community

A long-standing issue for Trinity, dating back many years, has been the need to strengthen the College's social life and expand social options, with an anticipated positive impact on retention. One element of the social-life issue was the perceived dominance of fraternities and sororities within the College's social life and the administration's concern about excessive drinking and related behaviors. [The 2012 Report of the Charter Committee for Building Social Community](#), completed under the College's previous president, was an institutional exercise that sought to re-shape student life and community at the College. Certain initiatives in the Charter Committee report also had a profound effect on student attitudes and alumni support, which Berger-Sweeney addressed head on in fall 2015.

The 2012 report identified several recommendations that the College agreed to implement. Below is a review of the recommendations and the outcomes to date, which speak also to planning and evaluation efforts (Standard 2) and educational effectiveness, broadly defined (Standard 8).

- *Developing a House System that would serve as a new residential, intellectual, and social center for our students' lives, shaping their sense of identity within the College.*

Outcomes: The Bantam Network

Plans to develop a physical house system proceeded per the Charter Committee's recommendations and involved wide discussions with the campus community and outside planning with architects and others. Estimates for building redesigns approximated \$27 million — a staggering figure that the College could not afford. Following the transition to a new president, Berger-Sweeney challenged the College community to rethink this initiative with an eye toward creating a mentoring network. Relying on the overwhelming research that pointed to the critical role of mentoring in the development and success of college students, the focus shifted toward developing a program that would accomplish many of the goals of a physical

house system within our financial constraints. Following a series of discussions with various College constituents, the College launched a design challenge in fall 2014, as already discussed. The winning design was the Bantam Network, named after the College's mascot. The College moved quickly toward implementation. Renovations and upgrades were made to common spaces in all first-year residences at a cost of \$1.2 million, faculty mentors were selected, and Transition Fellows were recruited and hired in summer 2015. The program successfully launched in fall 2015.

- *Strengthening the first-year experience by extending orientation, expanding pre-orientation programs, and adding rigor and discernment as each student undertakes their intellectual journey.*

Outcomes: Expanded orientation and pre-orientation programs

The College has reinvigorated the [first-year orientation program](#) after a thorough review of offerings, scheduling, and impact. A broader committee of administrators, faculty, and students now informs the program, which relies heavily on student interns to help plan, develop, and vet the schedule during the summer before first-year students arrive. A strengthened selection process and additional training were put in place for orientation leaders. A wide array of mandatory and elective programs is also included in the orientation schedule, with ample opportunities for social connections among first-year students. With the introduction of the Bantam Network, many orientation activities are now organized around Nest cohorts. The orientation schedule is available via print materials, the website, and a smartphone app that students may download.

[Pre-orientation programs](#) were likewise overhauled. While the College has offered a wilderness/camping orientation for almost 10 years, we reinstated a robust set of pre-orientation programs with expanded offerings and broad participation by the campus community and partners in the city of Hartford. Current pre-orientation offerings at Trinity include:

- [Quest](#): options for 10- or 4-day backpacking and camping adventures;
 - [Venture Trinity](#): a three-day leadership conference for women;
 - [P.R.I.D.E](#): a three-day pre-orientation program for students of color and international students; and
 - [Bantam Beginnings](#): two-day programs led by staff and faculty with Hartford-based themes.
- *Improving the quality and quantity of social spaces, by investing in better lounges for each of the new houses; opening a reconfigured and refurbished Vernon Social; and designating other College properties as social spaces based on the organic input of students.*

Outcomes: Renovations to Vernon Social, first-year residences, and the Cave in Mather Hall

As mentioned, renovations in summer 2015 brought needed upgrades to social spaces in first-year residence halls to support the Bantam Network. Upper-year residences have not seen similar upgrades other than scheduled furniture replacement. [Vernon Social](#) underwent a significant \$4.2 million redesign in 2014 that repurposed a formerly drab, open hall into a multi-use facility with new eateries, multiple large-screen TVs, bleachers, outdoor fire pits, a stage and multi-zone sound system, Wi-Fi, and tables and chairs inside and out. During summer 2016, the [basement level in Mather Hall](#), our de facto student center, was redesigned and refurbished for approximately \$500,000. This area includes an existing eatery and now also features an open floor plan with space and furniture designed to facilitate meetings, discussion, and social events — again, designed with significant student input about food offerings, space, and furniture.

- *Reinvigorating the coeducation mandate, initially approved by the Board of Trustees in 1992.*

Outcomes: Elimination of the coed mandate

The coeducation mandate, which primarily affected Greek-letter organizations (GLOs), has long been a contentious issue for the campus community. The very presence of GLOs on Trinity's campus has been a point of debate for the past three decades, with the faculty voting at least twice over that period to abolish the Greek system. The Charter Committee's decision to reinvigorate the coeducation mandate generated significant resistance from the Greek community, the general student body, and the alumni population, many of whom withheld financial and nonfinancial support. While efforts were made to comply with the requirement of gender parity within each organization, the timelines established were not met. Coed membership would have caused several GLOs, whose national organizations prohibited it, to cease to exist

at Trinity. Simply put, students were not interested in coeducation for all social organizations; at the same time, others on campus debated how such a mandate would actually promote gender equity, social inclusion, and a stronger sense of community among fractured groups.

After her arrival in July 2014, Berger-Sweeney spent the first year of her presidency reviewing the issue in all of its complexity and soliciting input from a wide range of constituencies. In September 2015, she [recommended to the Board of Trustees that the coed mandate be removed](#), saying that it would not be successful in achieving its stated objective of effectively ensuring equal opportunities for men and women. She recommended continuing the other requirements governing GLOs, including meeting GPA requirements, eliminating pledging, and undertaking activities that both supported the community and enriched the intellectual and community life of Trinity. The Board of Trustees approved the president's recommendation.

While fraternities and sororities have met the requirements outlined above, including the official elimination of pledging, anecdotal information suggests that some pledging activities may continue "underground."

- *Instituting a clear and transparent social code, whose implementation would be overseen by a designated committee that would diligently monitor and support social organizations.*

Outcomes: New coordinating committees, dedicated staff, and relationship agreements

The Charter Committee report directly addressed issues relating to fraternities and sororities and the behavior of their members and those who visited their social events. The committee mandated that Greek-letter organizations and other selective social organizations (defined as organizations with a dedicated facility, selective membership, and/or initiation process) must meet individual and group GPA requirements, eliminate pledging, and engage in community service activities and activities that enrich the intellectual and social life at Trinity. To oversee and monitor implementation of the requirements, the College created the [Student Organization Review Committee \(SORC\)](#), composed of students, faculty, and staff. SORC reviews the year-end reports of selective social organizations to assess compliance with the standards. It is not a disciplinary body but rather a review committee that presents its report annually to the College.

Another successful outcome of the Charter Committee recommendations was the creation of a new position to work directly with fraternities and sororities, supporting them and ensuring they abide by College rules. The new associate director of student services for social houses (now known as the director of campus life initiatives and social houses) was hired in late 2013, and the position has proven effective both in representing Greek organizations and working collaboratively with them.

Finally, to further clarify rules governing the relationship between fraternities and sororities and the College, the dean of campus life spearheaded an initiative to develop draft relationship agreements with GLOs, defining the expectations of the College for GLOs and clarifying the specifics of the relationship.

- *Restoring staff positions and program funding cuts over the last decade in order to create vibrant cultural and social options for the campus community.*

Outcomes: Partial restoration of programs and positions

While there have been some budget allocations for capital renovations and upgrades, budgets have not yet returned to their original levels. Some allocations have been made for new programs (the Bantam Network, the Campaign for Community) and personnel (the full-time director of campus life initiatives and social houses and the five Transition Fellows), but other staff positions have not been restored. The Office of Residential Life, which saw a significant reduction of the resident assistant staff, has not been able to return to its former levels. Instead, current staff members have taken on additional responsibilities without corresponding increases to operating and programming budgets.

Where are we today? While the coeducation mandate perhaps generated more attention than any other recommendation by the Charter Committee, the majority of recommendations have been implemented in some form, to the benefit of the College and its students. New social spaces have come online, a successful mentoring program for first-year students is in place, more and better pre-orientation programs draw students to campus early to begin college life, just as we continue to recognize that cuts to student-life programs and staff positions can directly impact the vibrancy of campus life. Greek life has benefited

from the increased involvement of a new staff position, tighter rules for academic and social behavior, and the clarity that will be in place from forging relationship agreements with the College. In general, we plan to build on recent successes to deepen students' experiences, including co-curricular ones, while aligning our resources to meet diverse student needs and engaging in ongoing evaluation and improvement.

PROJECTIONS

- During spring 2017, the dean of campus life and vice president for student affairs, working with other offices, will continue to evaluate and modify as necessary the new Bantam Network program to ensure its success in incorporating new students into College life, while extending it into a sophomore-year experience and then into the junior and senior years.
- The dean of religious life, with other staff, faculty, and students, will evaluate in spring 2017 the implementation phase of the Campaign for Community against the goals of the program, recommending changes and modifications as necessary.
- The dean of campus life and the director of campus life initiatives will continue evaluating the social houses according to the procedures outlined by the Student Organization Review Committee (SORC); annually, the houses submit a report outlining the accomplishments of the year, which SORC reviews to provide feedback on program goals, policy adherence, and general leadership.
- In 2016-17, the vice president for enrollment and student success will invite a visiting committee to evaluate the Career Development Center (CDC); he will also lead an effort to strengthen programming and student participation in CDC initiatives and to develop a strategic plan that will expand student involvement in the center's expansive offerings, engage faculty in students' postgraduate planning, and provide greater opportunity for students to reflect on living purposeful and meaningful lives.
- A new wellness team, dedicated to the development of a vibrant and healthy student community, will create action steps to respond to the excessive use of alcohol and drugs on campus, relying on national data and information about Trinity College.
- The Resources Subcommittee of the Bicentennial Strategic Planning Commission in 2016-17 will begin considering resource issues relating to student life, including the possibility of improving residence halls, returning financial support of all varsity programs to the operating budget, and assuring that student life programs and staffing are adequately funded.
- The Dean of Students Office will explore with the vice president for information services the possibility of better meeting student needs for accommodations with a testing space in the library.
- The new director of the Office of Study Away will review and advertise the student support services offered at each of the College's study-away sites.
- Student Affairs will work with the new Analytics and Strategic Initiatives Center to better benchmark student services, including drawing comparisons with peer institutions as appropriate. This will include assessing progress on outcomes connected to new student learning goals developed in 2015-16.

**Standard 5: Students
(Admissions, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (specify year) (FY 2018)
Freshmen - Undergraduate					
Completed Applications	7,652	7,507	7,570	6,073	6,073
Applications Accepted	2,432	2,480	2,530	2,062	2,100
Applicants Enrolled	604	611	559	572	585
% Accepted of Applied	31.8%	33.0%	33.4%	34.0%	34.6%
% Enrolled of Accepted	24.8%	24.6%	22.1%	27.7%	27.9%
Percent Change Year over Year					
Completed Applications	na	-1.9%	0.8%	-19.8%	0.0%
Applications Accepted	na	2.0%	2.0%	-18.5%	1.8%
Applicants Enrolled	na	1.2%	-8.5%	2.3%	2.3%
Average of statistical indicator of aptitude of enrollees: (define below)					
Academic Rating (Admissions score)	6.3	6.2	6.2	6.4	6.5
Transfers - Undergraduate					
Completed Applications	238	251	226	258	250
Applications Accepted	58	70	61	51	50
Applications Enrolled	15	31	17	14	15
% Accepted of Applied	24.4%	27.9%	27.0%	19.8%	20.0%
% Enrolled of Accepted	25.9%	44.3%	27.9%	27.5%	30.0%
Master's Degree					
Completed Applications	42	35	37	37	50
Applications Accepted	36	28	22	28	35
Applications Enrolled	21	28	16	19	30
% Accepted of Applied	85.7%	80.0%	59.5%	75.7%	70.0%
% Enrolled of Accepted	58.3%	100.0%	72.7%	67.9%	85.7%
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Standard 5: Students (Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	614	640	576	585	590
	Part-Time Headcount	20	21	15	16	15
	Total Headcount	634	661	591	601	605
	Total FTE	?	621	647	581	590
Second Year	Full-Time Headcount	545	544	548	514	537
	Part-Time Headcount	8	4	7	3	10
	Total Headcount	553	548	555	517	547
	Total FTE	548	545	550	515	540
Third Year	Full-Time Headcount	449	482	487	487	452
	Part-Time Headcount	5	4	8	5	5
	Total Headcount	454	486	495	492	457
	Total FTE	451	483	490	489	454
Fourth Year	Full-Time Headcount	519	491	517	538	540
	Part-Time Headcount	29	23	28	14	15
	Total Headcount	548	514	545	552	555
	Total FTE	529	499	526	543	545
Unclassified	Full-Time Headcount	?	52	48	37	35
	Part-Time Headcount	60	59	66	63	65
	Total Headcount	112	107	103	97	100
	Total FTE	72	68	59	55	57
Total Undergraduate Students						
	Full-Time Headcount	2,179	2,205	2,165	2,158	2,154
	Part-Time Headcount	122	111	124	101	110
	Total Headcount	2,301	2,316	2,289	2,259	2,264
	Total FTE	2,220	2,242	2,206	2,192	2,191
	% Change FTE Undergraduate	na	1.0%	-1.6%	-0.7%	0.0%
GRADUATE		?				
	Full-Time Headcount	?	4	7	1	3
	Part-Time Headcount	?	87	88	108	88
	Total Headcount	91	95	109	91	105
	Total FTE	?	34	39	37	33
	% Change FTE Graduate	na	12.6%	-3.4%	-10.7%	20.0%
GRAND TOTAL						
	Grand Total Headcount	2,392	2,411	2,398	2,350	2,369
	Grand Total FTE	2,254	2,281	2,244	2,225	2,231
	% Change Grand Total FTE	na	1.2%	-1.6%	-0.8%	0.3%

Please enter any explanatory notes in the box below

FY2018 goals are provisional estimates available at the time of publication.

Standard 5: Students (Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

--

? Three-year Cohort Default Rate

? Three-year Loan repayment rate
(from College Scorecard)

(FY 2011)	(FY 2012)	(FY 2013)
3.30%	1.60%	3.40%
		82%*

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year **	Goal (specify year)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

? Student Financial Aid

Total Federal Aid
 Grants
 Loans
 Work Study
 Total State Aid
 Total Institutional Aid
 Grants
 Loans
 Total Private Aid
 Grants
 Loans

\$9,183,422	\$9,309,330	\$10,301,531		
\$1,666,236	\$1,769,154	\$1,885,437		
\$6,605,677	\$6,622,282	\$7,476,481		
\$911,509	\$917,894	\$939,613		
\$408,825	\$293,300	\$257,950		
\$35,100,583	\$37,342,993	\$40,609,372		
\$3,944,416	\$4,143,781	\$3,730,002		
\$823,698	\$857,006	\$630,364		
\$3,120,718	\$3,286,775	\$3,099,638		

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates
 Graduates
 First professional students

43%	41%	41%		

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates
 Graduates
 First professional students

\$28,237	\$30,568	\$21,933		

Average amount of debt for students leaving the institution without a degree

Undergraduates
 Graduate Students
 First professional students

\$17,120	\$14,157	\$10,933		

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language
 English (reading, writing, communication skills)
 Math
 Other

N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		

Please enter any explanatory notes in the box below

* The Department of Education notified institutions of a technical error in the calculation of this metric on 1/13/17.
<https://ifap.ed.gov/eannouncements/011317UpdatedDataForCollegeScorecardFinaidShopSheet.html>

**Totals for the full Financial Year are calculated in June, once the Spring semester's actual amounts awarded/used are confirmed by the Financial Aid and the Finance departments.

Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Female	3,179	1,166	311		
Male	2,893	896	261		
Unknown gender	1	0	0		
First Generation	1,822	237	89		
White	2,408	1,306	383		
Black/African American	532	93	29		
Hispanic	341	42	17		
Asian	372	107	19		
Multi-ethnic	602	184	41		
International	1,646	246	67		
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Female	21	16	11		
Male	15	11	8		
Unknown gender	2	1	0		
White	20	16	12		
Black/African American	8	6	5		
Hispanic	2	2	1		
Asian	2	1	1		
Multi-ethnic	2	1	0		
International	1	0	0		
Unknown ethnicity	3	2	0		
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (FY2018)
Category of Students (e.g., male/female); add more rows as needed					
Female	1,042	56	1,098	1,060.7	1,132
Male	1,117	44	1,161	1,131.7	1,132
White	1,401	55	1,456	1,419.3	1,400
Black/African American	120	9	129	123.0	130
Hispanic	52	12	64	56.0	65
Asian	78	2	80	78.7	80
Multi-ethnic	157	4	161	158.3	160
International	240	2	242	240.7	240

Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (FY2018)
Category of Students (e.g., male/female); add more rows as needed					
Female	2	51	53	19.0	60
Male	1	37	38	13.3	45
White	3	65	68	24.7	68
Black/African American	0	11	11	3.7	12
Hispanic	0	6	6	2.0	10
Asian	0	3	3	1.0	5
Multi-ethnic	0	1	1	0.3	2
International	0	0	0	0.0	0
Unknown ethnicity	0	2	2	0.7	2

Please enter any explanatory notes in the box below

Standard Six/ Teaching, Learning, and Scholarship

The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution's mission. The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship.

Overview

Trinity College has a [talented and dedicated group of faculty](#) and academic staff, who are committed to ensuring high-caliber instruction and supporting student learning. Institutionally, we have made great progress in the last decade, hiring more than 60 outstanding tenure-track faculty members. We have done so while diversifying the faculty; between 2006 and 2016, minority faculty at the College increased by 42 percent and female faculty by 17 percent. While the size of our tenured and full-time faculty is not as high as that of many of our peers, we have taken steps to enhance quality and are emphasizing faculty renewal. Additionally, our mechanisms for supporting teaching and learning have grown exponentially in the last decade, with the creation of the [Center for Teaching and Learning](#) in 2008 and three centers devoted to cross-disciplinary scholarship and teaching: the [Center for Urban and Global Studies](#) (2007), the [Trinity Institute for Interdisciplinary Studies](#) (2010), and a new Center for Caribbean Studies (2016). These have served as intellectual sites and hubs for collaborative exchanges, building community at Trinity and beyond. Indeed, the exceptional scholarly output and accomplishments of our faculty and students in the last decade speak to the effectiveness of our support structures. Despite this strong record, we recognize ongoing gaps. Broadly, we need to pay more concerted attention to the professional development of faculty and staff; devise a deliberate plan for addressing issues of equity in workload; adopt an integrated approach to the diversity of our faculty, staff, and students, focused on the implications for learning; and provide more concerted support for academic advising, which is integral to teaching and learning in a liberal arts college.

Faculty and Academic Staff

DESCRIPTION

Faculty Structure

Hiring full-time returning faculty is essential for providing students with continuity and stability. Trinity has 165 tenured/tenure-track faculty, as approved by the trustees in 2001-02. The breakdown by rank in 2015-16 was as follows: full professors (44 percent), associate professors (34 percent), and assistant professors (22 percent). We also have 21 continuing contract lecturers who provide instruction mostly in the sciences and languages. Additionally, approximately 35 visiting full-time faculty members teach at the College, covering gaps as needed. While sometimes hiring adjunct faculty is necessary, a concerted effort has been made to reduce the reliance on part-time faculty. Among the faculty who teach undergraduate courses, 85 percent are full time; in contrast, full-time instructors teach only 40 percent of our graduate courses.

Faculty members at Trinity have the highest credentials possible and are expected to demonstrate effectiveness in teaching. Among full-time faculty, 92 percent have a terminal degree in their field. As described below, we conduct national competitive searches for all tenure-track and long-term positions. In hiring contingent faculty, Trinity benefits immeasurably from its location in a city, with a high density of outstanding institutions within commuting distance. In hiring decisions, faculty recommendations are essential, and the dean of the faculty ultimately authorizes all faculty hires at the College.

Staffing Levels

Determining appropriate staffing levels for academic positions falls under the purview of the dean of the faculty, who oversees and is responsible for allocating positions in collaboration with the academic deans, the Educational Policy Committee (EPC), and department chairs. According to faculty practice, the annual allocation of tenure-track positions cannot exceed the total of 165 faculty members. Following the *Faculty*

Manual, changing the faculty's overall size is a cumbersome process: the faculty must vote to give the EPC permission to discuss the matter; the EPC then leads a substantive discussion with the faculty, which must vote to approve any changes before forwarding the recommendation to the trustees.

When a tenure-track/tenured position becomes vacant from a retirement or resignation, the department can submit a proposal to the EPC justifying the position's return. This proposal competes with others submitted as part of an annual call to departments. The EPC, a five-member faculty committee, examines the proposals and makes a recommendation to the dean of the faculty, who serves on the committee *ex officio*. Though before 2010 most positions were returned to departments, since then positions have been reallocated depending on overall needs. In its deliberations, the EPC is guided by a set of criteria approved by the faculty, including a position's impact on curricular integrity, enrollment trends, diversity, and innovation, as well as contributions to general education and cross-disciplinary collaboration. There are always more proposals than positions; and the EPC has to make difficult trade-offs while keeping College-wide needs front and center. To increase transparency and improve longer-term planning, the interim dean of the faculty in spring 2016 made public for the first time the rationale for each decision.

The deans of academic affairs (DOAAs), who report to the dean of the faculty, oversee the allocation of short-term positions. Whereas before 2015, the associate academic dean managing budgets was responsible for this task, the responsibility is now divided between the two DOAAs, who work with department chairs to gain a holistic understanding of department needs. The academic deans and the dean of the faculty then work as a team to situate short-term decisions in the context of broader academic planning and budgetary realities. Long-term, renewable contract positions are also approved by the EPC.

Review of Contract Faculty

The *Faculty Manual* outlines the various categories of contract positions, and it details the terms of their appointment and review. All renewable positions are subject to a review process. In the case of continuing contract lecturers, for example, the department chair constitutes a review committee of tenured faculty who submit a full dossier of teaching materials and contributions to research and service as relevant. The candidate provides a written statement, and the review committee writes a letter of evaluation and makes a recommendation to the Dean of the Faculty's Office. Unlike tenure-track and tenured positions, which as outlined below are reviewed by the Appointments and Promotions (A&P) Committee, the review of continuing contract positions occurs at the decanal level. One exception is "administrative faculty." A review committee, chaired by an academic dean, reviews these positions and submits a file to the A&P Committee. For the last decade, the A&P Committee also reviewed athletic coaches who are members of the faculty, though in 2016 the faculty voted to transfer this process to the dean of the faculty.

All visiting faculty (full and part time) are reviewed by department chairs, who submit an evaluation for the first semester in which a visitor teaches at the College and annually after that as applicable. A system for reviewing part-time faculty was introduced in 2012 and streamlined in 2015. In the most recent revision, a set of guidelines outline expectations for visiting faculty, emphasizing both summative and formative feedback and the importance of integrating adjunct faculty into the life of the College.

Faculty Renewal

The Dean of the Faculty's Office has begun examining more systematically issues of faculty renewal, including how to better support mid-career faculty in progressing through the ranks. In spring 2016, a new [faculty retirement incentive program](#) was introduced, approved by the Board of Trustees. A comparison with peer institutions had revealed that Trinity's phased retirement plan was an outlier in not offering financial incentives, nor was it accompanied by an effective system of communicating options and resources during this crucial career transition. Whereas the former plan allowed faculty to teach 10 courses over a maximum of five years, with salary prorated accordingly, the new plan offers two- and three-year options. In the two-year model, a faculty member teaches full time in the first year at regular pay, then has no teaching obligations in the second year, and is compensated at 110 percent of salary; in the three-year model, the faculty member teaches two courses per year and is paid 80 percent of the regular salary each year. The deans have also begun discussing with individual department chairs the importance of supporting mid-career faculty in advancing through the ranks.

Recruitment and Hiring

Faculty Searches

The process of hiring faculty, including tenure-track faculty, has become more regularized since 2007. We have [recruitment guidelines](#) outlining the practices and processes to be followed for a successful search. The deans of academic affairs (DOAAs) work jointly to oversee each faculty search. The DOAA who has responsibility for the department that is conducting a search serves as the “dean for the search,” and the other serves as the diversity officer. Before the 2015 restructuring of the Dean of the Faculty’s Office, the associate academic dean responsible for the curriculum served as the diversity officer for all faculty. There is also a chief diversity officer who reports directly to the president and supports the academic deans as needed. The DOAAs meet at the outset of a search with the chair and members of each search committee (which must include someone from outside the department), reviewing overall procedures and strategies. The chair of the search committee meets again with the DOAAs when the committee has identified a short list of candidates to visit campus, and again when a final candidate has been identified. At every step, the deans are in close conversation with the department, both in a supporting role and to ensure the integrity of College policies. The hiring of academic staff, in contrast, is managed largely by [Human Resources](#).

Institutionalizing Diversity

Trinity’s faculty has a long-standing commitment to enhancing diversity. For example, since 1989-90, a post-/pre-doctoral fellowship (the [Ann Plato Fellowship](#)) has been funded annually to diversify the curriculum. A Female Faculty Mentoring Group was formed over a decade ago, though interest has waxed and waned, and it has gone through periods of inactivity. To increase awareness and transparency in faculty hiring and retention, the Dean of the Faculty’s Office introduced an annual report in 2014. The report presents data across a range of dimensions, including faculty composition, hiring, retirements and resignations, salaries, leadership of departments, and faculty governance; it also outlines concrete goals. A [new website](#) devoted to faculty diversity now provides an added resource, addressing a spectrum of issues. Likewise, a Faculty Diversity Working Group, consisting of 16 faculty members from across campus, was convened in 2014 to determine next steps, and an external consultant from Wellesley College was invited in 2015 to offer a workshop to search committees and department chairs and to review our search procedures. The working group administered a faculty climate survey in spring 2015 to better understand faculty perceptions. Trinity has also participated in the Liberal Arts Diversity Officers group, hosting the group’s annual meeting in 2015; and we share our tenure-track openings annually with the [C3 \(Creating Connections\) Consortium](#), a group of liberal arts colleges that actively recruit diverse graduate students from research universities.

Salaries of Faculty and Academic Staff

The College has remained competitive relative to its peers in terms of salaries, especially for assistant professors. In 2012, the trustees approved a five-year plan to ensure that faculty salaries were at the median among our comparison group of 24 institutions. Though the plan was deferred in 2015-16 due to budgetary priorities, and there was no salary increase in 2010-11, the College has been able to provide an average increase of 2.6 percent annually in across-the-board raises for faculty and staff since 2006-07. The salary for full-time visiting faculty is set annually and generally applies across departments. Per-course payment for part-time faculty is reviewed by the Dean of the Faculty’s Office periodically to ensure we are offering rates that are locally competitive. The faculty Financial Affairs Committee, which makes recommendations about salary and benefits, has proposed alternatives, including applying annual across-the-board raises to part-time returning faculty; this is a question that the Dean of the Faculty’s Office will be considering. When setting salary levels for new academic staff, the Dean’s Office works with Human Resources to conduct market comparisons of similar positions to ensure we are at the median.

Criteria for Evaluating Tenure-Track Faculty

The Appointments and Promotions (A&P) Committee, the dean of the faculty, the president, and the Board of Trustees share responsibility for appointment, reappointment, promotion, and tenure. Faculty candidates are evaluated according to their teaching, scholarship, and service. Indeed, all three domains are valued at the College; and faculty themselves often speak of their dual identity as scholar-teachers and their

commitment to being actively engaged citizens at the College and beyond, a theme echoed in our own recruitment of faculty.

Expectations for tenure and promotion, across the categories of scholarship, teaching, and service, are outlined in the *Faculty Manual*, along with **statements on confidentiality** and **conflict of interest**. Tenured faculty in a department or program articulate discipline-specific criteria for scholarship, which complement but do not trump the *Faculty Manual*; in general, departments last revised these criteria in 2007. At each stage of review, including pre-tenure, external evaluators judge scholarship and contributions to the profession. Department chairs are expected soon after the time of hire to discuss with their new faculty expectations for tenure. Junior faculty on the tenure track now have a pre-tenure review in their third year and a tenure review in the sixth year; before 2008-09, there were two pre-tenure reviews, in the second and fourth years. Since 2007, moreover, the College has a policy for extending the probationary period for promotion to associate professor and tenure, in case of family or medical exigency or to provide care to a newborn or newly adopted child.

The contents required for the files for reappointment and promotion are listed in an **annotated checklist**, circulated annually. The file is comprehensive and includes a candidate statement addressing all criteria, the full set of research materials, course syllabi, teaching evaluations, and optionally, course assignments and exams. Colleagues in and out of the department submit letters of evaluation, as do a sampling of students, some of whom the department chair must select randomly. The file should also show evidence of classroom observation by faculty colleagues. For candidates with a joint appointment or position in an interdisciplinary program, the *Faculty Manual* outlines the process for assembling a review committee.

Deliberations in the A&P Committee are confidential and include the dean of the faculty, who is a nonvoting member. The A&P Committee prepares a letter for each tenure-track faculty member who is successfully reappointed, outlining expectations to be met before the application for tenure. The review committee responds to the letter, including by describing its plan to work with the candidate. In the case of a potentially divided vote for tenure, the president attends committee meetings, since the Board of Trustees must ratify all tenure decisions. The *Faculty Manual* also outlines an appeals process; this requires the candidate to submit a petition to the A&P Appeals Board, an elected faculty committee.

Workload Considerations

The standard teaching load at Trinity is 10 courses over a biennium, i.e., four successive semesters. To facilitate the transition to a tenure-track position, new faculty members teach a four-course load for each of the first two years. Most faculty carry additional teaching duties beyond the standard load; these can take the form of individualized research projects with students, including supervision of independent studies, theses, and for-credit internships. Full-time faculty who teach during the summer sessions or January term, or who teach a Graduate Studies-only course or a course beyond the required five, including intensive language courses, are compensated on a per-course basis. Faculty teaching at certain college sites abroad (i.e., Rome, Paris, or Shanghai) can count their courses while overseas as part of their regular load.

Some faculty members are given course releases for service to the College. To regularize the number of releases, which had risen after 2007, a system of calculating releases for department chairs and program directors was devised in 2013. Rather than giving all chairs a two-course release, as had previously been the case, a new formula took into account the number of departmental majors, enrollments, and FTEs. To increase transparency about course releases, the Dean of the Faculty's Office and Information Services created in 2013 a course management console that tracks teaching units and also serves as a course proposal site. In 2015, the Dean of the Faculty's Office went a step further and made public an annual list of all faculty positions subject to a course release. On average, faculty members are released from teaching approximately 20 courses per year for various approved service activities, including directing centers. Serving on elected faculty committees is not subject to a course release, with the exception of the faculty secretary, who teaches two fewer courses per year in a two-year term. Within departments, chairs are also expected to distribute the teaching load so that all faculty teach a balance of small and large classes and of introductory and upper-level courses; advisee loads, too, are to be distributed as fairly as possible.

APPRAISAL

The College has taken important steps in the last decade to enhance faculty diversity, to keep pace with peer salaries, and to begin addressing issues of faculty renewal and retirement planning, as well as more generally tighten processes in hiring and reviewing faculty across categories. Our student-faculty ratio is 9:1, which is comparable to many of our peers in terms of FTEs. Increasing the size of our full-time faculty (and tenured/tenure-track faculty), however, would better align us with peer institutions and provide our students with more continuity.

On the diversity front, we have made progress even as we strive to do better. During the last decade, of the 61 tenure-track faculty members hired, 28 percent were minorities. Among all tenured/tenure-track faculty, 23 percent are minorities, just over the peer median and somewhat greater than the diversity of our student body, which is about 20 percent. Looking cross-divisionally, minority faculty members are least represented in the arts and STEM fields: arts (17 percent), humanities (23 percent), social sciences (22 percent), and STEM (18 percent). Full breakdowns of this data are provided in the annual Faculty Diversity Report.

In terms of gender, 48 percent of our full-time faculty members are women, compared with 40 percent in 2000; among tenured/tenure-track faculty, 42 percent are women, which is somewhat below the peer median. Not surprisingly given national trends, female faculty are least represented at the rank of full professor, where only about one-third are women, and in STEM fields: arts (39 percent), humanities (44 percent), social sciences (45 percent), and STEM (38 percent). We also have made an effort in recent years to reduce the gender gap in average faculty salaries across ranks, though female professors still earn less than their male counterparts at all ranks except associate professors, who earn 2 percent more than men. As the Faculty Diversity Report details, in 2014-15 for example, female assistant professors earned 3 percent less than their male counterparts, while female full professors earned 5 percent less.

We still have work to do in better supporting full-time lecturers and visiting faculty, as integral members of the Trinity community who take on extensive service responsibilities in and out of the College. In this regard, it would be helpful to clarify and regularize expectations about the responsibilities of visiting faculty beyond the standard teaching load. Nor is it clear that the categories of contract faculty listed in the *Faculty Manual* reflect today's needs and circumstances. Of the seven categories of contract faculty listed, not all are in use, and this section of the *Faculty Manual* was last updated in 2004. In terms of salaries, female lecturers have tended to earn 10 percent less than men. In the recent Faculty Climate Survey, moreover, visiting faculty reported not always feeling integrated into the College community.

Data and trends, of course, tell only part of the story. Despite our fairly diverse faculty, ensuring an inclusive and rewarding workplace environment remains crucial, and we recognize the importance of being proactive in facilitating difficult conversations about what it means to live and work in communities of diversity. To that end, we could do more to integrate diversity-related approaches for faculty, staff, and students; in fact, the new [Campaign for Community](#) initiative has begun taking such a holistic approach. We could also do more to embed diversity awareness into faculty development. For example, just as we have conducted workshops for search committees, institutionalizing diversity more fully in faculty affairs will require providing appropriate training to faculty members serving on governance committees (e.g., the A&P Committee) and as department chairs.

While the *Faculty Manual* addresses many aspects of teaching and scholarship, including the tenure and promotion criteria voted on by the faculty, and multiple documents are placed on the Dean's Office's SharePoint site, we would benefit from a handbook of policies and procedures issued by the Dean of the Faculty's Office. There is no set of explicit guidelines outlining expectations about teaching, including best practices for syllabi, class attendance, or classroom observations. There is also ongoing need for greater clarity about equity in workloads, given the skewed distribution of enrollments, individualized research projects, advising loads, and service responsibilities. Indeed, each academic year, our students complete approximately 1,500 credit-bearing projects under the guidance of a faculty member; yet unlike many of our peers, Trinity does not offer "course equivalencies" for credit-bearing work over the standard teaching load.

Trinity's faculty is highly professionalized and civically engaged. Active in both scholarship and service, they are drawn to Trinity precisely because of a shared commitment to transformative teaching in a liberal arts

setting. Given the faculty's dedication to students and the College, it is essential that issues of equity in workload be addressed, both to bolster morale and to recognize excellence in faculty teaching.

PROJECTIONS

- The Dean of the Faculty's Office will continue working to improve concerns relating to faculty diversity and climate, broadly defined, including workload imbalances, salary equity, professional development, and more effective (in-house) training for faculty committees and department chairs. As part of this process, the dean of the faculty will work with faculty to devise a supportive mentoring scheme.
- The dean of the faculty, in conversation with the A&P Committee, will update categories of contract faculty and review relevant policies and processes, with the aim of recognizing effectively the contributions that contract faculty make to the College.
- The dean of the faculty will issue a handbook for faculty, outlining College policies and procedures. In doing so, the administration will recognize the importance of collaboration in shared governance, and the faculty's unique responsibilities in matters of appointment, promotion, and tenure.
- The Dean of the Faculty's Office will integrate policies concerning teaching and learning, including for Graduate Studies, Trinity study-away sites, and summer sessions; the Dean's Office will also work with Human Resources and the chief diversity officer to ensure consistent standards in the hiring of academic staff.

Teaching and Learning

DESCRIPTION

Shared Oversight

Faculty and academic administrators jointly oversee excellence in teaching and learning at Trinity. This shared oversight requires evaluating content, methods, and effectiveness. While we address the question of effectiveness under Standard 8, including direct and indirect assessments, in this section we focus on other mechanisms for upholding standards relating to instructional content and methods: instructor and program reviews, the role of department chairs, and course evaluations.

Effective teaching and learning thrive, moreover, in a context of academic freedom. Trinity embraces the principles of academic freedom, as expressed in the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors and articulated as [College policy](#) in the *Faculty Manual*. The Academic Freedom Committee, a faculty-elected body, promotes academic freedom at the College and can convene formal hearings to review allegations of infringement. The *Faculty Manual* lays out the process for formal hearings and investigations, which can be brought to the committee by a faculty member or the ombudsperson.

Faculty and Program Reviews

Evaluations of faculty for reappointment, promotion, and tenure include teaching as a central component. To assess teaching, the candidate's review committee reads letters solicited from current and former students and advisees, observes one or more classes, and examines student evaluations. Each committee member writes a letter for the candidate's file that includes an evaluation of teaching. The committee chair (known as the file keeper) also writes a comprehensive letter, expressing the committee's collective views, including about teaching effectiveness. The candidate receives a copy of the committee letter, but student and individual committee letters remain confidential. The A&P Committee reads all of the materials, and in reappointment cases comments to the candidate explicitly on the quality of teaching.

External department reviews also survey course materials and evidence of student engagement and learning. Their feedback can serve to recognize outstanding work, placing it in broader context, or it can reveal needed changes (including curricular or staffing) that may strengthen teaching and learning. For example, after a review of the Physics Department in 2008 that endorsed issues of space, collaboration, and strategic curricular innovation, the faculty moved to revamp its introductory curriculum, creatively incorporating new research on active forms of student learning to reconfigure physical classroom space.

The teaching lab for introductory physics was redesigned to implement the new pedagogy; the effects have been impressive, as evidenced in reports of higher student satisfaction, more students declaring the major, and larger enrollments in a department whose faculty is energized by the success of its experiment.

Role of Department Chairs and Program Directors

Department chairs and program directors are expected to mentor their faculty, including in an annual discussion with each full-time faculty member who completes a Professional Activities Inventory from the preceding year — a report of the faculty member’s teaching (including independent studies, theses, etc.), advising, scholarship and professional activities, service, and community engagement. Chairs and directors are also reminded annually to mentor and review visiting faculty members. Requests for rehiring visitors can in fact be made only when there is evidence of teaching effectiveness, based on a careful review of syllabi, teaching evaluations, and classroom observation (at least once during the first semester of teaching at Trinity and, for returning instructors, once annually). Chairs and directors are also asked to make themselves regularly available to visiting instructors and to communicate College expectations and policies, including the importance of administering course evaluations.

Course Evaluations

As stipulated in the *Faculty Manual*, evaluations are to be administered for every course each time it is taught. Use of the College’s electronic evaluations is left to the discretion of each department, which can administer a paper version and/or its own tailor-made evaluation. Individual faculty, moreover, must “opt in” by activating a course’s electronic evaluation each time the course is taught. Approximately two-thirds of faculty use the College’s electronic evaluations, while one-third of the faculty use paper forms, either their department’s or the College’s. When using the electronic evaluations, students are prompted by e-mail to complete the evaluation. Doing so allows them to view their grades online as soon as instructors post them; alternatively, students must wait about three weeks after classes end to view their grades. Approximately 95 percent of students who have the option of completing evaluations online do so. Course evaluations are shared with the faculty member and department chair, who discuss the results as necessary.

Support for Teaching and Learning

Trinity prides itself on having numerous resources to support the teaching, scholarship, and learning of its faculty and students. In addition to the fairly recent creation of the Center for Teaching and Learning, Trinity has a well-established [Community Learning Initiative](#) and a newly merged Information Systems group staffed by research-instruction librarians and instructional technologists. The College also has a range of funding to support faculty innovations in teaching. Several centers provide further academic support directly to students, including the [Writing Center](#), the [Quantitative Center](#), and the [Interdisciplinary Science Center](#). Finally, a few groups on campus promote students’ urban engagement.

Center for Teaching and Learning (CTL)

The Center for Teaching and Learning has been one of the most significant additions of the last decade. Initiated by a grant from the Mellon Foundation in 2008, CTL supports newly hired and long-standing faculty, both on and off the tenure track. The center is guided by the philosophy that all faculty can benefit from sharing their pedagogical strategies with one another; and CTL has a resource library on teaching techniques in higher education and the role of the liberal arts. CTL’s activities revolve around support for new faculty, faculty fellows who pursue a project, and a yearlong series of workshops and roundtables open to the campus. Every fall for two days, CTL also hosts a faculty orientation for new full-time faculty members. This is an opportunity for new faculty to learn about College policies and procedures, as well as gain insights into teaching Trinity students while forging valuable networks with new and seasoned colleagues across campus.

Once the year begins, all new tenure-track faculty participate in CTL’s monthly New Faculty Seminar. The seminars cover a range of topics, including the reappointment process, and CTL invites faculty from previous years to join the group. The center also sponsors the [CTL Fellows Program](#), which supports tenured and tenure-track faculty in undertaking an innovative project relating to their teaching. The CTL Fellows receive stipends, meet in a monthly colloquium, and present their projects to the campus.

Grant Funding and Teaching Awards

Trinity has several funding sources to support innovations in teaching. For example, the Community Learning Initiative Advisory Group (CLIAG) provides course development grants to incorporate a community-learning component into a course. Small Seminar Development Grants have been available for faculty wishing to revise or propose a first-year seminar. In the last decade, other groups on campus have offered course development and related grant opportunities, including Mellon grants administered by the Dean of the Faculty's Office, the Institute for the Study of Secularism in Society and Culture, and the Sustainability Task Force Curriculum Committee. In addition to course development grants, the College offers awards to recognize excellence in teaching. The Arthur H. Hughes Award for Teaching Achievement is given annually to a faculty member who has been at the College no more than nine years, and the Thomas Church Brownell Prize for Teaching Excellence is for more senior faculty. Both are given at Commencement to highlight our outstanding teachers.

The Writing, Quantitative, and Science Centers

While devoting one section to these three centers does not capture the central role they play in the academic life of the College, they all represent core focal points of student learning (Standard 4). The Allan K. Smith Center for writing and rhetoric — in addition to overseeing writing proficiency, writing across the curriculum, and a successful minor in writing and rhetoric — supports student writing through its peer tutoring program ([the Writing Associates Program](#)). Students receive assistance with any form of writing, from course assignments to graduate-school essays. In recent years, the program has worked to remove any stigma from using the center (“if you write, you belong”) and added satellite offices that are open in the evening; use of its services has accordingly skyrocketed. The Aetna Quantitative Center likewise supports a proficiency requirement while providing a robust peer-tutoring program on most evenings. The Interdisciplinary Science Center also oversees a Gateway Program and fosters a close-knit community of science students, including by preparing them for postgraduate opportunities. It also runs the very popular Science for the Greater Good series, featuring prominent science alumni of the College. All three centers enjoy dedicated physical spaces, where students can convene and engage in collaborative learning.

Community Learning Initiative (CLI)

This long-standing initiative at the College is rooted in the faculty's commitment to active and transformative learning. For more than two decades, CLI has sponsored approximately 40 courses per year, and about 60 percent of the student body has taken a CLI course by the time they graduate. Despite budget cuts in the last 10 years, the program has continued to thrive and has recently been awarded a three-year grant from the Davis Foundation to provide crucial administrative support and expand its offerings to include a Community Action Gateway Program, which will allow incoming students to engage in experiential learning and access research fellowships as they progress through their studies. CLI's support for experientially grounded and community-based forms of teaching and learning is driven by a large cohort of faculty who are passionate about combining local partnerships with place-based pedagogies.

Trinity Library's Research Education Program

The library's very successful Research Education Program integrates information literacy and collaboration with students. Students consult with research librarians, while faculty members collaborate with librarians in designing their courses. The program promotes the Association of College & Research Libraries' framework for information literacy, through a suite of offerings:

- Research librarians customize research workshops for courses, ranging from first-year seminars to theses and independent studies. Many workshops are held in the Phelan Library Learning Center, a classroom that supports hands-on work. As a component of the workshops, librarians publish tailor-made research guides, specific to each course's needs and assignments.
- Every incoming Trinity student has a first-year librarian, modeled on Yale's Personal Librarian Program. The First-Year Librarian Program introduces incoming students to library services and collections. In particular, each first-year and Gateway seminar has a dedicated librarian who provides classroom workshops and individual research consultations. This librarian also serves as a student's point person in the library, supporting use of college-level research tools.

- The Research Education Program offers a .5 credit course, “COLL 220, Research Methods and Information Resources,” each spring.

Center for Educational Technology (CET)

CET includes three instructional technologists and the center’s director who are pivotal in supporting faculty and students across campus. The group supports faculty in incorporating technology into their classes and creating digital content, partnering intellectually with faculty to facilitate forward-looking projects. It has strengthened ties to the faculty-led Center for Teaching and Learning and the library, built strong partnerships with academic departments, collaborated with faculty to assure learning spaces are fully supported with technology, and instituted new summer programs to engage faculty in technological exploration. In addition to its core functions, CET supports faculty and students in other important ways:

- One of CET’s most successful programs is the digital [portfolio project](#) that began as a Mellon-funded faculty proposal in 2012. Initially, 40 students participated, growing to 100 by fall 2015.
- CET established in 2014 the [Financial Research and Technology Center](#), also known as the Bloomberg Lab, which is home to 11 Bloomberg Professional workstations that students use for class projects, thesis research, and Bloomberg certification. In January 2017, the lab will be used by a J-Term course titled “Analyzing and Communicating Financial Data.”
- CET staff also assist faculty and students in their use of Moodle, Trinity’s learning management system, which is available for every class on campus, and Commons, a multisite WordPress installation used by faculty and students for blogging about research and classes;
- In conjunction with the Information Technology Education Committee (ITEC), CET hosts annual teaching and learning events, such as the Winter and Spring Institutes on Teaching & Technology, bringing faculty together to exchange best practices;
- Also in conjunction with ITEC, the staff offer and support course development grants that faculty can use to explore how they might incorporate new technologies into their teaching;
- CET administers the Student Technology Assistant (STA) Program, which integrates various instructional technology tools and services to support faculty and students across multiple areas, including: digital video and audio production, PowerPoint and other presentation tools, poster design, WordPress, image editing using Photoshop, digitization of VHS tapes, slides and overhead transparencies, audio-visual support for campus events, and 3D printing.

Experimenting with Online Learning

In the spirit of exploring how online learning might reinforce the liberal arts, Trinity has undertaken two major initiatives. First, the College joined edX in December 2014 and has already offered successful courses in computer science, chemistry, philosophy, and biology. The courses showcase faculty interests, and they provide an online platform for experimenting with teaching and learning in a global context. The [edX partnership](#) has also facilitated a consortial arrangement with other selective liberal arts colleges that have partnerships with edX (e.g., Wellesley, Hamilton, and Davidson). At Trinity, the decision to enter edX led to the formation of a multi-constituent committee that included representatives from various faculty committees and key staff members. This group selects faculty who will teach edX courses, issues criteria and guidelines for the pilot program, and creates and implements an assessment plan for evaluating the initiative’s success. An Information Services team supports each course by offering training to faculty members, facilitating course design and copyright clearances, and assisting while the courses are running.

Second, Trinity has been using tele-presence technology since 2013 to share courses with Connecticut College and Wesleyan University (the “[CTW Consortium](#)”), thereby expanding the curriculum and creating linkages among faculty and students across liberal arts campuses. In 2013, a neuroscience course was taught on one campus with students elsewhere participating remotely and occasionally meeting in person. In 2014-16, Trinity and Connecticut College received a two-year grant from the Consortium for Independent Colleges to extend offerings in upper-level humanities courses, specifically Russian studies. Planning is under way for regular course sharing among the CTW Consortium.

Learning Spaces: Physical Learning Resources

An important if overlooked part of effective teaching and learning is the conduciveness of our physical

spaces. To ensure that regular and systematic attention be paid to the quality of classrooms, the College created in 2011 a cross-divisional [Learning Spaces Committee](#) (LSC) to shape and evaluate how learning happens in the physical spaces on our campus and to properly allocate resources to support that learning. This was partly in response to a recommendation of a consulting firm, hired to analyze teaching space utilization at Trinity. Members of the LSC include the learning space manager, a dean of academic affairs, the associate director of learning space scheduling, and representatives from the Educational Technology Department, the CC, and the Information Technology in Education Committee.

Since its inception, the LSC has used data to make improvements. It conducted an external assessment of classrooms, which led to occupancy caps being adjusted (and visibly posted) in classrooms throughout campus, and it established a budget line for annual improvements. It also commissioned the 2011 Classroom Space Survey of students and faculty to identify improvement priorities and the 2012 Board Preference Survey of faculty to inform board replacement strategies. Both surveys helped direct resources toward rooms in need of structural and furniture improvements. The LSC now evaluates each classroom annually, and it solicits requests for classroom improvement ideas. In response to the concern raised by the consultants that Trinity needed to have “more even utilization of all available course blocks,” the committee piloted new seminar time slots to maximize classroom use and accommodate the pedagogical needs of departments in the humanities and social sciences. The LSC also helped bring to fruition the redesign of the Life Sciences Center auditorium (which was one of the lowest-rated classrooms on campus), as well as new technology installations throughout campus.

Academic Advising

Our students are advised by full-time faculty or, in some cases, administrative staff with co-terminal faculty appointments (e.g., center directors). A few other members of the staff, usually with previous teaching experience and a Ph.D., can also serve as pre-major advisers (e.g., deans, research librarians). The pre-major adviser is also the instructor of the first-year or Gateway seminar.

Pre-Major and Major Advising

Academic advising at Trinity begins before students arrive on campus. During the summer prior to matriculating, students are contacted with numerous resources. Most recently, in 2015 the College unveiled a [new website](#) for incoming students that serves as a gateway for academic, social, and residential information. The site includes guidance on how to submit courses to the Registrar’s Office, with special sections devoted to STEM, international, IDP, and transfer students; and it lists important deadlines. Later in the summer, after students select their first-year or Gateway seminar, the instructor of the seminar who is also the adviser sends students a welcome letter, as does the peer mentor assigned to the seminar.

In 2016, we implemented a multifaceted plan for advising incoming students in their course selection. Prior to then, we had hosted “June Days,” a two- to three-day period when entering students could visit campus and be advised about their course selection. Given strategic changes in the admissions process, including a renewed commitment to improving access to resources for all students, we launched a more integrated approach, which provides incoming students with multiple and reinforcing forms of advising. For example, virtual online advising sessions now offer live, interactive, and group advising; and during the critical time leading up to course selection, faculty and peer phone support is also available to students.

After arriving on campus, first-year students benefit from a full network of dedicated resources. The first-year mentor, for example, is an upper-year student who introduces strategies for succeeding academically. First-year mentors enroll in a 1-credit independent study (“Academic Mentorship”) taught by a faculty member with expertise in college peer mentoring. A broader resource team is also assigned to each seminar from various campus offices, including a librarian, a writing associate (or peer writing mentor), and a student technology assistant. Finally, and importantly, [Trinision Fellows](#) are recent college graduates hired by the College to help first-year students and sophomores who are transitioning to college life. Part of the new Bantam Network initiative, these staff members advise first-year students informally, organize registration-related workshops for students in their Nests (assigned groupings of students), and generally help students acclimate academically and socially to college life.

Needless to say, one of the goals of pre-major advising is to begin moving students toward declaring a

major. In addition to exploring their intellectual interests through the general education curriculum, students are invited to attend the annual majors fair each fall sponsored by Student Affairs, where they can speak with faculty and student representatives from each major. Once students have declared a major, they switch to an adviser in the major. Whether a student can choose his or her adviser or is assigned one depends on departmental policy and faculty availability. Advisers in the major are responsible for mentoring students as they deepen their knowledge and skills and set out to complete requirements for the degree. The adviser in the major often becomes a key resource for exploring postgraduate options.

Additional Advising Staff

Many offices, programs, and staff members at Trinity contribute to advising by complementing the role of the formal academic adviser. Indeed, the College offers an informal network of nonfaculty advisers to support the complex needs of today's students. At the helm of this system of nonfaculty advisers are the Student Affairs deans who meet with students regularly, in some cases offering insights about time management or how to overcome academic and other challenges. We discuss these student-support services under Standard 5, including some that are housed in the Enrollment and Student Success Division, such as a new director of student success, the international student adviser, staff from the Career Development Center, and the coordinator of [accommodation services](#), who also works to educate faculty about students' needs. We highlight here a few other programs housed under Academic Affairs that further support advising.

- The [Office of Study Away \(OSA\)](#) requires all students planning to study away to meet with an OSA adviser after they have completed an initial online program. The goal is to assist students in locating study-away programs that best meet their academic and personal goals. OSA also administers a [Global Ambassador Program](#), through which students returning from having studied away in a Trinity program assist interested students in the predeparture process.
- The [Health Professions Advising Program](#) helps students interested in pursuing a career in the health professions, including medical, dental, and veterinary school. Upon registering with the program, students are assigned a faculty member to serve as a secondary adviser.
- The [director of fellowships](#) grooms students for competitive national, postgraduate fellowships, including the Truman, Marshall, Rhodes, and Fulbright. The director of the Interdisciplinary Science Center likewise assists seniors applying for the Goldwater and Udall Scholarships.
- Athletic coaches, as members of the faculty, often serve as informal academic advisers for their team members. A faculty liaison is assigned to each team to direct athletes to campus resources and to help them balance their academic and athletic duties. The rules of Trinity's athletic conference (NESCAC) highlight the primacy of academics for student-athletes.

Advising Tools

Several technological resources also facilitate academic advising. In fall 2013, the Dean of the Faculty's Office created an [Academic Advising Primer](#) for faculty and staff. It is a user-friendly resource, updated annually, which includes nuts-and-bolts summaries of key curricular requirements and procedures, useful electronic links, and other advising prompts and topics. Many departments also have their own advising sheets intended to clarify requirements for the major, which provide a checklist for students to chart their progress in the major. The portal, a Web-based resource at Trinity, includes an advising panel, giving academic advisers easy access to their advisees' unofficial transcripts and course schedules as well as access to the *Bulletin* and other useful links that can support advising sessions. The portal also provides a tool allowing faculty members to post their office hours and an appointment scheduling system through which students can sign up for individual appointments. The library, Quantitative Center, and Writing Center now use online scheduling systems that make it easier for students to make appointments with specific research librarians or writing associates. Likewise, the database management systems used by the Career Development Center and the Office of Study Away allow these offices to better connect students to their services.

For students who may be at risk of earning a poor grade in a course, faculty may submit midterm reports

electronically. The midterm reports serve as early warnings for students whose academic performance in a course is weak. The report goes automatically to the student's adviser, the Dean of Students Office, and (if applicable) the student's coach. The faculty member sending the midterm report may also request that it be sent to the directors of the Writing and Quantitative Centers. Midterm reports are a way of alerting advisers and students to connect with one another.

Scholarship, Research, and Creative Activities

As a liberal arts college that emphasizes the synergies between teaching and research, Trinity provides resources for faculty to balance their workloads (especially early in their careers), to be engaged in their professions, and to produce knowledge or art through their scholarship and creative activities. At the core of the liberal arts, moreover, is a belief that intellectual inquiry should not be restricted to disciplinary boundaries — everyone should be free to explore enduring questions and contemporary challenges. Trinity is equally committed to providing students with opportunities to engage directly in research alongside faculty mentors. We note below the various structures we have to support these core values.

Resources for Faculty Research

Direct support for faculty to undertake their research, scholarship, and creative activities takes numerous forms, depending partly on the stage of one's career at Trinity.

New Tenure-Track Faculty. New tenure-track faculty are provided with start-up funds to help launch their research programs. The funds, which vary in size, may be used to equip a laboratory and/or purchase specialized computer hardware and software, for example, or to conduct international research. Additionally, new tenure-track faculty now have a four-course load for their first two years so they can jump-start their research while acclimating to their new position.

Research Leaves. In the fourth year of appointment, tenure-track faculty members are eligible for a one-semester paid research leave. Once tenured, all faculty members are eligible for a paid, one-semester research leave every four years. Non tenure-track faculty who are engaged in scholarship and creative activities may also apply for a one-semester research leave once every seven years. Those who are successful in securing grants may extend leaves from one semester to a full year, although faculty may also request an out-of-sequence leave if they secure grant funding.

Travel to Professional Meetings. The College encourages faculty to attend and participate in professional meetings. To support such participation, the Dean of the Faculty's Office reimburses registration fees, transportation, and lodging for faculty who present papers or posters at conferences or those who serve as panelists/discussants/conveners of sessions. Faculty members who attend conferences but do not present their work receive partial reimbursement. Visiting faculty also may request assistance, and they are generally reimbursed. In recent years, the practice has been to fund one professional trip per year.

Research and Project Completion Grants. The Faculty Research Committee (FRC) administers [grant programs](#) to support faculty research and creative activities, which are funded by the Dean of the Faculty's Office. The committee includes six elected faculty members, with at least one member from each academic division, as well as an academic dean and the director of faculty grants. The FRC provides research support through two grants: Faculty Research Expense Grants target either new scholarly projects or works in progress, typically covering one or two years of funding; and Completion Grants provide up to \$2,000 to defray the costs of bringing scholarship to the public arena, including for page or indexing charges, permissions, and exhibition staging charges. The [Office of Faculty Grants and Sponsored Research](#) assists Trinity faculty in securing external funding, including in submitting proposals to federal and state agencies. Faculty must follow [specific steps](#) outlined on the dean of the faculty's Web page before applying for such grants; complete the Institutional Approval of External Grant Application; and consult with the department chair, director of faculty grants, and Dean of the Faculty's Office.

New Faculty Funds. In fall 2016, the new dean of the faculty created two supplementary funds to support faculty needs. First, the Faculty Event Fund is intended to support a lively campus life, providing modest support for events (lectures, performances, exhibitions, etc.) that enhance campus life and are open to the Greater Hartford community. Second, the Faculty Development Assistance Fund is designed to support

faculty development activities not covered by the existing travel fund. These include workshops, conferences, and courses (in person or online) that help to further develop teaching, pedagogy, advising, mentorship, administration, or academic leadership.

Endowed Research Chairs. The College awards named chairs in recognition of outstanding scholarship in a field. There are approximately 30 named chairs, all in perpetuity. Since 2004, the dean of the faculty has appointed named chairs, usually after consulting with existing named chairs. In the last decade, a few endowed chairs began receiving a one-course reduction per year in recognition of their scholarly contributions. Quite controversially, in 2011 these releases were extended to the entire group, and in 2013 they were rescinded. As a compromise, in 2016 the College extended course releases for a maximum period of two to three years (the third year is contingent on service contributions to the College). Additionally, there are three “Dana Research Chairs,” two for associate professors and one for a full professor. These are two-year rotating appointments that come with course release and research funds.

Showcasing Faculty Research. Since 2007, the dean of the faculty has been showcasing more deliberately the scholarly and creative accomplishments of Trinity’s faculty. For example, a regular faculty newsletter, archived on the dean of the faculty’s Web page, lists publications and accomplishments. Working with the Office of Communications, all full-time faculty members (including visitors) now have an online profile, where their research interests, recent publications, and curriculum vitae are posted. Faculty are also featured throughout the College website, including their appearances in the national and international media. To build intellectual community, the dean of the faculty hosts receptions following faculty meetings and celebrates recent scholarship by faculty. The Faculty Research Committee also sponsors a [lecture series](#) throughout the year at which faculty who have received a grant share their research. Finally, the [Trinity College Digital Repository](#) provides a space for faculty members to archive work they have published in open-access journals or journals whose publishers permit depositing in an institutional repository.

Centers for Cross-Disciplinary Scholarship

New centers created in the last decade have done much to promote synergies between research and teaching. They have provided a space for faculty from different disciplinary backgrounds to coalesce around core intellectual questions, brought external scholars and practitioners to campus, and integrated students into their initiatives. The new centers, described briefly below, complement the work of the [Leonard E. Greenberg Center for the Study of Religion in Public Life](#) and the [Institute for the Study of Secularism in Society and Culture](#), both of which conduct research, engage faculty and students, and are often recognized in the national media.

- The Trinity Institute for Interdisciplinary Studies (TIIS) is the overarching center fostering interdisciplinary scholarship since 2010. It supports faculty in the early stages of exploring a topic, and it funds a Junior Faculty Research Fellowship. It also hosts manuscript workshops, reading groups, and Common Hour events. While Trinity faculty have always engaged in interdisciplinary work, TIIS is the College’s first formal structure supporting the endeavor.
- The Center for Urban and Global Studies (CUGS) has been active since its creation in 2007, through a major grant from the Andrew W. Mellon Foundation. The center has been a focal point for scholarship and teaching in urban studies, including Hartford as a global city. It has hosted lectures and major conferences, visiting scholars, and summer experiential trips to Asia, as well as sponsoring student and faculty research awards and administering a small grants program for the arts. In 2012, the center secured a \$400,000 Henry Luce Foundation grant to link Asian studies, environmental science, and urban studies in teaching and research.
- The new Center for Caribbean Studies bridges the urban and the global, building on the work of numerous faculty and our unique study-away site in Trinidad. This interdisciplinary center was announced in spring 2016 in Trinidad, at an international conference on reimagining the Caribbean that Trinity co-sponsored, and was launched formally in November 2016. One of the center’s goals is to forge intellectual connections between the study of the trans-Caribbean — on campus, in local Hartford communities, and across the Caribbean.

Supporting Student Scholarship

In encouraging students to collaborate with faculty, several funding sources exist to [support student scholarship](#). The Student Research Program (SRP) enables faculty members to provide supervised research opportunities for Trinity undergraduates, and approved proposals must demonstrate educational benefit to the student. Student-Initiated Research Grants (SIRG), in turn, are for defraying the costs of student-designed, faculty-mentored research projects for work that cannot be conducted at Trinity and that may lead to the development of a senior thesis. The [Faculty Research Committee](#) administers both awards.

Additional funding sources are administered through CUGS, including the Davis Projects for Peace for students interested in developing grassroots projects that promote peace; Grossman Research Grants for students wanting to undertake investigations of global issues; Levy Research Grants for students exploring urban issues; and the Tanaka Research Fund for students pursuing formal research in Asian countries. Community Learning Research Fellows earn .5 credit and receive a small expense grant to support their work collaborating with a community partner in Hartford. [The Watkinson Library](#), which houses Trinity's rare-book collection, also offers a creative fellowships program for undergraduates, now in its fifth year, which promotes research using the library's original sources.

While undergraduates across all majors undertake original research, the [Interdisciplinary Science Center](#) is a hub of programming activities. At all levels, from first-year to senior thesis students, STEM students participate in original research for credit during the academic year and for a stipend during the summer, under the mentorship of a faculty member; this often leads to presentations at professional meetings and peer-reviewed publications. In the summer, a vibrant community of STEM students and faculty engages in research, with 80 students on average living and working on campus; weekly events are organized, including alumni panels and a "Making the Most of Opportunities at Trinity" series for rising sophomores.

Trinity also provides multiple avenues through which student scholarship is disseminated. In addition to numerous thesis presentations hosted by academic departments, the College-wide Science (or Research) Symposium includes dozens of poster presentations by students from all STEM departments and the social sciences. The [Trinity College Digital Repository](#) provides an electronic home for theses and final projects; as well as for general student scholarship, including *The First-Year Papers*, established in 1996-1997 to recognize the written work of first-year students, and *The Trinity Papers*, an annual journal showcasing outstanding undergraduate scholarship.

Ethics in Research

In compliance with federal regulations, faculty and students who are engaged in scholarship that meets the Department of Health and Human Services's definition of generalizable research involving identifiable information about human participants submit their projects for review to [Trinity's Institutional Review Board \(IRB\)](#), which is now chaired by a faculty member and includes a member unaffiliated with the College. IRB policies, procedures, and application materials are described on the IRB Web page. Since 2010, the IRB has reviewed numerous projects, with most applications coming from faculty and students in economics, educational studies, and psychology. The IRB revamped its procedures in summer 2016, both to increase its efficiency and to provide faculty and students with more resources.

To comply with federal regulations, Trinity's Institutional Animal Care and Use Committee (IACUC), which includes members with no College affiliation, oversees the College's animal program, facilities, and procedures. Since 2010, individuals applying for expedited or full review by the IRB or those engaged in research or teaching involving animals under IACUC's purview must complete specific [ethics training](#) modules provided by the Collaborative Institutional Training Initiative (CITI) or NIH.

APPRAISAL

As a selective liberal arts college, Trinity places a high premium on the quality of teaching and learning. We work to ensure small classes, to incorporate teaching effectiveness into the review of all faculty, and as detailed, to host programs that promote excellence and innovation in teaching. The energy devoted in the last decade to these endeavors is especially noteworthy, evident in the creation of centers, ongoing experimentation in the classroom, and new forms of assessment targeting teaching and learning.

The accomplishments of our faculty speak to the success of our efforts in supporting scholarship and creative activities. In 2015-16, for example, Trinity faculty received more than 20 grants, including from major funding agencies such as the National Endowment for the Humanities, National Science Foundation, and National Institutes for Health, and they are recognized with national book awards and professional commendations. Some of our faculty engage in public forms of scholarship, appearing in national and international media. Though supporting faculty research with limited resources is an ongoing challenge, we still are able to fund faculty participation in approximately 130 professional meetings per year.

Likewise, about 30 students per year co-author a publication or conference paper with a faculty member; and approximately 200 students present research poster presentations on campus each year. We award about 80 research grants every year for student research, and support the participation of more than 30 students annually in professional conferences to present their research. About one-fourth of the student body receives faculty honors each semester, and some receive prestigious scholarships and fellowships (e.g., Truman, Goldwater, Udall, Humanity in Action). Since 2007, the College has taken steps to increase our applications to Fulbright, which in the last decade have averaged about 17 per year with an average of three students annually receiving awards. On campus, President's Fellows, who are exceptional seniors whom faculty in each major nominate, serve as academic leaders.

As we continue improving, we might reevaluate our approach in several areas relating to teaching and learning. In general, we could revisit how we review and support faculty as teachers. We do not have explicit guidelines outlining basic teaching expectations, something that could be especially useful for new and visiting faculty. For example, evolving best practices about making syllabi compatible with the needs of students with accommodations ("universal design") should be more widely understood. Nor do we currently require, as some of our peers do, that learning objectives be included on each syllabus; though many faculty members already do so, having faculty follow College-wide guidelines could help students approach their learning more effectively. Similarly, while we provide suggestions for how to observe classes taught by visiting faculty, we lack more general guidelines for conducting teaching observations, although these are a standard part of the faculty review process. A handbook for chairs would also be a valuable resource.

Course evaluations are themselves due for a closer look. While we use them primarily as a tool for evaluating faculty, they could be gauging student learning more effectively. The existence of multiple evaluation forms across the College, moreover, makes comparative analysis difficult. One exception is the evaluation of first-year seminars, which has a high rate of completion; since 2014, these reports have compared individual and overall average ratings. Most worrisome is that under the College's current system, it is possible not to administer a course evaluation, since the burden is on the instructor to opt in for electronic forms or to administer a paper form. Some departments in the humanities and others have expressed concern that requiring electronic evaluations would compromise the quality of students' feedback or that a College-wide form is incompatible with discipline-specific questions; they also cite research documenting the gender and other biases that underlie teaching evaluations. Other institutions address similar challenges, and many of our faculty now recognize the need to update our forms and processes and at a minimum engage in a conversation about how we evaluate teaching.

More specifically, an ongoing challenge that the Learning Spaces Committee has identified is uneven use of course time blocks. The Dean of the Faculty's Office compared in 2015-16 course scheduling at Trinity with that of our peers. A key finding was that many of our peers provide department chairs and faculty with explicit guidelines for how to distribute course scheduling to maximize space and time-block utilization. Accordingly, a preliminary set of guidelines was issued in January 2017, subject to ongoing review.

More broadly still, for part of the last decade, faculty worked in an environment dominated by a narrative of crisis (Standards 2 and 3), and there was a sense among faculty that intellectual community had eroded. To be sure, intellectual engagement and camaraderie existed, but overall cohesion seemed to have diminished. This is why the work of the Center for Teaching and Learning was so valuable in forging ties among faculty cohorts participating in its initiatives. Most program participants agree that reflecting on the similarity of teaching experiences across disciplines and learning from each other — by exchanging concrete ideas or being inspired to teach in new ways — has fostered a meaningful sense of community.

Beyond the CTL, many faculty have welcomed having more opportunities to develop intellectual community, and Tim Cresswell as the new dean of the faculty shares this emphasis. This engagement could take numerous forms, including greater support for experimentation and collaboration in teaching and the creation of informal spaces in which to forge intellectual and social ties across campus. Staff and students would also welcome greater participation in discussions that historically have been faculty led. For example, former recipients of the Brownell Prize for senior faculty currently select all teaching award recipients at the College. While other faculty, students, and staff are free to write letters of support, they are not involved in the selection per se. It could be a small but significant gesture to make the process for selecting the recipients of the College's teaching awards more inclusive.

More could also be done to support academic advising. Though the creation of an *Academic Advising Primer* was an important step, one recurring challenge has been the "hand off" between the pre-major and major advisers and also when an adviser goes on leave. The Dean of the Faculty's Office has been working with the registrar and department chairs to ensure a more seamless process when advisers go on leave; and it has begun examining the possibility of using software to host a central site where advisers can append notes, facilitating continuity. Programatically, we also lack a coherent system for the advising of transfer students, though the divisions of Enrollment and Student Success, Student Affairs, and Academic Affairs have begun tackling this issue. Overall, the new Bantam Network and its approach to supporting the needs of first-year students should bolster pre-major advising at the College. While it is too soon to tell, anecdotally the signs are positive. For more advanced students, we need to review and potentially make more consistent how we advise them to pursue professional and graduate study, which will also depend on collecting more reliable data about postgraduate trajectories. Finally, in terms of serving all student populations, more attention should be paid to supporting faculty who are teaching HMTCA students in their classes, as this is a fairly new program and the multiplicity of learning needs must be understood and supported.

In terms of formal assessment, we do not evaluate academic advising as much as we could, though we do have metrics for overall student satisfaction. Data from the COFHE Senior Survey indicate that our students are more satisfied than those of our peers; 24 percent of Trinity seniors said in 2015 that they were "very satisfied" with pre-major advising, compared with 16 percent among our COFHE peers. Data from the same survey also show that more than 80 percent of seniors were "very satisfied" or "satisfied" with academic advising generally (not just pre-major), while sophomores reported the least satisfaction. Our internal Senior Salute Survey also includes a satisfaction question about advising in the major. In 2014-15, for example, on a scale of 1 to 100, the average satisfaction rating for all majors was 73, though numbers can fluctuate from year to year and the range across departments can be significant. While these data are included on "department report cards," mentioned under Standard 2, they have not typically been considered.

Differences in advising loads partly underlie faculty concerns about equity in workload. Some faculty note that linking pre-major advising to teaching a first-year seminar results in an unequal workload, as faculty who teach these seminars on a regular basis assume the bulk of responsibility for pre-major advising. This exacerbates the unequal advising loads that already exist among departments. Rather than recommending an alternative to that model, the 2013 review of the first-year seminars called for greater support of faculty who teach the seminars, including more coordinated advising from nonfaculty staff at the College. Indeed, the creation of the [Bantam Network](#) addressed this very need, and more time will be needed to assess its full effectiveness.

Faculty concerns about equity are further compounded by variability across departments in teaching duties and resources for research. Course enrollments do not tell the full story, as faculty often support numerous credit-bearing projects without course equivalencies. In terms of research, while all faculty are eligible for College travel funds, some departments have their own endowed research funds that entitle its members to substantial additional funding on an annual basis. Those who are in departments without such funding can be turned away for travel support after they have had one trip funded, and they have no recurring access to funds to support professional development. This creates a large discrepancy in access to resources — and therefore opportunities for success and advancement. Some junior faculty also have greater service burdens placed on them, albeit in largely invisible ways, including those appointed in small departments with few FTEs who have to do a disproportionate amount of service or those with joint appointments who

sometimes also have an inordinate number of demands placed on them. Addressing questions of equity in faculty workloads and resources — across ranks and categories — is important for bolstering the morale of Trinity's exceptional teacher-scholars, who are deeply committed to student learning.

PROJECTIONS

- The divisions of Academic Affairs, Student Affairs, and Enrollment and Student Success will continue coordinating and improving advising of all students, including sophomores and transfer students, while relying more systematically on technology and data to improve the advising process.
- The Learning Spaces Committee will continue discussing with the Curriculum Committee how to improve guidelines and policies regarding course scheduling, with the goal of better meeting teaching (and therefore learning) needs across academic divisions.
- As part of a larger conversation about equity in faculty workloads, the dean of the faculty will address the issue of uneven access to research funds and take steps to promote an environment that is more fully supportive of intellectual community, pedagogical experimentation, and creative collaboration among faculty, staff, and students at the College.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
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Number of Faculty by category

Full-time	198	193	205	201
Part-time	75	92	102	98
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	273	285	307	299

Percentage of Courses taught by full-time faculty

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Number of Faculty by rank, if applicable

Professor	66	63	58	58
Associate	57	57	59	59
Assistant	53	33	32	31
Instructor				
Other; specify below:				
Lecturer- full-time	21	20	21	20
No rank - full-time	1	20	35	33
Part-time, tenured	2	0	2	3
Part-time, multi-yr contract	8	9	11	10
Part-time, annual contract	3	5	5	4
Part-time, less than annual contract	62	78	84	81
Total	273	285	307	299

Number of Academic Staff by category

Librarians	17	18	12	12
Advisors				
Instructional Designers	12	11	8	7
Other; specify below:				
Student and academic affairs & other education services occupations**	46	54	32	39
Total	75	83	52	58

Please enter any explanatory notes in the box below

*FY2017 estimates as of January 17, 2017. **Staff reported in the IPEDS HR survey, in the category of 'Student and academic affairs & other education services occupations'.

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)**

3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
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Highest Degree Earned: Doctorate

		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
Faculty	Professor	60	60	58	58
	Associate	53	51	51	52
	Assistant	32	30	31	30
	Instructor				
	Other -Lecturer	8	12	13	14
	Other - No rank	23	17	25	22
	Part-time faculty	34	41	66	60
Total		210	211	244	236

Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
	Other; specify*				

Highest Degree Earned: Master's

		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
Faculty	Professor	4	3	0	0
	Associate	5	6	8	7
	Assistant	3	3	1	1
	Instructor				
	No rank				
	Other -Lecturer	9	8	8	6
	Other - No rank	1	3	9	9
Part-time faculty	34	40	28	27	
Total		56	63	54	50

Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
	Other; specify*				

Highest Degree Earned: Bachelor's

		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	0
	Instructor				
	Other -Lecturer	0	0	0	0
	Other - No rank	0	0	1	2
	Part-time faculty	7	11	8	11
Total		7	11	9	13

Academic Staff	Librarians				
	Advisors				
	Inst. Designers				

Other; specify*

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Highest Degree Earned: Professional License

Faculty

Professor

--	--	--	--

Associate

--	--	--	--

Assistant

--	--	--	--

Instructor

--	--	--	--

No rank

--	--	--	--

Other

--	--	--	--

Total

0 0 0 0

Academic Staff

Librarians

--	--	--	--

Advisors

--	--	--	--

Inst. Designers

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Other; specify*

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* Please insert additional rows as needed

Please enter any explanatory notes in the box below

*FY2017 estimates as of January 17, 2017.

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

3 Years Prior (FY 2014)		2 Years Prior (FY 2015)		1 Year Prior (FY 2016)		Current Year (FY 2017)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor	0	0	0	0	1	0	1	0
Associate	0	0	0	0	0	0	0	0
Assistant	8	0	5	0	6	0	6	0
Instructor	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0
Other	0	0	3	0	2	0	2	0
Total	8	0	8	0	9	0	9	0

Number of Faculty in Tenured Positions

Professor	68	1	67	0	62	0	63	0
Associate	53	2	53	2	56	2	60	2
Assistant	34	0	34	0	34	0	30	0
Instructor	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	155	3	154	2	152	2	153	2

Number of Faculty Departing

Professor	0	0	2	0	1	0	0	0
Associate	0	0	0	0	1	0	0	0
Assistant	3	0	0	0	3	0	0	0
Instructor	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0
Other	1	0	0	0	1	0	0	0
Total	4	0	2	0	6	0	0	0

Number of Faculty Retiring

Professor	2	0	2	5	0	2	0	2
Associate	0	1	0	0	0	0	0	0
Assistant	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0
Other	0	0	1	0	0	0	0	0
Total	2	1	3	5	0	2	0	2

Fall Teaching Load, in Teaching Units

Professor	Maximum	3.50	2.00	3.25	3.00	4.00	3.00	4.00	3.00
	Median	2.00	2.00	3.00	2.00	2.00	2.25	2.00	2.00
Associate	Maximum	3.50	1.50	4.00	1.50	3.25	2.50	3.50	2.50
	Median	2.00	1.50	2.00	1.50	2.50	1.50	3.00	1.50
Assistant	Maximum	3.00	n/a	3.00	n/a	3.00	n/a	3.00	n/a
	Median	2.00	n/a	2.00	n/a	2.00	n/a	2.00	n/a
Instructor	Maximum								
	Median								
No rank	Maximum								
	Median								
Other	Maximum	3.50	1.50	3.50	1.00	3.50	2.00	4.00	1.00
	Median	3.00	1.50	2.50	1.00	2.50	2.00	2.50	1.00

Explanation of teaching load if not measured in credit hours

Teaching Units, not credit hours, are reported. The regular teaching load for all full time Faculty members consists of 10 courses (or Teaching Units) every two years, i.e., four regular academic terms in succession. Teaching Units are defined in the *Faculty Manual*: <http://www.trincoll.edu/prog/facman/doc0042.html>

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

American Studies	4.20	2	4.20	1	4.20	2	4.20	0
Anthropology	4.00	1	4.00	1	4.50	2	4.50	2
Biology	11.35	0	10.80	0	9.80	1	10.00	1
Chemistry	8.60	2	9.60	2	10.60	1	11.60	1
Classics	2.20	2	3.20	0	3.20	0	4.20	0
Computer Science	4.00	1	3.00	4	3.00	2	4.00	0
Davis Endowment/Formal Organiza	0.00	2	0.00	2	2.00	2	2.00	2
Economics	14.80	4	14.00	5	15.00	5	13.00	6
Educational Studies	3.00	1	3.00	1	2.00	2	2.00	0
Engineering	7.00	2	5.00	2	8.00	3	7.00	3
English	15.50	5	14.50	4	13.50	4	13.50	4
Environmental Science	1.80	2	1.80	3	1.80	2	2.60	1
Film Studies	0.00	2	0.00	1	0.00	2	0.00	2
Fine Arts (Art History)	5.00	3	5.00	3	5.00	4	5.00	3
Fine Arts (Studio Arts)	4.00	7	4.00	6	4.00	6	4.00	8
Guided Studies	0.00	0	0.00	0	0.00	1	0.00	0
Health Fellows Program	0.00	1	0.00	1	0.00	1	0.00	1
History	12.96	2	12.96	1	12.96	5	12.96	3
Human Rights Studies	0.00	1	0.00	1	0.00	3	0.00	1
InterArts	0.00	1	0.00	0	0.00	1	0.00	0
International Studies	8.14	1	6.14	2	6.61	2	4.61	4
Jewish Studies	0.00	1	0.00	1	0.00	2	0.00	1
LaMaMa			0.00		0.00	3.00		
Language & Culture Studies	21.50	12	21.50	11	24.50	10	23.50	10
Mathematics	11.00	0	12.00	0	11.40	1	13.40	0
Mathematics Center	0.00	0	0.00	0	0.60	0	0.60	0
Music	5.00	3	6.00	2	5.00	3	5.00	6
Neuroscience	1.45	2	2.20	1	2.20	1	3.20	0
Philosophy	6.40	2	6.40	2	6.40	0	6.40	0
Physics	5.20	0	5.20	0	5.20	0	5.20	0
Political Science	10.50	4	10.50	5	13.50	0	14.50	1
Psychology	8.60	4	8.40	6	8.40	8	9.40	9
Public Policy and Law	1.70	5	1.70	6	2.70	8	2.70	5
Religion	4.66	2	4.66	2	4.16	3	4.16	2
Rome Program			2.00		2.00	12.00		
Sociology	4.00	3	4.00	3	4.00	3	4.00	2
Theater & Dance	4.00	9	4.00	10	4.00	12	4.00	12
Urban Studies	0.75	2	0.75	2	0.75	3	0.75	4
Women, Gender, & Sexuality	2.00	0	2.00	0	1.00	1	1.00	1
Writing Center	3.00	3	3.00	3	3.00	4	3.00	3
Total	196.31	94	195.51	94	204.98	125	205.98	98

Please enter any explanatory notes in the box below

Full-time faculty with split appointments were apportioned to both/all departments/programs to which they are allocated, which is the reason for fractional FTE in the FT column.

**Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time *	Part-time *	Total Headcount	Headcount Goal (FY2018)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	96	50	146	149
Male	105	46	151	148
Unknown gender	0	2		
White	153	70	223	220
Black/African American	10	2	12	13
Hispanic	13	2	15	17
Asian	13	6	19	19
Multi-ethnic	2	0	2	2
International	10	11	21	21
Unknown ethnicity	0	5	5	5
Academic Staff	Full-time*	Part-time*	Total Headcount	Headcount Goal (FY2018)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	27	4	31	29
Male	7	1	8	10
Unknown gender	0	0		0
White	26	3	29	26
Black/African American	2	0	2	3
Hispanic	4	2	6	8
Asian	1	0	1	1
Multi-ethnic	1	0	1	1

Please enter any explanatory notes in the box below

*FY2017 estimates as of January 17, 2017.

Standard Seven/ Institutional Resources

The institution has sufficient human, financial, information, physical, and technological resources and capacity to support its mission. Through periodic evaluation, the institution demonstrates that its resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management.

Overview

Resource constraints are a challenge across higher education and certainly at tuition-dependent colleges. Trinity is no exception, though we are more fortunate than many institutions. Despite being affected by the economic downturn of 2008 and the volatility of markets and philanthropic giving, we have been able to continue providing a first-rate education. Still, for Trinity, the last decade does illustrate that resource allocation and strategic planning must go hand in hand, driven by academic mission. For a number of years, as described in Standards 2 and 3, financial exigencies appeared to drive decision making, which only compounded weak administrative coherence across the organization. We still maintained or increased the level and quality of our offerings, as noted below, but we did so only by creating a structural deficit that we must now confront.

The arrival of President Berger-Sweeney in 2014 brought an integrated organizational approach, detailed elsewhere in the self-study, as well as a new senior leadership team committed to mission-driven resource allocation. This included the appointment of a vice president in 2015 to oversee enrollment and student success and another to head the division of student affairs; a capable interim chief financial officer in 2015, and then the appointment of both a permanent vice president of finance and a new chief academic officer in 2016; followed by a new vice president for communications and marketing in 2017. An experienced vice president for college advancement, who will retire in June 2017, partnered with these individuals to ensure that fundraising aligns with strategic goals. The president also introduced the position of general counsel to help ensure compliance and manage risk, and she has created a new cabinet-level unit for data analytics.

With this leadership group, the College is embarking on a campuswide bicentennial strategic planning process, emphasizing the importance of a financially sustainable future. Resources may have to be redeployed in new ways, including for revenue-enhancing initiatives that support our strategic goals and institutional purposes. While the challenges are quite real, we are confident that we have just the right combination of resources, especially the human capital, to improve markedly as an institution and indeed to grow our resources over time.

Human Resources

DESCRIPTION

Since the last self-study, policies in the Human Resources Office have been revised, updated, and made accessible to all employees in the form of an online *Employee Handbook*. At the same time, policies that pertain to all employees, and not just faculty members, have been removed from the *Faculty Manual* and incorporated into the handbook to ensure consistency across all employment categories. Human Resources policies include a grievance policy that outlines the steps for addressing staff grievances.

The Human Resources Office regularly participates in compensation surveys for positions at all levels. The results of these surveys provide valuable data for ensuring that jobs are at the appropriate salary level and our salaries are consistent with market rates; these comparisons also provide evidence of whether our staff members are paid equitably. Employees have access to individualized total compensation statements that are updated twice per year and show the total value of the compensation and benefits provided and the employee's contributions to those benefits. The surveys also provide information on staffing levels at like institutions of higher education. In terms of staffing levels, whenever feasible, we look for other institutions

with which we might share positions. This approach has afforded us the opportunity to hire a Muslim chaplain, a chief information security officer, and a shared alcohol and drug health educator position.

Nonfaculty employee performance is evaluated annually, through ePerformance, an electronic performance management system. A group of employees, representing staff and management, hourly and salaried employees, and various divisions and departments, designed the current iteration of the tool. Employee self-evaluation is encouraged, and midyear dialogue between supervisor and employee is built into the process. (For evaluation of faculty performance, see Standard 6.)

Each division of the College is responsible for providing staff development opportunities. Additionally, the Human Resources Office provides numerous educational opportunities, including supervisory training for new and existing management staff. The [Exempt Staff Council](#) and the [Nonexempt Staff Council](#) are given annual funds for programming, and staff development has been a regular part of each group's activities.

APPRAISAL

While we have adequate staffing levels at Trinity, we are by no means high relative to our peers. For example, in FY 2013, we had 594 nonfaculty staff members on campus (including 146 for Chartwells food service and 104 for Aramark facilities operation). Our student-to-staff FTE ratio was 3.79, in the bottom third of our peer group of 24 institutions. Currently, all vacancies and new staffing requests go through a vetting process in the President's Cabinet to ensure that resources are appropriately deployed. In addition, the recent change to U.S. Department of Labor rules related to Fair Labor Standards Act exempt status provided an opportunity for a comprehensive review of job duties and responsibilities across the College. Each division has been reviewing its complement of positions to update and optimize resource allocation.

Faculty and staff compensation surveys have shown that, historically, both have lagged the median for our comparison cohort; consequently, money has been set aside each year for market and equity adjustments to bring both groups closer to the median, with the exception of the 2015-16 and 2016-17 academic years, due to budget constraints. While faculty compensation is discussed under Standard 6, staff salaries continue to lag on the order of \$500,000 in the aggregate, at the most recent evaluation. As a college in an urban setting, we compete for talent in the area, including with local businesses, which adds to the challenge of recruiting and retaining staff.

Diversity among the ranks of faculty and staff always remains a priority. Since the last self-study, improvements have been achieved in the hiring and retention of women and minority faculty (Standard 6) and women and minority exempt staff. Between 2006 and 2016, the number of women and minority exempt staff increased, respectively, by 4 percent and 27 percent. Among nonexempt staff, the proportion of women decreased by 10 percent, while the proportion of minority staff increased by 20 percent. Among nonexempt staff, the population of women has stayed the same, while the minority population has increased by 25 percent. Unlike the Dean of the Faculty's Office, which now circulates an annual report on faculty diversity, the College still does not communicate regularly about staff diversity.

While the *Employee Handbook* is an electronic resource that is comprehensive with regard to Human Resources policies, it should also be the repository for additional information of use to all employees. Examples include Accounting Office policies related to travel and entertainment, international travel, or appropriate business expenses. Regarding the Grievance Policy, employees have invoked it three times since the last self-study, demonstrating an awareness of how to use it when necessary.

The Human Resources Office has expanded in the last decade its services and outreach to campus employees, including greater promotion of wellness issues. One area in which it could have more robust programming is in professional development. Current efforts in this area are focused on compliance-related training, especially concerning Title IX and sexual misconduct, and a dedicated Title IX position was created to lead these efforts. The Human Resources Office nonetheless recognizes that it needs to explore ways of providing staff with more resources to support onboarding and orientation, skills training, work-life balance, building strong teams, and the transition to retirement. Greater professional development is an investment in our staff and their collective capacity to move the institution forward.

PROJECTIONS

- The chief financial officer in combination with division heads will monitor staff and faculty salaries against Trinity's comparison cohort and continue to work toward the goal of achieving median salary levels.
- The director of human resources will lead a task force to determine ways to increase professional development opportunities across the campus; she will also work with the chief diversity officer and Institutional Research to report regularly on the diversity of Trinity's staff.
- The director of human resources and the comptroller will collaborate to ensure that the *Employee Handbook* contains additional accounting-related information and to ensure greater ease of monitoring and reporting of employee compensation.

Financial Resources

DESCRIPTION

Trinity College manages its financial resources in a prudent, transparent fashion that is aligned with the College's academic mission and programs. The College's endowment stood at \$513 million on June 30, 2016. Trinity's operating budget for the year ending June 30, 2017, is \$138 million, with the primary sources of revenue being net tuition (51 percent), endowment income (16 percent), and contributions to the annual fund (6 percent). In the last five years, net tuition has increased by 7 percent, from \$87.2 million to \$93 million; endowment income grew by 60 percent during the same period, from \$13.3 million to \$21.6 million; the annual fund, in turn, remained fairly stable during this period at \$8.75 million. The College calculates the annual endowment income by taking 5 percent of the endowment market value average for the 12 trailing quarters. Trinity, moreover, allocates the majority of its operating budget in support of the academic mission, devoting 62 percent of the budget to instruction, academic support, and student services.

The College had \$682 million in net assets on June 30, 2016, with expendable resources of approximately 1.5 times annual expenditures. Trinity maintains a bond rating of A+ (Stable) from Standard & Poor's Ratings and A1 (Stable) from Moody's Investor Services. In the last several years, the College has aggressively refinanced its callable fixed-rate debt, obtaining significantly lower interest rates without extending the term. The refinancing resulted in \$20 million in debt-service savings over the remaining life of the bonds. Trinity currently spends \$10 million in debt service annually.

Like most institutions of higher education, Trinity faces the challenge of creating a sustainable financial model that maintains a balanced budget while continuing to deliver an outstanding education to its students. This fiscal challenge requires, among other things, that we communicate effectively to students and their families the value of a Trinity College education at a time when families' ability and willingness to pay for college are under stress. We are addressing this challenge in the current strategic planning process, led by Berger-Sweeney. Two of the five subcommittees of the Bicentennial Strategic Planning Commission will specifically tackle issues related to budget: the Resources Subcommittee, co-chaired by the CFO and a member of the faculty, and the Facilities and Environmental Sustainability Subcommittee, co-chaired by a member of the faculty and the general counsel and secretary of the College.

Given the College's mission as a leading liberal arts college in an urban setting, moreover, Trinity College devotes significant financial resources to supporting [community efforts](#). In FY 2016, for example, \$3.4 million in gifts to the College went toward connecting Trinity with community engagement initiatives, including [Computer Science Principles](#), [Hartford.Health.Works](#), [Dream Camp](#), and the HMTCA Summer Science Academy. Trinity is also a key partner in [Southside Institutions Neighborhoods Alliance \(SINA\)](#), a 38-year alliance of Connecticut Children's Medical Center, Hartford Hospital, and Trinity College, which has earned national recognition as a model for community revitalization. Today, SINA leverages the success of the Learning Corridor, a project that it spearheaded, to lead comprehensive neighborhood strategies (e.g., reversing the negative trend in homeownership, stimulating renewal of the neighborhood's commercial corridor, creating employment opportunities for neighborhood residents); in the process, it is fashioning a national model for neighborhood revitalization. [Trinfo.Café](#) is yet another collaborative effort that is part of the College, focused on bridging the digital divide between Trinity and the surrounding neighborhoods. The

space serves as a nexus for hundreds of city residents to access technology services and for Trinity students and faculty to engage with community resources; last year, Trinfo.Café had more than 15,000 visits, with more than 120 local organizations participating in the project. Indeed, the financial commitment that these local partnerships and initiatives imply is at the core of Trinity's urban identity and future institutional success.

APPRAISAL

Trinity has developed a high-level, multiyear financial planning model that allows the College to weigh and evaluate key financial drivers such as enrollment, discount rate, tuition increases, endowment return, endowment spending policy, staffing, capital investment, and debt levels. The model helps us to see the ongoing impact of decisions in the annual budget process and also allows us to evaluate the impact of multiyear investments under different scenarios. The College's operating budget includes contingencies and a general reserve (\$750,000 in FY 2017) to protect against unexpected problems or to fund unanticipated opportunities. This multiyear planning model has now become more strategic, and we expect it to become even more so as the budget becomes tied to the strategic planning process currently under way.

Oversight and Risk Management

The Board of Trustees oversees the College's finances through four trustee committees. The Finance, Audit and Risk, Investment, and Information Services and Facilities Committees each meet regularly to review and approve management's plans and actions. Many of those actions are then brought to the full board for approval. The Finance Committee reviews the annual budget, multiyear financial plans, and major initiatives and policies and recommends action to the full board. It also reviews performance against budget at each of its meetings. The board approves the annual budget, including capital spending. The Investment Committee meets throughout the year to oversee Investure, the College's outsourced investment manager, and approves all new investments, the annual asset allocation, and all investment policies. It also reviews performance of the endowment on a quarterly basis.

The firm of PricewaterhouseCoopers (PwC) audits the College annually. The Audit Committee meets regularly with PwC and also monitors risk management and other control and policy and procedures issues. The external auditors comment on the College's financial operations and have consistently recognized the efficacy of Trinity's internal controls. The Comptroller's Office has a leadership role in implementing an enterprise-wide risk management program, working with a broadly representative committee and outside consultants.

The Information Services and Facilities Committee oversees Trinity's capital plan, real estate investments, and capital projects. The College's financial model includes annual allocations for deferred maintenance. The College recognizes that this line item is underfunded at its current level of \$5.6 million and provides for increases each year in its budget model. Total deferred maintenance is estimated at \$125 million.

The Audit Committee, Board of Trustees, president, and general counsel have established ethical guidelines and conflict of interest disclosure processes. Additionally, an independent Whistleblower Hotline is in place to allow anonymous reporting and review of any perceived violations of Trinity's ethical standards. These practices are described further under Standard 9.

Admissions and Financial Aid

Trinity has a "need aware" admissions policy and is committed to meeting 100 percent of the demonstrated financial need of its admitted students. In FY 2017, the College committed \$46.5 million, or 40 percent of tuition and fees, to financial aid. The rising cost of private higher education across the country and Trinity's substantial tuition, room, and board fees mean that more students request greater financial aid. Increasing the College's financial aid budget so that we can support more deserving, high-achieving students is a priority goal for Trinity and a focal point of the current strategic planning and subsequent comprehensive campaign. In 2016-17, Trinity's tuition and fees (including room and board) stands at \$66,490.

The Admissions Office, as detailed under Standard 5, is also implementing new tools to expand its ability to identify and attract top students to Trinity. In 2015, the College's new vice president for enrollment and student success hired the firm of Hardwick Day, an econometric modeling and enrollment consulting firm.

He added a second, optional, essay to the College's application and instituted a test-optional policy. The essay and other signs of engagement and interest helped to significantly improve the yield of accepted students, from 22 percent for the Class of 2019 to 30 percent for the Class of 2020. The College also established a merit aid program to help attract top students to Trinity — offering scholarships and creating a programmatic support structure to build community. Trinity, moreover, is making substantial investments in domestic and international recruitment, and we expect to increase slightly the size of the undergraduate student body over the next few years through admission of a January cohort. In particular, we added in 2016 a position dedicated to international admissions and student success and another one to focus on West Coast recruitment, and we increased the admissions travel budget by \$100,000. These investments in recruiting and enrollment are deemed essential to Trinity and its future and will continue, side by side with our goal of building financial aid endowment.

Budgeting and Planning

Trinity's financial planning is led by the vice president of finance and chief financial officer, who heads a team that includes the budget director and the comptroller, who like the CFO, have advanced degrees and substantial higher education financial management experience. The CFO is on the President's Cabinet and works with leaders across the College to ensure that programs and initiatives are undertaken in a way that is consistent with Trinity's financial model. The team works closely with the four financial committees of the Board of Trustees so the board is engaged with and informed of key financial issues. The College has in place ongoing financial reporting to evaluate its financial status. Standard financial reports submitted to the CFO by the Business Office on a monthly basis include the balance sheet, statement of activities, operating budget to actual, endowment, pledges outstanding, cash and short-term investments, capital projects status, and cash flow projections. These reports are submitted to the Finance and Audit Committees of the Board of Trustees quarterly for review and discussion, and capital project updates are also provided to a trustee committee on financial and physical resources.

Trinity's operating budget models are dynamic, and they are updated yearly to realign with changing initiatives and conditions. While this flexibility has the benefit of enabling the College to respond to changing needs, it also poses challenges to financial planning. To address this issue and support onetime, forward-looking investments, several years ago the College created an annual strategic initiatives fund, which in FY 2017 was \$1.5 million, and the College now has a more defined process for requesting and evaluating fund requests. Additionally, the senior administration must be able to respond to changes in financial outlook. For example, when the Class of 2019 yielded a smaller first-year class than was budgeted, the College quickly began a process to reduce spending for the FY 2016 year. The president asked the senior officers to work together in consultation with shared governance committees to identify \$5 million in short-term savings for the current fiscal year to balance the FY 2016 budget, which the leadership team successfully accomplished. Finding ways to share resources across departments, identifying work that could be done differently and at lower cost, not filling vacant staff positions — these and other approaches were utilized to balance the budget. The high level of collaboration and priority setting evidenced by the President's Cabinet in this process paid dividends: the operating fund ended the year with a surplus of \$264,000.

In FY 2017, the overall College budget is \$138.4 million, representing a 21 percent increase from five years ago. Today, the budget is developed after members of the President's Cabinet present budget requests for their areas of responsibility. Appropriate budget trade-offs are discussed so that financial resources are allocated in the operating budget to align with institutional priorities. The president's multi-constituency Planning and Budget Council (PBC) supports this process by providing input before a budget is presented to the president and the Board of Trustees for approval (Standards 2 and 3). The PBC, which meets regularly throughout the budget process to provide feedback on budget assumptions, is composed of faculty members (i.e., the faculty's elected Financial Affairs Committee), staff, students, and senior administrators. Recently, there has been somewhat controversial dissatisfaction both within the committee and outside of it with the role of the PBC. Two new co-chairs (the dean of the faculty and the CFO, both of whom joined the administration in summer 2016) have the opportunity to determine how this committee might contribute most productively to the College's planning and budgeting process.

Fundraising plays a vital part in budgeting and planning, especially at colleges like Trinity with dedicated

and successful alumni. Over the last decade, since the last self-study, actual contributions to the College's annual fund did not always meet targeted goals, as detailed in the workroom. In part, this reflected the effects of the president's controversial white paper in 2011 (Standard 2), which resulted in a significant shortfall of more than \$600,000 in FY 2012. More broadly, since FY 2008, the College was not setting realistic goals for the annual fund; consequently, targeted goals were going unmet and staff resources that could have been pursuing larger, longer-term gifts were being redirected to the annual fund. Under Berger-Sweeney, the strategy was adjusted in FY 2016 to reduce the annual goal. While we still did not meet the goal of \$9 million that year (with a shortfall of \$251,275), giving toward strategic initiatives — including financial aid, capital projects, and career development — increased. Indeed, since FY 2015, Trinity has received more than \$26 million in commitments, and the pace of these gifts continues to grow.

Increasingly, the president and her cabinet set fundraising goals and priorities on a strategic basis. Reflecting greater administrative coordination at the College in recent years, academic priorities and student learning increasingly guide fundraising. For all endowment funds, moreover, a memorandum of understanding (MOU) stipulates the donor's intentions, and the College's Business Office creates expense accounts in line with donor restrictions. The external audit also performs procedures to test samples of donor expenditures to ensure compliance with donor restrictions.

Building a sustainable financial model clearly will require growing gifts to the endowment, as Trinity is poised to do in the upcoming comprehensive campaign. For example, in FY 2016, the College raised \$23.2 million in total gifts to the College, which were designated as follows: 60 percent for current use, 31 percent for endowment, and 9 percent for the physical plant. Notably, participation in alumni events is about 45 percent higher than it was before Berger-Sweeney's arrival, and Trinity's Women's Leadership Council in particular has seen increased engagement. The third annual Giving Day in 2016 exceeded monetary and participation goals, with more than 2,300 alumni, parents, students, faculty and staff, and other friends of the College contributing \$2.4 million, while the Parents Fund increased more than 6 percent in donors and 7 percent in dollars in the same year. Likewise, 91 percent of the Class of 2016 participated in the Senior Class Gift. As strategic planning and implementation unfolds, we expect our alumni, parents, and friends of the College to be even more energized and engaged by the College's new, integrated organizational approach; the transparency of communication; and evidence of recent gains in the quality of a Trinity College education and a renewed focus on its transformative power.

Having successfully closed FY 2016 with a surplus, the College is actively planning for a sustainable fiscal future linked to vigorous strategic planning, one that entails being deficit free while budgeting appropriately for deferred maintenance and relying on multiple robust revenue sources beyond tuition. The reality is that given national economic and demographic trends, as well as the market of highly endowed colleges in which we compete, a threshold exists beyond which it is difficult to maintain academic quality while still meeting budget-driven enrollment targets. If the threshold is crossed, as it arguably was during the last decade, the College's reputation suffers. In addition to academic quality, we are committed to preserving the historic significance of Trinity's physical plant and meeting the changing needs of technology. This requires that we include in our operating budget certain ongoing investments, such as deferred maintenance, utilities infrastructure, IT replacement cycles, software upgrades, upkeep of dormitory furniture, and support for environmentally sustainable materials and practices for the campus. The College is indeed at a juncture in which, if it is to move beyond its budgetary constraints and unlock its potential, budgetary realities must be confronted head on and we must dare to invest strategically. Trinity, we are convinced, will not be able to cut its way to better rankings or improved student quality, nor will we be able to cut our way to a balanced and sustainable financial situation.

Our current structural deficit therefore reflects three sets of factors. First, it is the result of tuition-driven enrollment targets that were not met in FY 2016, because meeting them would have meant undermining our core academic values and reputational capital. Second, it reflects bringing to the fore "hidden structural deficits" for investments in physical and technological resources that we believe, as responsible stewards of the institution and its long-term interests, must be part and parcel of regular operating budgets. Third, the current deficit includes strategic investments in revenue-enhancing, forward-looking initiatives. Preliminary ideas reflect financially conservative and dynamic models, and they potentially target the expansion of Graduate Studies offerings, new summer programs, a January cohort of undergraduate students, greater

participation in Trinity's international programs, and consortial arrangements that leverage institutional networks to maximize resources.

Strategic planning will set the direction, while subsequent implementation will reflect principles evident in our recent planning and evaluation processes (Standard 2). In the shorter term, \$25 million in current-use funds is being raised over the next three years to support the ambitious goals set above, situating the College for a groundbreaking bicentennial comprehensive campaign. Actual spending and decisions about initiatives will be informed by data and best practices, will be broadly inclusive of all College constituents, and will reflect iterative cycles of assessment and improvement. Most importantly, Trinity's core academic mission, and our collective commitment to the institution's success, will drive budget setting and planning.

PROJECTIONS

- In 2016-17, the chief financial officer will help lead the strategic planning work related to resources, spearheading the College's commitment to ensuring that financial resources align with strategic goals.
- Led by the president, the College's senior leadership will propose a concrete, multifaceted plan for achieving financial sustainability, identifying both short- and long-term ways to increase revenues and reduce expenses, as well as areas for substantial investment; implementation is projected to begin for the FY 2018 budget.
- The vice president for college advancement will oversee fundraising for a \$25 million current-use investment that will help us achieve strategic goals and ignite an ambitious comprehensive campaign.

Information, Physical, and Technological Resources

DESCRIPTION

Trinity is committed to providing the information, technology, and physical resources that further academic inquiry and learning. The College has made — and continues to make — substantial changes in the way it delivers information technology. Ensuring that budgets support ongoing investment in these areas is both a priority and a challenge. Likewise, continuing to modernize existing buildings in a historic campus and planning for new construction is an essential, resource-dependent priority.

In February 2015, with the retirement of the College librarian and recognizing the increasing synergies of library services and information technology, the College library merged with the Information Technology Services (ITS) Division into an organization that is called Information Services (IS). Both entities report to the vice president for information services and chief information officer. This has been an important organizational change, and we have worked hard to ensure the effective merger. The division's overarching goal is to provide seamless delivery of library and information services in support of the academic mission.

APPRAISAL

Information Services

The goal of merging the College library and ITS is to align and strengthen the services provided by each in support of the College's academic mission. Already, the new organizational structure is fostering an environment of greater collaboration, innovation, and more integrated services, evidenced by new conversations between research services, special collections, and educational technology. The focus continues to be on constituents' needs; and the group is gathering baseline data from the campus community through the Measuring Information Services Outcomes (MISO) survey, which was administered for the first time in February 2016. This higher education survey is designed to measure how faculty, students, and staff view both library and technology services on campus. Information Services expects to use the outcomes of the survey to formulate future strategic direction. The Library Transition Advisory Committee (Standard 3), moreover, spoke with representatives of merged organizations from peer institutions for insight and advice, and it affirmed that the library and collections have remained central to teaching, learning, and research at Trinity. The committee also recommended an external review of the merged organization after three years, and it supported creating the new position of director of library

research services and collections (a position filled in fall 2015).

Information Technology Services

In addition to the Educational Technology Group (see Standard 6), the enterprise applications and Web development teams noticeably increased their reach across campus in recent years, as evident in the sheer number of their projects, all of which target efficiency and timely access to information. Chief among the new applications that extend the functionality of our enterprise application — PeopleSoft — are Maxient (a judicial database solution for student services) and Report Exec for the Department of Campus Safety (used to track incidents and as the basis of Clery Act reporting). The Enterprise Group also partnered with the Development Office to introduce the Reeher platform, a predictive modeling solution for prospective donors that is integrated with PeopleSoft and allows giving officers to access new information both in the office and on the road. SLATE, in turn, is a new admissions tool used by both prospective students and Admissions Office staff. Likewise, a “course management console,” developed by IS with the Dean of the Faculty’s Office, streamlines the planning process for course offerings and the tracking of teaching loads. In addition, Information Services implemented a new document-imaging platform, Image Now, which allowed administrative offices to move toward paperless processes and electronic files. This system has been introduced to the Advancement Division, the Accounting Services Office, and the Registrar’s Office.

A great deal also has been accomplished on the infrastructure side, with more significant work yet to be done. A new wireless system developed partly to accommodate the vast number of wireless devices on campus is being implemented between 2015 and 2019 to create a wireless-first networked campus. Information Services worked closely with Institutional Research to determine student satisfaction with wireless service and openness to change. Other significant technology upgrades include a five-year, \$3.2 million upgrade to the 3,500 campus doors to install electronic locks for improved access and security and replacement of the College’s nearly 30-year-old telephone switch over the next three years. These projects clearly require substantial, multimillion dollar investments and budget planning; and the challenge is to stay ahead of information technology demands, which are always on the rise. The strategic planning process will generate ideas about specific priorities and process.

Information Services nonetheless continues to seek alternative funding and collaboration to further its mission. In 2016, the division received a National Science Foundation grant of \$340,657 to create a Next Generation Science Network and DMZ. The project dramatically increases institutional interconnectivity and cyber-infrastructure capability to facilitate data-intensive research and teaching. The resource brings the level of connectivity typically found at a large research university into the unique environment of a liberal arts college. The NSF, moreover, is considering a follow-up, multi-institutional proposal for a “CyberTeam.”

Information security has become a greater priority, and IS now has a written information security policy and educates the campus on protecting confidential and identifiable data. Most recently, we added a chief information security officer (CISO), a position shared with Wesleyan University as of January 2016. Trinity and Wesleyan welcome the opportunity to develop parallel programs and to take the best business practices from each institution, standardizing these as feasible. The hiring of the shared CISO position provides us with the necessary focus and attention that the rapidly evolving area of information security requires.

The [Trinity College Library](#) and the Watkinson Library

The library is widely considered a cherished campus resource, where students and faculty come to research, study, collaborate, and learn. The library’s reputation reflects the quality of the collection, as well as the range of services and value of partnerships among students, faculty, research librarians, and educational technologists (Standard 6). Public service librarians purchase collections, and priority is always given to material that supports the curriculum and the research needs of faculty.

The [Watkinson Library](#), moreover, houses and administers Trinity’s special collections and archives. Its acquisitions, by purchase and gift, continue to be robust, especially regarding the archives of distinguished alumni and the crucial records of the College. Staff members lead class presentations with this material; on average, a class session is held there every other day throughout the academic year. The

Watkinson also oversees regular public lectures, prizes, programs, and publications.

At the heart of the library, of course, are its collections. The new director of library research services and collections spent her first year on campus analyzing our collections with an eye toward ensuring that the library is developing the collections that faculty need for their teaching and research. This included initiating conversations with department chairs to discuss collection development practices and circulation statistics. Faculty and students today require far more types of media than print books and journals, when compared with a decade ago, and the library collection has evolved to meet those needs. The library has moved beyond traditional print to also offer streaming video and audio, digital images, electronic books, and electronic journals. Funding and management of the collection have likewise evolved to fit this new environment, incorporating patron-driven and demand-driven acquisition models.

Spending indeed “flipped” in 2012, and since then more collection funds have been spent on digital than print forms. This fiscal year, \$1.5 million is budgeted for the collection, with \$1 million designated for licensed digital resources. Overall, since our last self-study, the library has drastically changed the way it provides access to journals and periodicals. The preferred format for journals is now digital, and print subscriptions have decreased from about 2,000 titles to approximately 450 journals, magazines, and newspapers. In electronic-only format, the library has purchased or subscribes to more than 130,000 journal titles, either as individual or package subscriptions. The library has maintained subscriptions to database and journal package subscriptions by closely monitoring usage and alternatives such as pay-per-view. There is very little left to cut without significantly impacting faculty and student research and services.

To control costs, we make use of patron-driven acquisitions and the [CTW Consortium](#). Trinity generally does not duplicate print purchases made at Connecticut College or Wesleyan College, and it works closely with CTW in exploring and negotiating new digital purchases. Beyond CTW, Trinity has joined 47 academic libraries in EAST, the [Eastern Academic Scholar’s Trust](#), as part of a three-year Mellon-funded project. With EAST, Trinity can analyze circulation patterns and print book holdings across the group, then formulate appropriate retention policies. As member libraries routinely deaccession items from collections, they can be assured that the books will be held in their original format by a minimum number of libraries in the Northeast. Also of note, the CTW Consortium has purchased a new integrated library system (ILS), Ex Libris, to offer patrons a more unified materials search experience across CTW and across our various content sources, at a cost savings to CTW and the three individual college libraries. In partnership with faculty, Trinity’s library will continue to implement new and creative strategies for meeting scholarly needs.

Facilities and Physical Resources

Trinity’s campus comprises approximately 100 acres of land in Hartford, and construction of the current campus began in the late 1800s. Signature buildings are the Long Walk buildings (Jarvis Hall, Seabury Hall, and Northam Towers) and the Chapel. Today, the campus consists of about 1.8 million square feet of facilities spread across approximately 100 buildings. The College is committed both to maintaining its historic buildings for modern-day use and to constructing new buildings where needed to support the school’s educational purposes.

Capital Projects

Several significant capital projects have been undertaken in the last decade. As an outgrowth of the last capital campaign, the historic Long Walk was restored in a yearlong, \$33 million project completed in 2008. A few years later, the [Gates Quadrangle](#), an underutilized exterior space, was transformed into a more inviting landscape with large lawn areas surrounded by pedestrian walkways that connect the quadrangle to the rest of the campus. This was followed in 2013 by construction of the Crescent Street Townhouses, designed to expand upper-year student housing on the south side of campus by more than 300 beds; a private developer owned and financed the project for \$25 million, while Trinity managed it.

More recently, as discussed under Standard 5, renovations designed to improve the social climate took place across campus: Vernon Social (2014), first-year kitchens and common areas (2015), and the lower level of Mather Hall (2016). In fall 2015, donor-funded projects to replace the turf for the football field and track were undertaken, and in 2016 construction began on new athletic fields for baseball, softball, and

soccer. Made possible largely by donor contributions and some bond funding, the new fields will upgrade playing surfaces, improve player safety, and expand availability for club and intramural sports.

There have also been three major capital projects designed to expand our physical resources and spaces in ways that symbolize — and advance — our core academic mission. These more recent projects are noteworthy for the multi-constituency and consultative processes that have characterized their design and construction. Proceeding with them during a period of transition, however, has also raised questions and even stirred some controversy, as some of these projects have come to represent quite visibly the strategic and multifaceted changes occurring at Trinity.

The Gruss Music Center, Trinity's newest building, opened at the start of the spring 2016 semester. An addition to the Austin Arts Center, this rehearsal and performance space offers new capabilities for students and faculty that did not previously exist: teaching spaces, practice rooms, a recording studio, and an intimate venue seating up to 80 people that is used primarily for small-scale performances, rehearsals, and teaching. The study of music at Trinity — vocal, instrumental, urban, classical, experimental, or historical — is greatly enhanced by this dedicated rehearsal and performance space.

An exciting facility currently under construction is the [Crescent Street Building](#). The 11,000-square-foot space was originally intended to house a bookstore and small café, across the street from the new student townhouses. In reviewing capital projects, Berger-Sweeney received feedback that the building should support academic programs. While the external structure was already erected, the president asked the developer in spring 2016 to pause construction to explore the possibility of repurposing the building for academic use. A fast-paced, campuswide discussion of pressing needs ensued, and the building was soon conceived to house neuroscience labs and offices, a media arts creativity corridor, as well as a student gallery and commons area. It would be a visual symbol of the liberal arts, fostering creativity and collaboration across disciplines. The design process included three large multi-constituency committees of faculty, staff, and students; the project is slated for completion in summer 2017.

Additionally, the College announced in December 2014 that it had capitalized on a unique opportunity to purchase 200 Constitution Plaza in the heart of downtown Hartford, a five-story building that had been used as an educational facility and was being auctioned. The purchase represented a long-term strategic move, which would advance the College's goal of urban engagement and collaborative partnerships in Hartford; it would also contribute to a dynamic college ecosystem, as various institutions of higher education moved into the downtown. Given the building's large size, the decision was made to occupy two floors and lease the balance to organizations with missions that complemented the College's. The months following the purchase saw a thorough capital review; engagement of two experienced consultants; tours of the facility open to the entire campus; forums with trustees, faculty/staff, and students in which more than 100 members of the community participated; and a general call for ideas and suggestions. The consultants' report was made public, and a planning committee was constituted in May 2015. As planning proceeded, the College began receiving offers by organizations seeking to purchase the building. A period of protracted negotiations and offers ensued, as Trinity looked to lease back space strategically in the building.

The Board of Trustees, at its October 2016 meeting, approved moving forward with the selling of 200 Constitution Plaza and leasing back space on Constitution Plaza. Due to contractual obligations, details of the transaction could not be shared until it was finalized, but the College announced three pillars for using the space: 1) connecting undergraduate students with Hartford's central business district; 2) collaborating with other Hartford institutions of higher education; and 3) offering graduate programs that will serve the central business district, be consistent with Trinity's mission, and expand revenues. Significantly, transportation will also be provided between the Summit Street campus and Constitution Plaza. A multi-constituency planning process will lead the design of the new space, which is expected to open in 2017.

More routinely than new capital projects, classroom upgrades are no less essential for supporting physical and technological resources on campus. Led by the Learning Spaces Committee (Standard 6), recent projects illustrate ongoing improvements in this area: the formerly cavernous auditorium in the Jacobs Life Sciences Center was transformed into a modern teaching space with improved spaces for group work and an industry-standard audiovisual system; a chemistry classroom was equipped with dual projection

capabilities for more detailed scientific inquiry; the Long Walk classrooms were fitted with single and dual projection systems, high-quality sound reinforcement, and wireless networking; and the Klestadt Family Art History Seminar Room in Hallden Hall now contains state-of-the-art technology for multimedia.

Facilities Planning

Within our 100-acre campus, facilities projects must be prioritized on a routine basis. This includes maintenance of Trinity's buildings and upgrades to aging utility systems and academic and other buildings. Since 2011, moreover, Trinity has contracted with Aramark Corporation for facilities services, and Aramark provides on-campus facilities staff (including custodians, groundskeepers, plant operators, and trades workers), as well as corporate technical resources. Significantly, we are developing a catalog of all of our buildings, including their condition and maintenance, to understand and prioritize our needs.

Suggesting their importance to the College, Berger-Sweeney made facilities and environmental sustainability the subject of one of the five committees of the Bicentennial Strategic Planning Commission. The committee is to articulate goals for Trinity's prudent stewardship of its resources and for fostering environmental responsibility. The committee will also recommend criteria for prioritizing among projects for the next comprehensive campaign and beyond, as well as a process for evaluating and approving such projects. The directive is to measure all proposed actions against a high standard of environmental sustainability and financial feasibility. While the College has had a cross-functional advisory committee for the operating budget, there is no equivalent body for capital budget and facilities to work collaboratively with the Information Services and Facilities Committee of the Board of Trustees and the President's Cabinet.

In addition, to engage in systematic facilities planning and evaluation, the College has taken steps to increase capacity within the Facilities Office itself. Most importantly, we are hiring an assistant vice president of facilities operations, who will provide strategic oversight and leadership of facilities operations to ensure they meet the needs of the College and its constituents. This new portfolio includes preventive maintenance and inspection, as well as advancing the [College's environmental sustainability efforts](#) and managing facilities personnel and third-party resources to ensure, among other things, that resources are allocated to achieve maintenance, health and safety needs, deferred maintenance, and capital renewal planning while also meeting key performance indicators and compliance targets.

The College's physical plant and environmental footprint are fundamental resources to be managed sustainably. Indeed, in a context of financial constraints where priorities have to be set and trade-offs calculated against the mission of the institution, it is essential that we have planning processes in place and engage in ongoing evaluation and revision in these areas. The recommendations made as a result of strategic planning will be crucial in this regard; and they will build on the success of previous multi-constituency processes, including the [Sustainability Task Force](#) (created in 2007) as well as recent planning processes for capital projects that have kept the College's mission front and center.

PROJECTIONS

- The vice president for information services will work with the chief financial officer to ensure that ongoing, substantial investment in campuswide information technology is planned and budgeted for strategically.
- The chief financial officer and senior leadership team will be responsible for ensuring the development of a process, utilizing a cross-functional team and drawing on broad input from the campus community, that establishes institutional deferred maintenance, construction, and technology priorities.
- The vice president for information services will work with Faculty Conference and the Information Technology in Education Committee (ITEC) to ensure that the academic mission of the College is well served by the new combined Information Services group.
- The vice president for information services and the office of the chief financial officer will develop an online catalog of all properties owned by the College as a prelude to developing a strategic vision of our facilities and how a comprehensive fundraising plan can support that vision.

**Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)**

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2014)			(FY 2015)			(FY 2016)			(FY 2017)*		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	215	75	290	195	92	287	204	102	306	201	98	299
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	14	0	14	15	2	17	10	0	10	9	1	10
Library Technicians	10	2	12	9	2	11	7	1	8	6	1	7
Archivists, Curators, Museum staff	2	1	3	0	1	1	1	1	2	1	1	2
Student and Academic Affairs	45	1	46	46	8	54	29	3	32	34	5	39
Management Occupations	39	4	43	75	12	87	56	0	56	58	0	58
Business and Financial Operations	41	1	42	34	3	37	29	0	29	31	0	31
Computer, Engineering and Science	44	4	48	34	1	35	33	1	34	34	1	35
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	29	27	56	49	40	89	43	21	64	39	22	61
Healthcare Practitioners and Technical	1	8	9	2	14	16	9	2	11	8	1	9
Service Occupations	47	8	55	37	8	45	36	3	39	36	3	39
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	64	31	95	56	28	84	57	7	64	52	6	58
Natural Resources, Construction, Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	551	162	713	552	211	763	514	141	655	509	139	648

Please enter any explanatory notes in the box below

*FY2017 estimates as of January 17, 2017.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06 /30)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Most Recent Year 2016	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
☺ Cash and Short Term Investments	\$30,035	\$17,601	\$18,042	-41.4%	2.5%
☺ Cash held by State Treasurer				-	-
☺ Deposits held by State Treasurer				-	-
☺ Accounts Receivable, Net	\$6,475	\$5,709	\$5,621	-11.8%	-1.5%
☺ Contributions Receivable, Net	\$23,288	\$24,508	\$20,288	5.2%	-17.2%
☺ Inventory and Prepaid Expenses	\$3,764	\$535	\$424	-85.8%	-20.7%
☺ Long-Term Investments	\$562,522	\$604,634	\$548,097	7.5%	-9.4%
☺ Loans to Students	\$5,680	\$5,916	\$5,801	4.2%	-1.9%
☺ Funds held under bond agreement	\$6,632	\$4,751	\$24,626	-28.4%	418.3%
☺ Property, plants, and equipment, net	\$250,872	\$250,041	\$260,319	-0.3%	4.1%
☺ Other Assets				-	-
Total Assets	\$889,268	\$913,695	\$883,218	2.7%	-3.3%
LIABILITIES (in 000s)					
☺ Accounts payable and accrued liabilities	\$19,220	\$18,520	\$18,260	-3.6%	-1.4%
☺ Deferred revenue & refundable advances	\$3,205	\$3,205	\$3,205	0.0%	0.0%
☺ Due to state				-	-
☺ Due to affiliates				-	-
☺ Annuity and life income obligations	\$5,533	\$5,383	\$5,417	-2.7%	0.6%
☺ Amounts held on behalf of others				-	-
☺ Long-term investments	\$138,614	\$130,415	\$149,940	-5.9%	15.0%
☺ Refundable government advances				-	-
☺ Other long-term liabilities	\$31,987	\$33,147	\$38,529	3.6%	16.2%
Total Liabilities	\$198,559	\$190,670	\$215,351	-4.0%	12.9%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	\$102,718	\$104,726	\$100,383	2.0%	-4.1%
☺ Foundation				-	-
Total	\$102,718	\$104,726	\$100,383	2.0%	-4.1%
Temporarily restricted net assets					
Institutional	\$304,524	\$316,683	\$251,953	4.0%	-20.4%
☺ Foundation				-	-
Total	\$304,524	\$316,683	\$251,953	4.0%	-20.4%
Permanently restricted net assets					
Institutional	\$283,467	\$301,616	\$315,531	6.4%	4.6%
☺ Foundation				-	-
Total	\$283,467	\$301,616	\$315,531	6.4%	4.6%
Total Net Assets	\$690,709	\$723,025	\$667,867	4.7%	-7.6%
TOTAL LIABILITIES and NET ASSETS	\$889,268	\$913,695	\$883,218	2.7%	-3.3%

Please enter any explanatory notes in the box below

Other Long Term Liabilities contains amounts for post retirement benefits and asset retirement obligations according to FIN47.

**Standard 7: Institutional Resources
(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: (06 / 30)	2 Years Prior (FY 2014)	1 Years Prior (FY 2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)	
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$109,557	\$113,268	\$116,508	\$116,550	\$120,047
?	Room and board	\$23,539	\$21,298	\$22,082	\$22,900	\$23,587
?	Less: Financial aid	-\$36,560	-\$39,288	-\$43,007	-\$46,500	(\$50,220)
	Net student fees	\$96,536	\$95,278	\$95,583	\$92,950	\$93,414
?	Government grants and contracts	\$2,172	\$1,641	\$1,575	\$1,575	\$1,575
?	Private gifts, grants and contracts	\$7,407	\$8,625	\$8,277	\$16,750	\$18,000
?	Other auxiliary enterprises	\$5,197	\$5,880	\$5,932	\$6,000	\$6,100
	Endowment income used in operations	\$17,948	\$18,612	\$18,837	\$21,550	\$22,000
?	Other Investment Income	\$519	\$887	\$920	\$920	\$950
	Other revenue (specify):	\$5,993	\$3,875	\$3,796	\$3,800	\$3,850
	Net assets released from restrictions	\$9,117	\$10,879	\$9,158	\$10,000	\$10,000
	Total Operating Revenues	\$144,889	\$145,677	\$144,078	\$153,545	\$155,889
OPERATING EXPENSES (in 000s)						
?	Instruction	\$58,481	\$58,677	\$62,965	\$64,854	\$66,800
?	Research					
?	Public Service					
?	Academic Support	\$18,946	\$19,634	\$20,961	\$21,590	\$22,238
?	Student Services	\$13,548	\$13,948	\$14,691	\$15,132	\$15,586
?	Institutional Support	\$25,694	\$24,985	\$24,843	\$25,588	\$26,356
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)					
?	Scholarships and fellowships (cash refunded by public institution)					
?	Auxiliary enterprises	\$25,615	\$22,549	\$22,381	\$23,052	\$23,744
?	Depreciation (if not allocated)					
?	Other expenses (Changes is SWAP value and	-\$154	\$1,276	\$3,097		
	Transfers to/(from) Edowment:	\$24	-\$6,853	-\$1		
	Total operating expenditures	\$142,154	\$134,216	\$148,937	\$150,216	\$154,723
	Change in net assets from operations	\$2,735	\$11,461	-\$4,859	\$3,329	\$1,166
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)					
?	Investment return	\$78,364	\$32,998	-\$33,332	\$26,000	\$26,500
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	\$10,326	\$16,368	\$5,396	\$10,000	\$10,000
?	Endowment Distributed:	-\$20,719	-\$21,657	-\$22,364	-\$25,200	-\$25,700
	Transfers (to)/from Edowment:	\$24	-\$6,853	\$1		
	Other (specify):					
	Net non-operating revenues	\$67,995	\$20,856	-\$50,299	\$10,800	\$10,800
	Income before other revenues, expenses, gains, or losses	\$70,730	\$32,317	-\$55,158	\$14,129	\$11,966
?	Capital appropriations (public institutions)					
?	Other (specify):					
	NET ASSETS	\$70,730	\$32,317	-\$55,158	\$14,129	\$11,966

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06 /30)		2 Years Prior (FY2014)	1 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
	Debt					
	Beginning balance	\$141,998	\$138,614	\$130,415	\$149,940	\$144,578
	Additions	\$0	\$22,639	\$49,559	\$0	\$0
	? Reductions	(\$3,384)	(\$30,838)	(\$30,034)	(\$5,362)	(\$5,455)
	Ending balance	\$138,614	\$130,415	\$149,940	\$144,578	\$139,123
	Interest paid during fiscal year	\$5,744	\$5,718	\$5,358	\$5,075	\$4,533
	Current Portion	\$3,795	\$4,403	\$5,295	\$5,394	\$5,530
	Bond Rating	A Stable	A Stable	A Stable	A Stable	A Stable

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

Interest rates are 90+% fixed and average between 2.67 and 4.75%. Payment are made bi-annually and all covenants have been met.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The College currently has a \$15 million line of credit which is unused. The Line has not been used during any of the above stated periods.

Future borrowing plans (please describe)

The College borrowed an additional \$23 million during fiscal 2016 to be used for building renovations and infrastructure upgrades.

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06/30)		2 Years Prior (FY 2014)	1 Years Prior (FY 2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
NET ASSETS						
	Net assets beginning of year	\$619,980	\$690,709	\$723,026	\$667,868	\$681,997
	Total increase/decrease in net assets	\$70,729	\$32,317	(\$55,158)	\$14,129	\$11,966
	Net assets end of year	\$690,709	\$723,026	\$667,868	\$681,997	\$693,963
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	\$28,736	\$32,699	\$35,497	\$38,500	\$43,000
	Federal, state and private grants	\$2,079	\$585	\$510	\$500	\$500
	Restricted funds	\$5,746	\$6,004	\$7,000	\$8,000	\$8,500
	Total	\$36,561	\$39,288	\$43,007	\$47,000	\$52,000
	% Discount of tuition and fees	27.5%	29.2%	31.0%	0.337038365	36.2%
U	% Unrestricted discount	27.2%	29.0%	30.9%	33.5%	35.9%
U	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	2.8				
Please indicate your institution's endowment spending policy:						
The College currently calculates its annual endowment draw by calculating 5% of the 12 trailing quarter average.						

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources
(Information Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

Total Expenditures

- Materials
- Salaries & wages (permanent staff)
- Salaries & wages (student employees)
- Other operating expenses

\$1,664,521	\$1,588,139	\$1,516,058	\$1,546,000	\$1,620,000
\$1,550,027	\$1,611,411	\$1,625,996	\$1,635,900	\$1,669,600
\$94,168	\$87,274	\$94,488	\$96,000	\$98,000
\$258,948	\$232,451	\$311,908	\$397,000	\$336,000

Expenditures/FTE student

- Materials
- Salaries & wages (permanent staff)
- Salaries & wages (student employees)
- Other operating expenses

\$738.47	\$696.35	\$675.71	\$694.31	\$739.39
\$687.68	\$706.55	\$724.70	\$734.69	\$762.03
\$41.78	\$38.27	\$42.11	\$43.11	\$44.73
\$114.88	\$101.92	\$139.02	\$178.29	\$153.35

Collections

- Percent available physically
- Percent available electronically
- Number of digital repositories

72%	70%	68%	66%	60%
28%	30%	32%	34%	40%
3	3	3	3	3

Personnel (FTE)

- Librarians - main campus
- Librarians - branch /other locations
- Other library personnel - main campus
- Other library personnel - branch/other locations

14.0	14.0	13.5	14.5	14.5
3.0	3.0	3.0	3.0	3.0
12.5	12.5	11.5	10.5	10.5
1.0	1.0	1.0	1.0	1.0

Availability/attendance

- Hours of operation/week main campus
- Hours of operation/week branch/other locations

107	107	109	107	107
33	33	33	33	33

Consortia/Partnerships

Trinity's main consortium is CTW (Connecticut College, Trinity, Wesleyan University). It also purchases material using Lyrisis, Waldo, CRL and the Oberlin Group.

URL of most recent library annual report:

<http://courseguides.trincoll.edu/assessment2017>

Please enter any explanatory notes in the box below

Trinity makes heavy use of online document delivery such as Get it Now for online access to journals. In this calculation all titles available to the Trinity community in Get in Now were counted as available online collections, even if titles were not used. Similarly, demand driven acquisition is used for books, and titles in DDA plans were counted as available online content. Some of the change in Material spending was driven by a budgeting change to move charges for OCLC (\$60,000) out of Materials and into Other operating expenses. # employees counted lines, even if vacant part of the year. Counted CIO as .5 professional, since shared with ITS. Change is 1 position lost in other staff (cataloging assistant) and 1 position moved from support (Circulation) to librarian.

See Form 4.5 for data about Information Literacy

**Standard 7: Institutional Resources
(Technological Resources)**

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

Course management system

Moodle

Number of classes using the system

752	815	841	895	900
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Bandwidth

On-campus network

10000	40000	40000	40000	40000
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Off-campus access

commodity internet (Mbps)

500	500	500	1000	1000
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high-performance networks (Mbps)

300	500	1000	10000	10000
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Wireless protocol(s)

802.11n/g	802.11n/g	802.11ac/n/g	802.11ac/n/g	802.11ac/n/g
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Typical classroom technology

Main campus

Projector/Screen, Dual-Boot Windows10/MacOS Computer, BYOD Cable

Branch/other locations

Projector/Screen, Dual-Boot Windows10/MacOS Computer, BYOD Cable

Software systems and versions

Students

PeopleSoft Campus Solutions 9.0

Finances

PeopleSoft Financials 9.2

Human Resources

PeopleSoft Human Capital Management 9.1

Advancement

PeopleSoft Campus Solutions/Contributor Relations 9.0

Library

Voyager 9.2

Website Management

Sharepoint 2016

Portfolio Management

WordPress 4.6.1

Interactive Video Conferencing

Cisco Tandberg, Mondopad, WebEx, Skype for Business

Digital Object Management

BePress, Shared Shelf

Website locations of technology policies/plans

Integrity and security of data

<http://www.trincoll.edu/LITC/its/security/Pages/default.aspx>

Privacy of individuals

<http://www.trincoll.edu/LITC/its/security/Pages/default.aspx>

Appropriate use

<http://www.trincoll.edu/LITC/its/security/Pages/default.aspx>

Disaster and recovery plan

<http://www.trincoll.edu/LITC/its/security/Pages/default.aspx>

Technology replacement

<http://www.trincoll.edu/LITC/its/security/Pages/default.aspx>

Please enter any explanatory notes in the box below

high-performance networks includes to access caches, CDN and commodity peering. Commodity internet primarily used as backup.

Standard 7: Institutional Resources

(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	71	1,723,115
Other U.S. locations	NA	NA
International locations	1	1,400

	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Most Recently completed (FY 2016)	Current Year (FY 2017)	Next Year Forward (goal) (FY 2018)
Revenue (\$000)					
Capital appropriations (public institutions)	\$0	\$0	\$0	\$0	
Operating budget	\$11,805	\$11,188	\$11,958	\$9,950	\$10,650
Endowment	\$0		\$2,784	\$0	
Gifts and grants	\$3,582	\$1,279	\$4,873	\$6,250	
Debt	\$0	\$0	\$7,889	\$10,200	
Total	\$15,387	\$12,467	\$27,504	\$26,400	\$10,650
Expenditures (\$000)					
New Construction	\$1,340		\$13,485	\$13,750	
Renovations, maintenance and equipment	\$12,932	\$10,736	\$12,205	\$10,150	\$8,650
Technology	\$1,115	\$1,731	\$1,814	\$2,500	\$2,000
Total	\$15,387	\$12,467	\$27,504	\$26,400	\$10,650

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	182,835		182,835
Laboratory	91,418		91,418
Office	30,473		30,473
Study	318,413		318,413
Special	60,743		60,743
General	27,771		27,771
Support	225,004		225,004
Residential	627,729		627,729
Other	154,079	4,652	158,731

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
200 Constitution Plaza	TBD	144,000	2.1 Million	2014
Rome Building	Classroom/ admin	1,400	1.3 Million	2014

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Liberal Arts Buildings	Academic	12,000	9 Million	2017

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 1 Million or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Jarvis and Seabury	Dorm/ Classroom	92,057	31.4 Million	2006/2007
Trinity Commons	Office/ Performance Space	53,000	7 Million	2006/2007
Mather Hall	Food Service	40,000	4 Million	2008
Studio Arts Lab	Teaching Space	2,000	1 Million	2009
Energy Plant	Boiler Upgrades	NA	1.6 Million	2009
Clement Chemisrty	Classroom Upgrades	30,000	1.6 Million	2010
Austin Arts Center	Vault Renovation	2,000	1.3 Million	2012
Mccoock/ Hallden	Roof Replacement	NA	1.3 Million	2013
Ferris Field House	Locker Room Renovation	40,000	1.4 Million	2014
LSC Auditorium	Renovation	20,000	1.2 Million	2014
Vernon Social Center	Student Social Space	12,000	4.8 Million	2014
Mather Quad	Student Recreational Space	NA	2.6 Million	2014
Ferris Field House	Roof Replacment	NA	1.5 Million	2015
Utilities and Infrastructure	Pipes and Utily Reno.	NA	1.6 Million	2015

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Austin Arts Renovation	Performance/Rehearsal	10,000	3 Million	2016
Field replacement/Renovation	Football, Baseball, Track, Softball	N/A	4 Million	2017
Campus Infrastructure upgrades	Heating, A/C, Electrical	N/A	6 Million	2018/2019

Please enter any explanatory notes in the box below

200 Constitution plaza is being sold in 2017 for \$2.6 million

Standard Eight/ Educational Effectiveness

The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded.

Overview

Trinity has come a long way as an institution in assessing our educational effectiveness since the last self-study and the general education reform that immediately followed. We have moved beyond the NEASC visiting team's observation that evaluation and assessment activities at Trinity are characterized almost entirely by indirect assessment or industry benchmarks. We also have taken up the review team's recommendation that assessment be mandated by the senior leadership and that it be institutionalized. More specifically, we have started to develop, as NEASC's 2007 reaccreditation letter directed, "the means to assess student learning in the core curriculum and each of the undergraduate majors." Trinity has indeed made most progress in assessing student learning in each of the majors, followed by the proficiency requirements. While we have already discussed assessment of student learning at the course level (Standard 6), here we complement the material presented in the E-Series and discuss our assessment of student learning by major and at the institutional level, before turning to student success.

Overall, assessing educational effectiveness is a continuously evolving project, which we work actively to strengthen. Our focus in recent years has been on institutionalizing assessment — from creating processes and structures, which will regularize the assessment of learning outcomes, to shaping perceptions about the importance of evaluative practices. These are the areas in which we have made the most evident gains, as detailed below, and our progress should not be taken for granted. In terms of improvements, we now need to broaden the scope and deepen the quality of our assessment practices. For example, as noted under Standard 4, academic assessment has not yet taken place, beyond the course level, in Graduate Studies, or with our study-away programs; this will be a core responsibility of the new leadership of both programs. Likewise, as reflected in the current strategic planning process, we are moving toward a more holistic view of a liberal arts education, bridging curricular and co-curricular learning. Our goal is to engage in regular evidence-based assessment of *all* forms of learning, using the results to reinforce a culture of integrated planning and improvement (Standard 2) across divisions of the College.

Student Learning by Major

DESCRIPTION

In response to NEASC's recommendation, the faculty created the [Assessment Advisory Board](#) (AAB) in 2010, embedding it in the faculty governance structure. The board consists of four faculty members, one from each academic division of the College, who are elected to serve two-year terms. The AAB's charge is to guide the development and implementation of assessment policies and procedures and to report to the dean of the faculty, the Curriculum Committee (CC), and the faculty at large on these matters. A dean of academic affairs and the directors of the Writing and Quantitative Centers, also sit *ex officio* on the board. The director of academic assessment, a position established in January 2016 and currently vacant, provides the board with administrative support and expertise.

The AAB has focused mainly on working with departments and programs as they develop measurable learning goals and sustainable assessment plans. With funds from a Teagle Foundation grant, AAB organized initial workshops for departments and programs in fall 2011 and spring 2013. Since then, the AAB regularly reviews and communicates feedback on assessment goals and plans; it also prompts departments to provide an update of their assessment work each June, using a template that the committee developed. As of spring 2016, all departments had posted learning goals on their Web pages, and 97 percent of

departments had submitted their annual assessment report to the AAB. Links to all [department and program learning goals](#) are found on the Trinity Curriculum website, while departmental assessment plans are stored on the AAB's internal Sharepoint site. To supplement the AAB's work, as part of departmental external reviews, [departments are expected](#) to address the following questions in their self-studies: (1) whether they have posted learning goals; (2) what assessment mechanisms they use to evaluate students' achievement of these goals; and (3) whether they have changed their curricula in response to assessment findings.

The AAB urges faculty to craft learning goals that capture what they expect all of their majors to learn, acknowledging that some learning goals are more measurable than others and that there can be value in articulating even apparently "unmeasurable" goals. The AAB also encourages faculty to revise goals as needed, including by simplifying them to be more precise. So that assessment is a sustainable practice, the AAB requests that faculty write assessment plans focused on one or two learning goals at a time and that they use a sampling of student work, especially in large departments or programs. The AAB also asks faculty to specify in annual reports how the labor of assessment is distributed among a department's members and how often the results of assessment were discussed by the full department. Likewise, the AAB requests that departments identify in their annual reports any changes they made as a result of what they learned from the past year's assessments, including any changes to the curriculum, the learning goals, or their assessment plans. It has been useful to remind faculty that while they are assessing outcomes, which sometimes can be evaluated only indirectly or imperfectly, assessment is a collective and iterative process that can produce better metrics and methods over time.

A few examples from different departments and programs provide a sense of the varied ways in which our faculty members have approached this work.

- *Biology*: To assess students' ability to interpret quantitative data, the department administered the same exam to students in introductory courses and to senior majors. The exam was designed to test the ability to interpret data by performing biologically relevant calculations. While the advanced students performed better than the introductory ones, the faculty concluded that the quantitative skills of their majors still needed improvement, particularly in graphical interpretation and evaluating the results of certain calculations. In response, the department agreed that it will now systematically emphasize particular quantitative skills in their classes.
- *Theater and Dance*: Each senior major has their capstone project critiqued by the department's faculty in a formal "response session." In 2013-14, following each session, the department evaluated how well the capstone project met the department's learning goals. While the response sessions helped students to better describe and critique their own work, faculty members also realized that capstone projects were not always matching student learning in their concentrations. This finding helped to improve advising in the major, and faculty now communicate to rising seniors that the capstone project is a vehicle for them to demonstrate learning in the major and concentration.
- *Educational Studies*: When seniors present their final research projects, the program invites external reviewers to the College to evaluate the projects. The reviewers focus on seven criteria identified by the program as elements of a strong research project. For multiple years, the external reviewers have critiqued the students for not supporting their claims with sufficient and convincing evidence. The program recognizes this as a gap and has used the information to strengthen the senior seminar.

APPRAISAL

The very role of the AAB is evidence of how much has changed at Trinity regarding the assessment of student learning outcomes. The incorporation of the AAB into faculty governance during a period in which the faculty reduced the number of standing committees (Standard 3) is itself noteworthy. Despite its success, the AAB recognizes that an effective assessment program should be integrated with other bodies on campus. Indeed, the AAB initially coordinated a workshop with the Center for Teaching and Learning (CTL), and members of the AAB believe that ongoing collaboration with CTL would help some faculty view the committee as supporting teaching and learning authentically rather than as simply enforcing a bureaucratic exercise on already overburdened departments. Although the AAB is in touch with the chair of

each department throughout the academic year, it has not communicated regularly with the Curriculum Committee and Educational Policy Committee or provided annual reports to the faculty. For assessment work to have a College-wide impact, both in improving student learning and guiding resource allocation, more coordination between the committees within the faculty governance structure needs to occur.

The progress made in assessing student learning in the last decade, without additional resources, is nonetheless impressive. Despite initial skepticism by some faculty, we now have a standing faculty committee; a process that requires learning goals and assessment plans to be reviewed and revised annually; and the development of learning goals by all majors, posted on departmental websites and a central curricular site. In addition to the AAB collaborating more closely with other faculty committees, we still have to integrate learning goals by major with course-level ones (i.e., curricular mapping). One challenge the AAB has faced is a lack of sufficient administrative support and guidance. Until recently, the committee was supported by a staff member whose responsibilities included administering College surveys and providing direct data and research support to faculty and students in the social sciences, in addition to coordinating assessment efforts. This position is currently vacant, and we expect that it will be replaced shortly by a director of academic assessment, who is versed in the literature and practices of academic assessment and has primary responsibility for coordinating and deepening these activities at the College.

PROJECTIONS

- Academic Affairs will dedicate a position to academic assessment, starting in spring 2017; this position will support the AAB, Graduate Studies, and the Office of Study Away, as well as direct academic assessment efforts institutionally; it will also continue to support data needs in the social sciences.
- The AAB and the CC will coordinate greater information sharing, and they will consider meeting annually to discuss curricular implications of assessment. The CC will also consider regularly informing the AAB of how departments respond to questions about assessment in their self-studies.
- The AAB and the Center for Teaching and Learning will continue to collaborate on programming, which might highlight linkages between teaching and assessment or diverse approaches for assessing student learning across disciplines and interdisciplinary fields.

Institutional Assessment of Student Learning

DESCRIPTION

College-Wide Learning Goals

Trinity established 10 [learning goals](#) in 2008, which are posted on the College website alongside the mission statement. These goals refer to critical reading of complex texts, research and analytical skills, strategies for working independently and collaboratively, written and oral communication, quantitative skills, scientific literacy, artistic literacy, competence in a second language, the ability to make informed ethical judgments, and cross-cultural and global awareness. While these goals may be revised in the context of strategic planning and curricular reform, they do align partially with the [general education curriculum](#). Some goals are closely linked with individual distribution requirements, and others are associated with foundational requirements. With the exception of one goal (the ability to make informed ethical judgments), most are embedded in the [First-Year Seminar Program](#). Learning outcomes associated with these goals, moreover, have been assessed with both direct and indirect mechanisms. We review indirect mechanisms first, so as to address the historical context in which our assessment practices have developed.

Indirect Assessment

As a first step in assessing the College-wide learning goals and their presence in the curriculum writ large, the Dean of the Faculty's Office administered in fall 2008 a survey, asking faculty and students to describe which of the College's 10 learning goals were being covered in the classes they were teaching or taking that semester. Students and faculty both reported that analytical skills and the ability to work independently were covered in most courses, regardless of division or level. Additionally, reading of complex texts, research skills, and oral and written communication skills were broadly reported as being covered across academic

divisions, but more so in 200-level or higher courses and first-year seminars than in other 100-level courses. On the other hand, as might be expected, some learning goals were strongly associated with particular divisions: scientific literacy with STEM courses, artistic literacy with arts and humanities courses, and quantitative literacy with STEM and social science courses.

It is important to note, too, that these goals are well represented in the academic departments' and programs' stated goals for their majors. The AAB prepared a table showing how the College learning goals map onto learning objectives by majors. This exercise showed that some College goals are consistently and explicitly embraced by a majority of departments and programs: developing the ability to read complex texts; research and analytical skills; clear, coherent, and effective written and oral communication; and acquiring knowledge of diverse cultural traditions and global perspectives. Other College goals (i.e., quantitative skills and scientific and artistic literacy) are upheld solidly by one or two College divisions or, in the case of both working independently and collaboratively and cultivating the ability to make informed ethical judgments, by a scattershot of departments and programs.

COFHE survey data confirm our observations that research and analytical skills and oral and written communication skills are central to the curriculum. Students report general satisfaction with having developed these skills at Trinity. The percentage of seniors reporting in 2016 that Trinity had contributed "very much" or "quite a bit" to their ability to conduct scholarly research and create original ideas and solutions was 78 percent, to their oral communication skills 87 percent, and to their writing ability 85 percent. Moreover, in exit interviews, when seniors are presented with the College's 10 learning goals and asked to pick one that they most achieved, "written and oral communication" is a common choice.

To participate in society in an informed way, we believe that all students should be able to understand quantitative data; indeed, two of our general education requirements, the foundational quantitative literacy requirement and the numeric and symbolic reasoning distribution requirement, are intended to help students acquire these skills. Although 72 percent of seniors report that Trinity had contributed "very much" or "quite a bit" to their ability to use quantitative reasoning, students in senior exit interviews also report that it is fairly easy to complete the requirements, and they do not believe they had met the learning goal. We should note that close to half of Trinity's academic departments reference quantitative skills as one of their learning goals. The fact that this includes many departments in STEM and the social sciences may account for the relatively high percentage of students reporting satisfaction.

Self-reporting by students on the extent to which they have achieved competency in a second language can be of somewhat limited value. Students, after all, can satisfy the requirement without enrolling in a course at Trinity (e.g., through placement exam or international students whose first language is not English). For those who have already studied a foreign language for more than one year, a placement exam may determine that they only need to complete one semester of study. Those who need to take two semesters may also be those who previously found studying foreign languages difficult. With these caveats in mind, 38 percent of students reported in 2016 that Trinity had contributed "very much" or "quite a bit" to their skills in a second language, whereas 30 percent of students reported that the College had contributed "very little" or "none" to their development in this area.

Students who study abroad are perhaps more likely to develop their skills in a foreign language, and many Trinity students do so. In the Class of 2016, approximately 60 percent of students participated in study-away programs, 42 percent studying in a country where the official language is something other than English. In fall 2015, the Office of Study Away added questions to the post-program evaluation asking students to evaluate their second-language proficiency before and after completing the program, though we have not yet systematically reviewed the responses.

The learning goals of achieving scientific and artistic literacy and acquiring a global perspective are all, in turn, directly linked to distribution requirements. Trinity students must take at least one course each in the sciences and arts; and to satisfy the "global engagement" requirement, they must either take a course with a global focus or participate in a study-abroad program. Survey data indicate mixed results. In 2016, the percentage of seniors reporting that Trinity had contributed "very much" or "quite a bit" to their global

awareness was 77 percent and to their ability to relate to people cross-culturally 71 percent, whereas only 48 percent reported the same for their knowledge of science and experiments, and 57 percent for their appreciation of art.

Finally, students report that our curriculum helps them to cultivate the ability to make informed ethical judgments, despite the fact that our general education requirements do not explicitly address this goal. In 2016, 83 percent of seniors reported that Trinity had contributed “very much” or “quite a bit” to their development in terms of moral/ethical issues, while 74 percent of students reported the same for their ability to resolve conflicts. Although Trinity does not have a curricular requirement that aligns with this goal, students do come into contact with ethical issues across numerous courses and experiences at Trinity. For example, first-year students are introduced to ethical expectations when they sign the [Student Integrity Contract](#). Many students, particularly in the social sciences, engage in human subject research projects, either as a course requirement or as part of a research project. These students must obtain Institutional Review Board (IRB) approval, which requires completing an online ethics training course through the Collaborative Institutional Training Initiative.

Direct Assessment

Although students report high levels of satisfaction with developing their research and analytical skills as well as their written and oral communication skills, we recognize that we cannot rely solely on student self-reporting. Successful development of research skills, for example, ideally results in research outputs. Indeed, Trinity students majoring in STEM fields have many opportunities to work in research labs alongside faculty, which provide experiential training in research skills, and this research does have tangible outcomes: each year, almost 200 STEM students participate in a science symposium at which they present a research poster. Other tangible outcomes of students’ research experiences are the publications that Trinity students co-author with faculty; between spring 2007 and spring 2015, for instance, faculty-student teams co-authored more than 150 publications.

The library’s Research Education Program has also initiated projects that directly assess students’ research skills. For example, the librarians administer tests at the beginning and end of the first semester to first-year students, and they have used the results to adjust their own strategies. Research education librarians also evaluate annually a random sample of senior theses deposited in the Trinity College Digital Repository. Although the librarians do not have subject expertise, they have identified weaknesses in students’ ability to “evaluate information and its sources critically.” In response, they have prepared new instructional materials emphasizing critical approaches to evaluating and synthesizing sources.

Since 2010, moreover, the College has conducted annually a direct assessment of the written work of rising first-year students and juniors, in an effort to evaluate whether students’ writing has improved during their first two years at Trinity. Every fall, during the first week of classes, first-year students and juniors are asked to write an essay in response to a single prompt (associated with a short reading from a magazine or newspaper). About 95 percent of the first-year students and 50 percent of the juniors submit a paper; and each January, between 12 and 15 administrative staff and faculty members meet to read a sample of de-identified papers from each cohort, using the First-Year Writing Rubric in their evaluation of the papers. Among students whose papers were scored both when they were first-year students and as juniors, we see statistically significant improvements in most rubric categories, suggesting that juniors generally are writing better than first-year students, as we would hope, although we still have much to learn about which curricular pathways lead to the most improvement.

While the College does not yet have a similar process for directly assessing all students’ oral communication skills, the practice is well embedded in the culture of student public presentations at the end of each academic year (e.g., thesis presentations and research symposia). Of no surprise, then, is the fact that more than 70 percent of departments and programs list “oral communication” as one of their learning goals, and many departments have focused on this goal in their early assessment work and developed relevant rubrics. For example, the Chemistry Department has been refining an oral presentation rubric that it uses to assess student presentations during its senior seminar.

Direct measurement of the extent to which our students “acquire knowledge of diverse cultural traditions and global perspectives,” and thus cross-cultural competencies, has not yet taken place systematically, with one partial exception. When majors or minors in Hispanic studies return from studying abroad, the program requires a half-credit course in which students process theoretically and analytically their experience abroad. The faculty member teaching the course evaluates student learning while abroad and actively attempts to integrate it into students’ broader educational experiences.

Finally, we are beginning to assess our students’ development of quantitative skills. Since 2011, an ad hoc committee of faculty and administrators has placed incoming students into QLIT 101; the committee has simultaneously tracked who is being placed into the course, whose placement is more ambiguous and requires extensive deliberation, and which students are automatically exempted. At the end of the process, the committee analyzes the test-score profiles for each of these groups, confirming whether math SAT and ACT scores and internal placement test scores align with QLIT 101 placements.

Co-Curricular Learning

Until 2015-16, the College had not articulated formal student learning goals for co-curricular learning. A new dean of campus life and vice president for student affairs, hired in summer 2015, was charged with developing goals and metrics to evaluate student behavior and engagement. During the 2015-16 academic year, the Student Affairs directors developed a set of preliminary learning goals, and they are currently developing action items focused on the achievement of these goals for each unit within the division. The division also continues to identify the metrics it will use to evaluate students’ co-curricular learning. Five broad areas will be measured across various dimensions: a sense of community on campus, student satisfaction, engagement outside of the classroom, alcohol and other drug violations, and the climate for diversity. Surveys administered by COFHE, CHAS, and Trinity, such as the senior exit survey, will be the main mechanisms for data collection, and the division has set preliminary targets (2019 and 2023) for meeting many of the metrics. This long overdue initiative is still in its early stages but quickly evolving as it is incorporated into the College’s strategic planning process.

Comparative Survey Data

To evaluate how well the College supports its students and their learning experiences and environment, Trinity maintains an extensive quantitative and qualitative data collection regime, which has been managed by the Office of Institutional Research. Additionally, we participate regularly in nationally recognized surveys that allow us to compare our students’ experiences with those of students elsewhere. These surveys include annual ones by the Consortium on Financing Higher Education (COFHE) (e.g., the Enrolled Student Survey, Senior Survey, Survey of New Students, and Parent and Alumni Surveys); the College Board’s Admitted Students Questionnaire; the Cooperative Institutional Research Program Freshman Survey every other year; and the Consortium on High Achievement and Success Survey approximately every four years. In spring 2012, we conducted a drug and alcohol survey with other institutions in New England; and in spring 2015 we administered our first Title IX “climate survey,” developed with peer schools. We also participated recently in a five-year survey administered by faculty researchers at Wellesley and Bowdoin, which examined student decision making at seven New England liberal arts colleges; the results appeared in *Practice for Life* (Harvard University Press) and were discussed in an open campus forum in fall 2016.

We have also administered many surveys that are not connected to data-sharing consortia but meet our internal needs. In recent years, for example, we have distributed surveys on students’ experience in first-year orientation; a survey of students’ spiritual life; a survey testing students’ knowledge of College-sponsored transportation options; and evaluations of our study-away programs, which are administered to students at the end of each semester. Beyond collecting quantitative data, we have gathered qualitative data on our current students. From 2005 to 2014, Trinity was a member of the New England Consortium on Assessment and Student Learning, which interviewed students from liberal arts colleges from the Class of 2010. Since 2009, we have also conducted exit interviews with a sample of seniors each year; and since 2012, first- and second-year students have been trained to conduct and transcribe these interviews. In spring 2015, we also conducted focus groups with students to learn about their experience registering for courses.

In addition to the COFHE Alumni Survey, we have extended surveys to our alumni to help us learn more about their postgraduate activities. Each March, the Office of College Events administers a survey asking seniors to describe their postgraduate plans, and the Career Development Center follows up with these students both to update the College's alumni database and to assist those who have not yet secured employment or placement in graduate programs. We have also sent surveys to alumni who have graduated within the past two years. Some of our surveys have targeted alumni by major, sent on behalf of department chairs and asking them about current employment and earned graduate degrees. While we use their data to update our alumni records, we also use them (with permission) to advise students. In fact, we have created an online tool so faculty can search a subset of alumni who have agreed to speak with current students. As mentioned under Standard 4, Graduate Studies also conducted two recent surveys of its alumni.

On occasion, the College administers surveys and other methods for evaluating the experiences of faculty and staff, which can impact teaching and learning. Recent surveys have asked faculty to comment on whether associate professors can vote on the promotion of colleagues to full professor, faculty experiences teaching in specific classrooms, their experience teaching a first-year seminar, their sense of faculty climate on campus, and faculty views about conferring emeritus status. We last conducted the Higher Education Research Institute (HERI) Faculty Survey in 2011 and staff climate surveys in 2008 and 2011.

APPRAISAL

The College is firmly committed to assessing the achievement of curricular and co-curricular learning, and it appears that the lines between these forms of learning can no longer be drawn as sharply as they were during the College's last self-study and curricular review. When the College-wide learning goals were drafted in 2008, a faculty ad hoc committee led that process. Not only did the faculty as a whole never endorse the goals, but staff members and students did not participate. Now that the College is embracing a coordinated organizational model, it is hard to imagine that Trinity would adopt narrowly defined learning goals. This more integrated approach, itself more attuned to changes in higher education, is evident in our strategic planning process, where a multi-constituency group will begin articulating expectations of what Trinity College students should learn in and out of the classroom — with revisions to degree requirements and evaluation metrics potentially to follow.

Research and Analytical Skills

The evidence suggests that the development of research and analytical skills is a critical feature of Trinity's curriculum in both general education and the majors. We are particularly proud of outcomes in this area, as is evident in the number of students every year who conduct their own research and present it publicly (e.g., poster and thesis presentations), as well as in faculty-student co-authored publications. Multiple faculty members serving on the self-study committees mentioned that students' opportunities to engage in research collaboratively with faculty are one of Trinity's greatest strengths. On the face of it, students in STEM disciplines appear to have more opportunities to collaborate in original research that leads to co-authored publications with faculty members. Indeed, students in STEM fields have constituted the majority of recipients of summer research grants, though we are now awarding more grants to students in the social sciences and beginning to see applicants from the humanities. Dozens of non-STEM students, moreover, travel to archives and foreign sites to conduct research.

Assessing our students' development of meta-skills, including research and analysis, will require a more accurate review of the mechanisms (e.g., course work in the major) by which students acquire these skills and the outcomes produced across majors and courses. Without a more comprehensive and reliable understanding of what already occurs, it is difficult to establish more coherent guidelines and expectations about College learning goals and accompanying metrics. This kind of review could go hand in hand with evaluation of capstone projects across the College, as discussed under Standard 4.

Since the library and educational technologists support student research — and teaching and learning more generally (Standard 6) — it is important that they develop, in conversation with faculty, direct assessment practices of their efforts. In this regard, the Research Instruction Program has already begun evaluating student learning and using that feedback to inform their support of faculty and students. We expect to see

even more assessment of how well students use information sources and research materials after a newly hired user-experience librarian (summer 2016) has a chance to make her mark. The Watkinson Library, which houses the rare books collection, also actively promotes students' capacities to work with primary source material, and evaluation of this good work should also be undertaken. A coherent effort might in fact evaluate the impact of educational programs housed under Information Services (i.e., the main library, the Watkinson, and education technology).

Written Expression

It is commendable that the College now has a system for assessing student writing, which includes systematically collecting and reading papers at different stages of students' careers; still, there are ways in which the current model could evolve and continue to improve. First, the methodology needs to be refined. While assessment findings appear to suggest that juniors are performing better than they were as first-year students, it is important to note that we also have a lower response rate for juniors. The juniors who are willing to submit papers may simply be Trinity's better students, and the improvements we see in writing skill might not hold for other, weaker students who did not respond to the writing prompt in their junior year. Second, it is unclear that we have determined *what* within Trinity's curriculum facilitates the improvements we see for some students. Given this gap, we are currently considering other ways, including a portfolio model for a sample of students, to better isolate the sources and degree of impact. Third, the attention paid to the process of assessing student writing has not yet been matched by an effort to close the feedback loop and inform faculty (including standing committees) of the results of evaluation: how and to what extent are our students developing as writers, and what can we do to further strengthen the results? Fourth, the Writing Part II requirement provides for a writing-intensive course within each major (Standard 4). Although many departments and programs have focused their departmental assessment efforts on writing within the major, there has not yet been a coordinated, institutional effort to assess — and support — the efficacy of this requirement. Significantly, the process of assessing student writing has brought together faculty from across disciplines to discuss the details of evaluating writing. These collaborations will offer a solid platform from which to continue developing our capacity to evaluate student writing across the curriculum.

Quantitative Skills

Efforts to understand how well our students acquire quantitative skills have focused mostly on QLIT 101. Indeed, the director of the Quantitative Center is now examining data to determine the effectiveness of QLIT 101, investigating the course and majors trajectories of students who take it. She is interested in determining if the course allows students to enroll in other courses and majors with a mathematical component that they otherwise might have avoided; how students who took the course compare with others; and whether the course's content addresses the mathematical concepts that students later need. In addition to examining placement and transcript data, the director is also visiting departments and programs across the College to learn about expectations for quantitative learning. This work now needs to move to the stage of regularly reporting key findings and recommendations.

Proficiency in a Second Language

As at many other institutions with a second-language proficiency requirement, our students can fulfill this requirement before they arrive at Trinity. Yet our assessment of the second-language goal has come mostly from indirect measures, especially College surveys based on self-reporting by students. To tease out the significance of self-reporting by students, we will need more nuanced analysis of the data. For example, the results of those students who demonstrated proficiency before enrolling at the College need to be differentiated from those who are new to a language (and required to take the two-course introductory sequence) and also from those who have studied a language but did not "test out" (and thus had to complete the first semester at the intermediate level); likewise, results across languages, perhaps grouped by enrollments and/or perceived difficulty, should be tabulated. If a student satisfied the requirement before enrolling at Trinity, by definition they would not view the College as having contributed to their success with the language. As we approach the 10-year anniversary of instituting this requirement, it will be crucial that there be more thorough analysis of the data. It will also be important to include in the conversation, in addition to faculty from language and culture studies, faculty from departments that list second-language

proficiency as one of their learning goals (e.g., classics, international studies, religion, and Jewish studies).

Scientific and Artistic Literacy

Exit interviews of graduating seniors suggest that students are achieving scientific and artistic literacy and quantitative skills unevenly. Students with majors or minors in STEM are more likely to report high achievement in scientific literacy; students in the arts or humanities report having achieved artistic literacy; and students in STEM or social science fields tend to report higher satisfaction in developing quantitative skills. However, students who took only the courses required to satisfy the distribution requirement were more likely to say they had not achieved these goals. In senior exit interviews, students have also noted that taking a single course does not qualify someone as “literate” or “skilled.” Since these goals are directly tied to distribution requirements, it is not surprising that students themselves link their achievement of the goals (or lack thereof) to the number of courses taken. Are these reasonable goals to achieve by taking a single course? If not, alternative models should be explored. The apparent disconnect that exists between some distribution requirements and learning outcomes may reflect the fact that the College-wide learning goals were developed *after* the curriculum was revised — itself a product of the times, when assessment was not widely understood or expected. In the case of scientific and artistic literacy or any other College-wide learning goal, expected outcomes or learning goals need to be revisited and articulated as a coherent set, before revising curricular requirements or metrics of assessment.

Global and Cross-Cultural Awareness

In contrast to other learning objectives, students are much more likely to report that Trinity contributed to their global awareness and ability to interact cross-culturally. Indeed, numerous departments/programs (53 percent) list students’ knowledge of cultural traditions and global perspectives among their own learning goals, just as we offer many global engagement courses. In fall 2016, 90 such courses were offered on Trinity’s campus across disciplines, including two in biology, four in economics, four in environmental science, and two in music. Moreover, the fact that so many Trinity students study abroad may also be a contributing factor, as well as the “global” narrative that pervades much of how the College presents itself even before students enroll. Again, more complex data analysis could be done to trace the effects of taking a global engagement course or studying abroad, including among majors in fields not so closely associated with these learning outcomes. There is also a lingering need to clarify how the College defines “global,” including whether it encompasses cross-cultural flows and transnationalism in the United States.

While the Office of Study Away’s program evaluation provides information that could lead to better program administration, it offers only a small, indirect, and short-term window into what students have learned while abroad. We cannot tell from this evaluation how studying abroad impacts students in the longer term. Once a new director is in place, the person should play an integral role in conversations about the curricular and co-curricular learning outcomes we expect of our students after they study abroad. At the level of assessment and feedback, the reintegration course that Hispanic studies offers may provide a model.

Collaborative Learning and Oral Communication

Institutionally, we have evaluated learning goals addressing students’ capacity to engage in independent and collaborative learning as well as to communicate effectively both in writing and orally through indirect survey measures, as described above. While the temptation is to view collaborative learning as taking place largely in the context of student-faculty research, other examples abound. These involve student projects completed through the Community Learning Initiative, a program that emphasizes collaborative learning and systematically evaluates student outcomes. Mellon-funded grants in 2012 (mentioned in Standards 4 and 6) also promoted innovative approaches to collaborative learning, with one of the projects adopting a Problem-Based Learning pedagogy, which placed students in cross-disciplinary teams to tackle challenges at the intersection of health and human rights in Hartford. Outside of the curriculum, moreover, we have recent examples of collaborative learning leading to programmatic change, including the student design challenge that produced the Bantam Network and the ongoing Campaign for Community (Standard 5), both of which are exemplary forms of collaborative if noncredit-bearing learning. The same is true of oral communication, amply evident in research presentations and other forms of direct and indirect assessment within majors, as well as in numerous co-curricular experiences (e.g., moot court, student government). Our assessment of

student learning associated with this bundle of skills, focused around collaboration and communication, has been mostly ad hoc and tied to individual programs. It is time to define these goals more precisely, link appropriate opportunities for student learning to them, then systematically assess them.

Informed Ethical Judgments

The AAB has started discussing possible avenues for directly assessing the extent to which students develop an ability to make informed ethical judgments. Outside of the classroom, for example, the College's social and academic judicial system could be a place to articulate learning goals, linking them to particular exercises (e.g., essays) when sanctions are applied. The attempt in 2008 to determine which courses covered this and other College learning goals was a useful start, though it constituted an incomplete curricular mapping exercise; it relied on voluntary self-reporting by faculty and students and asked about courses offered only that year. While curricular content cannot be gleaned from course titles alone, a superficial review of courses offered at Trinity from fall 2012 to fall 2016 revealed that 34 courses (or two to five per semester) contained titles specifically signaling to students that the course would cover issues related to morality and ethical reasoning or decision making. This is one area in which the overlap between curricular and co-curricular learning could be significant. For learning goals framed in terms of ethical reasoning or personal-social responsibility, we would also benefit from considering external perspectives, including the Association of American Colleges and Universities' VALUE rubrics for learning outcomes.

PROJECTIONS

- As part of strategic planning, we will revisit the learning outcomes that we want Trinity College students to achieve in a broad-based and holistic education. Degree requirements (and course offerings) will reflect the learning opportunities all students will have to meet the College's educational goals.
- In revisiting College learning outcomes and curricular requirements, we will need a stronger understanding of what has worked in recent years; accordingly, the directors of academic assessment and analytics and strategic initiatives, in collaboration with faculty and staff, will conduct thorough data-informed analysis to ensure we are learning from the experiences of the past decade.
- Even as conversations about learning outcomes and curricular reform unfold, several steps will be taken to improve the effectiveness of some learning outcomes:
 - *Research Skills*: The Dean of the Faculty's Office will work to increase institutional support (or funding) for student research, while the Faculty Research Committee will seek to increase opportunities for student research in non-STEM fields.
 - *Written and Quantitative Skills*: The directors of the Writing and Quantitative Centers will begin reporting regularly on their assessment efforts to the Curriculum Committee and the AAB, which will provide feedback for how to continue improving their evaluation activities.
 - *Global Engagement*: A new director of study away will collaborate with faculty to define expected learning outcomes from studying away, to design appropriate methods of evaluation, and to explore models for integrating learning after studying abroad.
- Directors in Student Affairs will continue to define co-curricular learning goals, with the goal of posting these on the College website so they are easily accessible to the Trinity community; developing and implementing a set of action items to achieve the goals; and specifying metrics, including survey data, to benchmark progress against established targets.

Tracking Student Success

DESCRIPTION

For most of the past decade, the College has tracked the success of its students according to multiple standard indicators, from GPA to retention and graduation rates. While we discuss in the appraisal section important changes that have taken place in this area, in this section we review some of the constants of the

last 10 years. Indeed, faculty and staff members' overall commitment to the success of our students has been largely unwavering. What has changed is the administration's explicit recognition that student success is a strategic priority to be conceptualized broadly; new organizational structures erected to support student success; and systematic reliance on data and analysis.

Over the last 10 years, Trinity's Office of Institutional Research has monitored the College's retention and graduation rates, tracking one- and two-year retention rates, as well as four-, five-, and six-year graduation rates, and comparing these rates with those of our peers. In addition to tracking retention and graduation rates for each incoming cohort and by demographic characteristics (e.g., gender, race, ethnicity), we have tracked retention for specific groups of students, including international students, Posse Scholars, students in Gateway programs, merit and financial aid recipients, and athletes. On the ground, an interoffice retention group, organized by Student Affairs, engaged in consistent outreach over the years, in response to midterm reports (submitted by faculty for students performing weakly in a course) and other informal reports of students who might be at risk of transfer or withdrawal. For many years, moreover, students transferring out have completed the [Voluntary Withdrawal Form](#), which asks them to evaluate academic and social life at the College. Despite efforts dating to 2004 to monitor retention rates and develop strategies to improve them, our retention rate continued to deteriorate (Standard 5). In this context, we created an online transcript request form in 2014, asking students why they were requesting a transcript; we also retooled Maxient, which is software used to monitor judicial cases, to allow for better tracking and potential analysis of retention-related cases. Since 2015, our approach to retention has changed dramatically, as described below and under Standard 5.

APPRAISAL

The College's commitment to student success has become firmly ensconced in the institution. Most notably, Berger-Sweeney created the position of vice president for enrollment and student success, which Angel Pérez filled in 2015. Pérez's own passion and expertise for expanded notions of student success are worth noting (Standard 5); indeed, these are issues that he addressed in his doctoral research and on which he now comments frequently in national media. The decision to link admission and retention strategies itself assumed that locating and yielding students committed to Trinity would boost retention and graduation rates, leading to a campus where more students were succeeding, and therefore the community as a whole was more successful.

Berger-Sweeney moved retention-related responsibilities and the Career Development Center under the new division of enrollment and student success, providing for an integrated approach that was unprecedented at the College. Most recently, the position of director of student success was created in summer 2016, reporting to the vice president for enrollment and student success. The new director, discussed under Standard 5, is charged with overseeing the strategic engagement of all constituencies across campus and ensuring that undergraduate students are successful and remain at the College. An analysis by the Dean of the Faculty's Office in 2013, prepared for the former president after retention had worsened, reviewed retention-related efforts at the College in the past decade and concluded the following: while well-intentioned, these activities had not been comprehensive (applying to all facets of the College), systematic (involving planning based on research and data), or coordinated (i.e., overseen by a central office). The changes made since 2015 directly rectify this.

In addition to "student success" being embedded and integrated in the organization's administrative structures, the College has designed special initiatives to support the success of all students. In fact, we expect that providing students with more direct support will have a preventative effect on retention. These resources and initiatives have been housed in Student Affairs, working closely with the Enrollment and Student Success Division as well as Academic Affairs. As described under Standard 5, with Joseph DiChristina's appointment as the new dean of campus life and vice president for student affairs in 2015, the Student Affairs Division is focusing actively on supporting students' success beyond the handling of disciplinary cases. The first major initiative targeting student success was the creation of the Bantam Network in 2015, which included five Transition Fellows who, along with the Student Affairs deans, work directly with first-year students to help them thrive. A second initiative has been the Campaign for

Community, which assumes that a more inclusive and welcoming climate benefits everyone. The elaboration of broad-based learning goals by Student Affairs also represents an important step in systematically defining and tracking the success of students. (See Standard 5.)

More broadly, the College has focused on other strategies for supporting students so they are more likely to succeed, not just by staying enrolled but by attaining productive forms and levels of academic and social engagement. One approach the College has taken is to create physical spaces on campus that facilitate both student-to-student interactions and student-to-faculty interactions outside of the classroom, as recommended in our last self-study and by the Charter Committee for Social Reform. Examples include the establishment of thematic houses on Vernon Street, the renovation of Vernon Social, the redesign of Hallden Hall — North Wing, the creation of kitchens in first-year residence halls, and the current redesign of the Mather basement and the Crescent Street Building. The rearranging in 2008 of the Tuesday/Thursday class schedule to accommodate the lunchtime [Common Hour](#), when no courses are held and the campus community can attend lectures and other events, was also intended to support similar interactions; and the Common Hour is now well established and attended at Trinity.

In terms of concrete metrics, academic performance is a standard measure of student success, even if grades and learning are not one and the same. In a study of grades at peer institutions between 2006 and 2013, the percentage of A's earned by Trinity students (44 percent) was just below the peer-group median (45 percent). In recent years, moreover, the mean College GPA at Trinity has been 3.2. Furthermore, the Dean of the Faculty's Office circulates every semester a list of students receiving faculty honors. These students earn a term GPA of at least 3.667, based on at least four graded courses, with no individual grade below B- and no incomplete grades pending. About 24 percent of the student body tends to earn faculty honors in a given semester. A formal honors day ceremony held annually in the Chapel also celebrates dozens of students who receive special prizes and awards. Students may graduate with Latin honors based on final GPA (3.667-3.799 for cum laude, 3.8-3.899 for magna cum laude, and 3.9 or higher for summa cum laude), and 20 percent of students on average have earned Latin honors in the last five years. Students may also graduate with departmental honors (e.g., 19 percent, in 2016). Additionally, numerous honor societies exist, representing various disciplines and academic divisions, as listed in the *Bulletin*. At the graduate level, about 47 percent of those earning a degree in a given year receive honors (reflecting a minimum GPA of 3.75 in all graduate courses). Regarding completion, in recent years, graduate students have taken four years on average to receive the degree, based on taking two to three courses per year.

On the retention front (see also Standard 5), changes in our first-year retention rate have been significant. For more than a decade, until 2011, our first-year retention rate was in the low 90s, on par with the most highly ranked liberal arts colleges. The drop to 88 percent six years ago reflected, among other things, a deteriorating social climate on campus and an admissions policy that sometimes favored tuition revenue over academic quality. Under Berger-Sweeney, the College made three crucial adjustments, which have already yielded results. First, we recognized the close link between admissions strategies and student success, being especially attentive under Angel Pérez's leadership to students' demonstrated interest and not compromising on academic quality as factors essential for retention. Second, we focused on creating a network of support on the student life side that would provide mentoring to first-year students, reflected in the creation of the Bantam Network in 2015 and the hiring of five Transition Fellows. Third, we invested in dedicated staff to track and support student retention, appointing a director of student success and creating targeted programs for student scholars. We are quite proud of the shift from 88 percent to 90 percent in fall 2016 in our first-year retention rate, and we expect to sustain and improve this measure of student success in the next few years.

Tracking the postgraduate success of our students is a fairly new enterprise for Trinity. While the Career Development Center (CDC) revamped its operation in 2012, it must now integrate its work more seamlessly with other offices and divisions on campus. One possible area of collaboration is to identify more systematically the full range of skills that our liberal arts graduates need to best succeed professionally, then work creatively with others across the College to think of how we might ensure that all of our graduates have access to developing these skills. The inclusion of the CDC's director in the strategic planning

subcommittee devoted to student learning in and out of the classroom signals these interconnections. Likewise, the College has started tracking job placement outcomes, as the alumni and other survey instruments mentioned above indicate. In particular, CDC staff have worked in recent years to track “first-destination data” through numerous sources, and they are now able to report that, for example, in spring 2016, 86.5 percent of students from the Class of 2014 were either employed, in graduate school, or not looking for employment. As discussed under Standard 5, the CDC has used this information to reach out to students who are not employed and to assist them in job placement.

Postgraduate success is also evident when students enroll in graduate school and receive postgraduate fellowships. While the director of fellowships has increased the visibility of these opportunities and outcomes since 2007, and the success rate of students applying to and receiving prestigious grants has risen since then (Standard 5), these data need to be collected more systematically and then fed back into broader conversations. Integrating the director of fellowships, which is a one-person office reporting to the dean of the faculty, into other College structures could also be important. Data about students who pursue graduate study, in turn, sit mostly in the CDC. Perhaps this and other postgraduate information could be housed in the new integrated data warehouse.

It will be essential in moving forward to define what student success at Trinity looks like. The effectiveness of recent changes — such as the Bantam Network, the Campaign for Community, and initiatives by the new director of student success — will have to be tracked as part of ongoing planning and evaluation. These key steps already illustrate our institutional commitment to addressing student success in collaborative, coordinated, and strategic ways, engaging all divisions of the College.

PROJECTIONS

- The director of student success will collaborate on retention-related initiatives with other key offices of the College, including (but not limited to) Academic Affairs, Student Life, Career Development, and Institutional Research; she will formulate, implement, and monitor a strategic plan to ensure that all students on campus are successful and receive the tools they need to achieve their goals.
- As the Bantam Network expands its focus from the first-year experience to the second year, Student Affairs will monitor levels of student satisfaction over time and changes in retention, then make programmatic adjustments in response to what is learned.
- The Career Development Center will work with Academic Affairs and through the strategic planning process to integrate career-readiness goals into the curriculum and academic programming.
- Data about the postgraduate success of our students will be housed in a central location; the director of the Career Development Center and the director of fellowships will work closely with Institutional Research as well as the Alumni Office to better track the success of our students after they graduate, and they will report regularly to the College about trends that might influence planning.
- To maximize its effectiveness, the new center of analytics and strategic initiatives will take a proactive role in adopting the most reliable student-success metrics; it will also collaborate with others to ensure that the center understands what is happening on the ground and is best positioned to shape planning.

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)*	(FY 2018)
IPEDS Retention Data					
Associate degree students					
Bachelors degree students	91%	89%	88%	90%	91%
IPEDS Graduation Data (150% of time)					
Associate degree students					
Bachelors degree students	86%	84%	86%	85%	88%
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years			86%	85%	88%
Awarded a degree within eight years			87%	85%	87%
Not awarded within eight years but still enrolled			0%	1%	0%
First-time, part-time students					
Awarded a degree within six years			0%	0%	0%
Awarded a degree within eight years			0%	0%	0%
Not awarded within eight years but still enrolled			0%	0%	0%
Non-first-time, full-time students					
Awarded a degree within six years			91%	93%	92%
Awarded a degree within eight years			91%	93%	92%
Not awarded within eight years but still enrolled			0%	0%	0%
Non-first-time, part-time students					
Awarded a degree within six years			90%	83%	90%
Awarded a degree within eight years			90%	83%	90%
Not awarded within eight years but still enrolled			0%	0%	0%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 Female	87%	87%	89%	87%	90%
2 Male	85%	81%	83%	81%	85%
2 Nonresident alien	96%	94%	92%	73%	94%
3 Hispanic/Latino	91%	93%	76%	82%	85%
4 American Indian or Alaska Native	N/A	100%	100%	N/A	100%
5 Asian	83%	87%	82%	83%	84%
6 Black or African American	64%	74%	84%	82%	86%
7 Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	
8 White	88%	82%	86%	85%	87%
9 Two or more races	92%	87%	91%	87%	92%
10 Race and ethnicity unknown	80%	85%	86%	93%	88%
Definition and Methodology Explanations					
1	IPEDS 150% (6-year) graduation rate; full-time, first-time, degree-seeking cohorts				
2	*Preliminary estimates for the IPEDS reports to be submitted in March 2017 (Graduation rates, 200% Graduation rates, Outcomes).				

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				
First-time, Part-time Students				
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				
Non-first-time, Full-time Students				
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				
Non-first-time, Part-time Students				
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	Grad school within 6 months	6%	7%	8%	9%
2					
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1					
2					
3					
4					

Definition and Methodology Explanations

1	% of graduates with known status who matriculated in a graduate program by December 31 of the year of graduation from Trinity. (FY2016 as of November 2016)
---	---

2



See Form 8.1 for IPEDS measures which we believe more accurately reflect student success at Trinity.

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2)	(FY 2014)	(FY 2015)	(FY 2016)

? State Licensure Examination Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1								
2								
3								
4								
5								

? National Licensure Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1								
2								
3								
4								
5								

? Job Placement Rates									
Major/time period	*	# of grads	# with jobs						
1 All graduates, 6 months				532	312	522	362	540	333
2									
3									
4									
5									

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
					(goal)

? Completion Rates					
1					
2					
3					
4					
5					

? Placement Rates					
1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

FY2016 as of November 2016.

Standard 8: Educational Effectiveness

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year		76%	71%	75%	75%
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations	
1 Percent of students entering in the fall semester who are enrolled in the following fall semester.	
2	
3	
4	
5	

Standard Nine/ Integrity, Transparency, and Public Disclosure

The institution subscribes to and advocates high ethical standards, in the management of its affairs and in its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements. In presenting the institution to students, prospective students, and other members of the public, the institutional website provides information that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.

Integrity

DESCRIPTION

All members of the Trinity College community are expected to conduct themselves, and the academic and administrative activities of the institution, according to the highest ethical standards. This mandate features prominently, in clear and explicit language, across official policy statements. Beginning with the Board of Trustees, whose members are collectively entrusted with the ultimate oversight of the College, this expectation is articulated in the [Trustee Code of Conduct](#), which establishes standards that “embrace the spirit of [the College mission] statement, requiring trustees to carry out their responsibilities to the College in an atmosphere of personal trust and free expression while maintaining the highest standards of personal integrity.”

Similar expectations and related policies and procedures pertain to other members of the campus community, and they can be found in the [Faculty Manual](#), the [Human Resources Policy and Procedure Manual](#) (commonly referred to as the “*Employee Handbook*”), and the [Student Handbook](#). All new students sign a [Student Integrity Contract](#) following their matriculation ceremony at the College. This action signifies their first formal commitment to “a code of honor that fosters moral growth and upholds academic and personal integrity” and that applies equally to their academic and social lives at Trinity. The contract also articulates the responsibility of the student body to hold its members accountable to these standards through the student Honor Council; the procedures for adjudicating cases of student misconduct are then overseen by the Dean of Students Office and detailed in the [Student Handbook](#). The [Statement on Professional Ethics](#) and the [Policy Statement on Academic Freedom](#), both contained in the [Faculty Manual](#), reflect the College’s intention for faculty to have the freedom to explore, create, and share knowledge and to teach, study, and debate, while “respect[ing] and defend[ing] the free inquiry of associates” and “show[ing] due respect for the opinions of others.” Both the Statement on Professional Ethics and the Student Integrity Contract further describe the atmosphere of free inquiry, fair treatment of all, maintenance of confidentiality, and mutual trust and respect that Trinity expects all members of its community to support and promote. Likewise, the sharing of intellectual property rights is delineated in the [Patent and Invention Policy](#), which also upholds similar principles of integrity.

Grievance procedures are formally outlined and apply to all students and employees. The [Student Handbook](#) addresses the policies and procedures for resolving complaints by students against other students, faculty members, administration, and staff, while the [Employee Handbook](#) details a [Grievance Procedure](#) for employees. Since August 2015, complaints filed by or against any member of the Trinity community involving sexual misconduct are subject to the College-wide [Policy on Sexual Misconduct](#). The administration also reminds the campus community each quarter of the [Whistleblower Policy](#), as well as the procedure for utilizing the supplemental hotline to send anonymous and confidential reports of unethical and/or illegal conduct directly to the Audit and Risk Committee of the Board of Trustees and to senior administrators. An independent, third-party firm hosts the hotline, via an online reporting option and a toll-free phone number.

The College, moreover, is committed to supporting a diverse and representative academic community and to ensuring nondiscrimination in education, employment, and all of its activities. Beyond the several policies

that prohibit discrimination, Trinity actively encourages a welcoming and inclusive environment for all. The dean of multicultural affairs, who also serves as the chief diversity officer and is a member of the President's Cabinet, coordinates diversity initiatives across the College. (See also Standard 6.) The Title IX coordinator, a dedicated FTE position as of January 2016, oversees the College's compliance with Title IX and other laws and regulations related to discrimination, harassment, and sexual violence. Through the Accommodation Council and the efforts of a full-time coordinator, Trinity also works to support and provide services for students with physical and/or learning disabilities.

The Board of Trustees regularly reviews and amends, as necessary, the [Charter](#), [Statutes](#), and [Standing Rules of the Trustees](#), which are maintained by the secretary of the College and are posted for public viewing on the website. The College endeavors to comply with both the letter and the spirit of applicable laws and regulations, guided by the general counsel (who, as secretary of the College, also serves as the primary liaison to the Board of Trustees), and with the Standards for Accreditation and other requirements of the Commission on Institutions of Higher Education.

APPRAISAL

Recent presidential-level initiatives have sought to underscore Trinity's commitment to high ethical standards and to a healthy and inclusive community. In August 2014, Berger-Sweeney formed the Task Force on the Prevention of Sexual Assault, a multi-constituency group whose charge was to review and advance the College's efforts in this area. The most visible product of the group's yearlong work and broad consultations was a new College policy related to sexual misconduct that applied universally to faculty, staff, and students. Among other changes, the new policy describes more clearly the relevant rights, responsibilities, options, and processes. Similarly, the student-led [Campaign for Community](#), mentioned throughout this self-study, assessed Trinity's campus climate through different lenses, including the academic and social environments and campus pride. During an open forum, the student working groups presented their recommended actions for building a stronger, more inclusive community; in Phase II of the campaign, students are working to implement the recommendations, supported with funding partly from the Office of the President.

Commitments aside, regular review of policies and their effectiveness in promoting actual integrity is always important. For example, two recent surveys of faculty and graduating seniors (Class of 2014) evaluated the Student Integrity Contract signed by students and the College's policies and adjudication of cases relating to academic dishonesty and social misconduct. While all new students sign the Student Integrity Contract upon their arrival on campus, student respondents reported varying levels of familiarity with both the Student Integrity Contract and the student conduct system. An ad hoc committee of the faculty convened to study the student conduct system and recommended improvements, including significant changes to the adjudication of cases of academic dishonesty (Chapter 6), which were subsequently adopted by the faculty at large.

Reporting policy violations can itself signal increased awareness of obligations and duties. Trinity's Whistleblower Policy, enacted in 2009, states the College's commitment "to adhering to ethical and legal conduct in all of its activities and transactions" and its expectations that all employees will "behave in all instances in a manner that is consistent with that commitment. Employees who suspect that ethics violations or accounting irregularities have occurred are encouraged to report their concerns with no fear of reprisal" and confidentially. In the nearly 10 years that Trinity has made available this hotline, its use suggests that members of the community are aware of the policy.

While various offices and divisions generally review and update the policies and procedures that they administer on an ongoing basis, a more formalized approach to the systematic review of College policies could be more effective. The existence of several policy manuals, each dedicated to a primary constituency, affords conveniences for the primary readers and authors, but it complicates efforts to ensure institution-wide consistency and timely updates. The Policy on Sexual Misconduct, as well as the process that led to its development, could serve as a template for centralizing some College policies. It also underscores the importance of internal legal counsel in the development of complex policies on campus.

Transparency and Public Disclosure

DESCRIPTION

Several offices at the College are responsible for providing information to the public about the educational opportunities offered by, and the operations of, the College. Since our last self-study, efforts have been made to bolster the position of the Office of Communications as the central coordinator of all official publications, both electronic and print based, and to further reinforce the Office of Institutional Research as the central and definitive source of statistical information. In addition to an online faculty and staff directory, relevant contact details are included throughout the website, with the Office of Communications serving as the first point of contact for media inquiries, the Office of Admissions as the point of contact for prospective student inquiries, and the Office of the President as the default for inquiries not addressed elsewhere.

For virtually all admitted students, the College website has become the primary source of official information about Trinity, as have Web-based tools for current students; in a recent newly admitted student questionnaire, 90 percent of first-year students reported using the College website as a source of information. In February 2011, Trinity launched a completely redesigned website following a review of its information architecture. While this project represents the most recent overhaul of the entire website, more focused revisions to the admissions and career development Web pages, as well as the home page, were completed in May 2015. The Admissions and Communications Offices collaborated to produce an entirely new set of printed materials, including the viewbook, a transfer student guide, and various program brochures. The Admissions Web pages contain information on financial aid and on the costs of attending Trinity. This includes a [calculator](#) to determine net price and consumer information on financial aid, including the [total price](#) of attending Trinity. A student's expected amount of debt upon graduation and the College's cohort default and loan repayment rates are also available.

The About Trinity Web page, accessible via a direct link from the main header of every Web page, provides visitors with an overview of the College and links to the mission statement, leadership profiles, consumer information, and accreditation status. As enumerated in the Data First form 9.3, the College provides cost of attendance, financial aid, and policy information, as well as other disclosures. The Office of Institutional Research also publishes an [online Public Factbook](#) that contains statistical information about various dimensions of the College, including student enrollment, faculty members, teaching, financial metrics, and outcome measures. Additionally, the College participates in the Common Data Set initiative by providing standardized data reports to college guidebook publishers and also posting them on the website. The Accounting Services Office posts on its website Trinity's [audited financial statements](#) and Form 990 for recent fiscal years.

The College's website and printed communications are written to accurately describe the programs, resources, opportunities, and outcomes of a Trinity education. An annual report of the College was introduced in fall 2016, providing an overview of the year's key developments. The College *Bulletin* distinguishes between courses offered during the year of its publication and courses offered within the previous two years. A [faculty directory](#), introduced in 2006, provides detailed academic and teaching profiles and indicates when faculty members are on leave (as do the online campus directory and department websites), and the website also includes [biographies of members of the Board of Trustees](#) and key officers of the College. All academic departments and programs now describe learning goals on their respective Web pages, while the online *Public Factbook* provides information about overall measures of student success, including retention and graduation rates. The Office of Study Away website describes Trinity's current programs at international and domestic sites away from the Hartford campus, and Graduate Studies also now has a detailed website.

Members of Trinity's Board of Trustees also uphold principles of transparency and disclosure. Through official resolutions, Trinity's Board of Trustees grants signing authority to a limited list of administrators who may execute contracts with third parties on behalf of the College. Documents include a signature block with the name and position of the individual signing for Trinity. In addition to abiding by a code of ethical standards, 100 percent of board members now participate in an annual survey about the College's Conflict

of Interest Policy, which requires full disclosure of potential conflicts and written affirmation of a lack of conflict.

APPRAISAL

We assess the views of admitted students about our website and publications through questions on a biannual survey. As evidenced by their ratings of Trinity’s website, admitted students have responded favorably to changes in recent years. In 2011, 59 percent of admitted students who responded (N=1068) to the Admitted Student Questionnaire rated Trinity’s website as either “Very good” or “Excellent,” while that percentage rose to 68 percent by 2015 (total respondents N=1085).

As Trinity continues to move more publications and documents to electronic-only formats, we benefit from the improved timeliness of content and wider distribution, but we face the challenges of coordinating, maintaining, and archiving content from many sources. For example, the *Student Handbook* is overseen by Student Affairs, while the Dean of the Faculty’s Office manages the *Bulletin*. It is not always clear why some academic policies or updates appear in only one of these publications. We would benefit from a coordinated approach and better protocols for determining where policies are “housed,” perhaps using technology to sync some changes. This would provide students with more ready and reliable access to key sources of information.

Beyond the improvements to navigation and search functionality afforded by a redesigned website, the underlying content management system has also allowed for a change in the editing workflow, enabling the Office of Communications to review proposed changes to the website for overall consistency with established guidelines and accuracy. The result is that subject matter experts across campus can continually provide fresh content for their respective Web pages, while the Communications Office team can preserve consistency across the College. In spring 2016, the Office of the President oversaw a review of the website to ensure that important information and required disclosures were presented in such a way that they were easy to find, accurate, and up-to-date. A cross-sectional sample of the campus community provided various suggestions for improvement. Given the annual cyclical nature of our operations, many Web pages and printed materials already are reviewed and updated annually in preparation for a new incoming class. We could benefit from a more comprehensive, formalized system to ensure that all content is reviewed in a timely fashion.

The continued rise of social media usage has presented an additional challenge on the digital communications front as College departments, programs, athletic teams, and student organizations have established more than 150 accounts across several platforms. The Office of Communications has developed a [Social Media Policy](#) that outlines expectations for the faculty, staff, and students who manage these accounts as representatives of the College. The Office of Communications was also reorganized to bring together a digital communications team; and the hiring of a dedicated marketing manager by the Office of Admissions, with dotted-line reporting to the Communications Office, has reinforced the collaborative work of the two primary offices engaged in prospective student outreach.

The creation of the *Public Factbook* has centralized and standardized key statistical information in a publically accessible format since the last full accreditation review. However, there are opportunities for continual improvement as recent technology enhancements would permit a more robust display of information — interactive graphs and filters instead of static PDF documents, for example — and more timely updates. Since the last self-study, several changes in the staffing of the Office of Institutional Research (OIR) have complicated the further development of this and other information resources. As of fall 2016, a new Analytics and Strategic Initiatives Center, which reports directly to the president, seeks to better position the College to handle the rising demand for data and analysis.

A new internal tool allows faculty members to search a database of alumni who have provided updated post-Trinity profiles and have expressed interest in assisting students, as mentioned under Standard 5. The database is searchable by industry, major, and geography, and presents opportunities not only for connecting current students and alumni for internships and advice but also for demonstrating alumni outcomes. Another initiative under way by the Career Development Center is to systematize the collection

of first-destination details about recent graduates, in line with the standards of the National Association of Colleges and Employers.

President Berger-Sweeney has set the tone for increased transparency in her administration beyond required public disclosures. As mentioned under Standard 3, she has instituted the practice of sending letters to the Trinity community after meetings of the Board of Trustees; and all of the [president's letters to the Trinity community](#) are posted on the public website. Another new tradition is an annual town hall meeting during which the president provides updates about the state of the College and answers questions from members of the Trinity community. Enhanced transparency is also evident in improved practices throughout the College, such as Campus Safety's issuance of safety advisory messages to the campus that far exceed the minimum requirements of the Clery Act's timely warning provision. When Trinity was faced with a serious accident involving injuries to many students in September 2016, we dedicated resources to sharing regular updates with the College community, members of the press, and the general public, and we released the full report of the independent structural engineering firm that investigated the incident. The arrival in January 2017 of the vice president for communications and marketing, a new position at the College, is intended to further promote effective transparency, strengthening community and trust in the process. In fulfilling its mission as the preeminent liberal arts college in an urban setting, while navigating the complex challenges of higher education, Trinity College is resolutely committed to upholding a strong record of accountability and integrity.

PROJECTIONS

- The dean of campus life and vice president for student affairs will work with a task force to identify and recommend ways of making the Student Integrity Contract a “living” document, one that is well understood and whose commitments pervade students’ academic and social lives.
- The Divisions of Academic Affairs and Student Affairs and the Office of Communications will collaborate on a project to improve both the *Bulletin* and *Student Handbook*, creating new electronic versions that are more prominently located on the website and easier to access and navigate; the Dean of the Faculty’s Office and the Curriculum Committee will continue simplifying and standardizing content within the *Bulletin*.
- The new vice president for communications and marketing will formalize a process for reviewing regularly the College’s printed and electronic materials and ensuring they are thorough and accurate.
- The new director of analytics and strategic initiatives will work with a team to construct an integrated data warehouse, which will bring together key data elements from several electronic records systems and enable more reliable information, as well as more sophisticated longitudinal analyses and evaluation of success; the first phase of baseline integration will be completed, if possible, by September 2017.
- The Campaign for Community leaders will continue to implement selected student recommendations over the 2016-17 academic year and will develop, in collaboration with the Bicentennial Strategic Planning Commission, regular mechanisms for assessing and improving the campus climate — aspiring to be a place where all members of the community uphold the College’s core values and principles.
- To formalize and underscore Trinity’s commitment to ethics, the vice president of finance and the general counsel will lead the development of a business conduct policy and present it to the campus community for adoption.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	Unknown	http://www.trincoll.edu/StudentLife/AroundCampus/honor/Pages/IntegrityContract.aspx	Dean of Students, Honor Council, Academic Affairs Comm
Intellectual property rights	1997	http://www.trincoll.edu/prog/facman/doc0034.html	Dean of Faculty
Conflict of interest	2010 (HR)	http://internet2.trincoll.edu/docs/emplHandbook/HrHandbookse23.html#x28-270000 http://www.trincoll.edu/prog/facman/doc0032.html http://www.trincoll.edu/Academics/dean/research/review/Pages/Levels.aspx http://www.trincoll.edu/AboutTrinity/college/Trustees/Pages/Conduct.aspx	Human Resources, Dean of Faculty, IRB, Board of Trustees
Privacy rights		http://www.trincoll.edu/Academics/registrar/Documents/Release%20of%20Student%20Academic%20Information%20and%20FERPA.pdf http://www.trincoll.edu/AboutTrinity/offices/communications/policies/Pages/Privacy.aspx	Registrar, Communications Office, ITS
	2013	http://internet2.trincoll.edu/docs/emplHandbook/HrHandbookse29.html#x34-330000	
Fairness for students	Unknown	http://www.trincoll.edu/sitecollectiondocuments/studenthandbook.pdf	Dean of Students, Academic Affairs Committee
Fairness for faculty	Unknown	http://www.trincoll.edu/prog/facman/	Human Resources, Dean of Faculty
Fairness for staff	Unknown	http://internet2.trincoll.edu/docs/emplHandbook/hrHandbook.html	Human Resources
Academic freedom	1998	http://www.trincoll.edu/prog/facman/doc0036.html	Academic Freedom Committee
Research	2017	http://www.trincoll.edu/Academics/dean/research/review/Pages/default.aspx	Institutional Review Board, Director of Faculty Grants and Sponsored Research, Associate Director of Corporate, Foundation and Government Relations
Title IX	2016	http://www.trincoll.edu/titleix	Title IX Coordinator
Other; specify			

Non-discrimination policies

Recruitment and admissions	Unknown	http://www.trincoll.edu/Admissions/apply/Pages/default.aspx	VP of Enrollment and Student Success
Employment	2013	http://internet2.trincoll.edu/docs/emplHandbook/HrHandbookse6.htm	Director of Human Resources
Evaluation	2013	http://internet2.trincoll.edu/docs/emplHandbook/HrHandbookse33.htm	Director of Human
Disciplinary action		http://internet2.trincoll.edu/docs/emplHandbook/HrHandbookch2.htm	Director of Human Resources
Advancement	2010	http://internet2.trincoll.edu/docs/emplHandbook/HrHandbookch2.htm	Director of Human Resources
Other; specify			
Students	Unknown	http://www.trincoll.edu/sitecollectiondocuments/studenthandbook.pdf	Student Life

Resolution of grievances

Students	Unknown	http://www.trincoll.edu/StudentLife/IncidentResponse/Pages/Report.aspx	VP of Campus Life, Dean of Students
Faculty	1998	http://www.trincoll.edu/prog/facman/doc0006.html	Faculty Ombudsman, Dean of Faculty
Staff	2010	http://internet2.trincoll.edu/docs/emplHandbook/HrHandbookse28.htm	Director of Human Resources
Other; specify			

?	Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.trincoll.edu/AboutTrinity/Pages/Contact-Trinity.aspx
Notice of availability of publications and of audited financial statement or fair summary	http://www.trincoll.edu/AboutTrinity/offices/accounting/Pages/Financial.aspx
Processes for admissions	http://www.trincoll.edu/Admissions/apply/Pages/HowToApply.aspx
Processes for employment	http://internet2.trincoll.edu/docs/emplHandbook/hrHandbook.html
Processes for grading	http://www.trincoll.edu/SiteCollectionDocuments/StudentHandbook.pdf
Processes for assessment	http://internet2.trincoll.edu/facman/doc0019.html
Processes for student discipline	http://www.trincoll.edu/SiteCollectionDocuments/StudentHandbook.pdf
Processes for consideration of complaints and appeals	http://internet2.trincoll.edu/facman/doc0006.html
	http://www.trincoll.edu/SiteCollectionDocuments/StudentHandbook.pdf
	http://internet2.trincoll.edu/docs/emplHandbook/HrHandbookse28.html#x33-320000

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found

Date of last review of:	
Print publications	On-going
Digital publications	On-going

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	http://adsvm19.cc.trincoll.edu/bulletin/
Obligations and responsibilities of students and the institution	http://www.trincoll.edu/sitecollectiondocuments/studenthandbook.pdf
Information on admission and attendance	http://www.trincoll.edu/Admissions/Pages/default.aspx http://www.trincoll.edu/Academics/grad/Pages/application.aspx
Institutional mission and objectives	http://www.trincoll.edu/AboutTrinity/mission/Pages/default.aspx
Expected educational outcomes	http://www.trincoll.edu/AboutTrinity/mission/Pages/Learning-Goals.aspx
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.trincoll.edu/AboutTrinity/Pages/CollegeFacts.aspx
Requirements, procedures and policies re: admissions	http://www.trincoll.edu/Admissions/apply/Pages/default.aspx http://www.trincoll.edu/Academics/grad/Pages/application.aspx
Requirements, procedures and policies re: transfer credit	http://www.trincoll.edu/Academics/TransferCredit/Pages/default.aspx
A list of institutions with which the institution has an articulation agreement	
Student fees, charges and refund policies	http://www.trincoll.edu/Admissions/Pages/tuition.aspx http://www.trincoll.edu/Admissions/finaid/Pages/Policies.aspx http://www.trincoll.edu/Academics/grad/Pages/Tuition.aspx
Rules and regulations for student conduct	http://www.trincoll.edu/sitecollectiondocuments/studenthandbook.pdf
Procedures for student appeals and complaints	http://www.trincoll.edu/sitecollectiondocuments/studenthandbook.pdf
Other information re: attending or withdrawing from the institution	http://www.trincoll.edu/Academics/registrar/student/Pages/Withdraw.aspx
Academic programs	http://www.trincoll.edu/Academics/MajorsAndMinors/Pages/default.aspx http://www.trincoll.edu/Academics/grad/departments/Pages/default.aspx
Courses currently offered	http://internet2.trincoll.edu/ptools/CourseListing.aspx
Other available educational opportunities	http://www.trincoll.edu/Academics/SpecialPrograms/Pages/default.aspx
Other academic policies and procedures	http://www.trincoll.edu/Academics/registrar/Pages/AcademicPolicyFAQs.aspx http://www.trincoll.edu/Academics/grad/Req/Pages/default.aspx
Requirements for degrees and other forms of academic recognition	http://www.trincoll.edu/Academics/registrar/Pages/AcademicPolicyFAQs.aspx#reqs http://www.trincoll.edu/Academics/grad/Req/Pages/default.aspx
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://internet2.trincoll.edu/facProfiles/FacProfilesList.aspx
Names and positions of administrative officers	http://www.trincoll.edu/AboutTrinity/college/Pages/default.aspx

Names, principal affiliations of governing board members	http://www.trincoll.edu/AboutTrinity/college/Trustees/Pages/default.aspx
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.trincoll.edu/UrbanGlobal/StudyAway/Pages/default.aspx
Programs, courses, services, and personnel not available in any given academic year.	http://adsvm19.cc.trincoll.edu/bulletin/ http://internet2.trincoll.edu/facProfiles/FacProfilesList.aspx
Size and characteristics of the student body	http://www.trincoll.edu/AboutTrinity/offices/InstitutionalResearchPlanning/Pages/Factbook.aspx
Description of the campus setting	http://www.trincoll.edu/AboutTrinity/Pages/CollegeFacts.aspx
Availability of academic and other support services	http://www.trincoll.edu/Academics/centers/Pages/default.aspx http://www.trincoll.edu/Academics/grad/Pages/Resources.aspx
Range of co-curricular and non-academic opportunities available to students	http://www.trincoll.edu/StudentLife/Pages/default.aspx
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.trincoll.edu/LITC/Pages/default.aspx
Institutional goals for students' education	http://www.trincoll.edu/AboutTrinity/mission/Pages/Learning-Goals.aspx
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success	http://www.trincoll.edu/AboutTrinity/offices/InstitutionalResearchPlanning/Pages/Factbook.aspx
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.trincoll.edu/Admissions/finaid/Pages/Consumer-Information.aspx
Expected amount of student debt upon graduation and loan payment rates	http://www.trincoll.edu/Admissions/finaid/Pages/Consumer-Information.aspx
Statement about accreditation	http://www.trincoll.edu/Accreditation/Pages/default.aspx



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://adsvm19.cc.trincoll.edu/bulletin/bulletinch13.html#x38-1070000 Graduate: http://www.trincoll.edu/Academics/grad/Req/Pages/default.aspx
Print Publications	Trinity College Bulletin (PDF version) p. 50
Self-study/Interim Report Page Reference	Standard 4, pp. 35, 38, 40

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://www.trincoll.edu/Academics/TransferCredit/Prospective/Pages/Policies.aspx
Print Publications	Student Handbook pp. 65-73
Self-study/Interim Report Page Reference	Standard 4, pp. 36-37

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	http://www.trincoll.edu/sitecollectiondocuments/studenthandbook.pdf
Print Publications	Student Handbook pp. 99-105
Self-study/Interim Report Page Reference	Standard 5, pp. 45-46; Standard 9, p. 96

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	
Self-study/Interim Report Page Reference	

- 5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	Home page and http://www.trincoll.edu/Accreditation/Pages/Public-Comment.aspx
Print Publications	<i>The Trinity Reporter, The Hartford Courant, The Trinity Tripod</i>
Self-study Page Reference	Introduction, p. iii

The undersigned affirms that Trinity College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Joanne Berger-Sweeney
Joanne Berger-Sweeney

Date: 1/19/17

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
College Learning Goals (General Education)	http://www.trincoll.edu/AboutTrinity/mi ssion/Pages/Learning-Goals.aspx				2007 (review of general education requirements)
General Education Goal: Writing Part I.	Described under First-Year Seminar Goals: http://www.trincoll.edu/Academics/FYS /Pages/LearningGoals.aspx	Rising first-years and juniors are asked to write to same prompt each August. A sample of these papers is read “blind” each January.	Group of faculty and administrators chosen by Director of the Writing Center.	None at this time.	2013-14 (review of first year seminar program)
American Studies	http://www.trincoll.edu/Academics/Maj orsAndMinors/American/Pages/Learnin g-Goals.aspx	Portfolios for majors containing students’ written work from AMST 203/201, 301 and senior capstone, submitted by both students and faculty members.	Departmental subcommittee of three faculty members reviews, reports back to department.	First review of data took place in Fall 2015. No changes yet. Goals will be tweaked to reflect new faculty in department.	2013-2014
Anthropology	http://www.trincoll.edu/Academics/Maj orsAndMinors/anthropology/Pages/Lear ning-Goals.aspx	Whole department observes oral presentations by seniors; written work from junior and senior seminars.	Department meets each spring to discuss senior thesis presentations, and to discuss and compare written work from junior and senior seminars.	Adjusted schedule so two seminars meet in same time slot to allow both juniors and seniors to present orally to each other and critique the presentations. Restructured seminars to incorporate more rewrites after assessing student writing improvement.	2010-2011
Art History	http://www.trincoll.edu/Academics/Maj orsAndMinors/art/Pages/Learning.aspx	Thesis for honors students, comprehensive exam for all other	Department convenes at annual	Assessment of comprehensive exam	2006-2007

		students. In addition, all students write a research paper in the 301 seminar.	meeting to assess exam results. Seminar 301 instructor meets with entire department to share results of written research papers and discuss student performance.	results revealed various weaknesses, which then led to a revision of the curriculum, changing requirements so that completion of one requirement now must take place on campus (not abroad). Comprehensive exam as a whole is currently being revised to reflect changes. Concerns about consistency in expectations in 301 led to department-wide ongoing effort in coming year to ensure consistency.	
Biology	http://www.trincoll.edu/Academics/MajorsAndMinors/Biology/Pages/Learning.aspx	9-item test is used to evaluate students' ability to analyze & interpret quantitative data. Presentations by students in Research Seminar and other 400-level courses are scored by all faculty who attend. A subset of research papers are evaluated using a rubric.	Department meets to compare test scores (first year vs. seniors); also analyze performance on specific questions. Department discusses research presentations and papers.	In response to weaker performance on specific test questions by seniors, department has agreed to emphasize the conversion of ratios and metric units in their classes. In response to a review of research papers and weaknesses identified, department plans provide opportunities for peer review and to emphasize proper figure and table construction.	2008-2009
Chemistry	http://www.trincoll.edu/Academics/MajorsAndMinors/Chemistry/Pages/Learning.aspx	Presentations by students in Friday seminar series are evaluated by faculty attendees using rubric. Safety quiz is administered to students in Chemistry II.	Entire department, as well as sub-committees devoted to specific learning goals.	Data were collected in Spring 2014 for presentations but have not yet been evaluated. Older students perform better on safety quiz than younger students; thus, it was determined that no	2007-2008

				change was needed	
Classical Studies	http://www.trincoll.edu/Academics/MajorsAndMinors/Classics/Pages/Classics.aspx	Goals and assessment mechanisms will be revisited in 2016-2017, now that new faculty member is on board.	na	na	2008-2009
Computer Science	http://www.trincoll.edu/Academics/MajorsAndMinors/Computer/Pages/Learning.aspx	Goals of problem solving and programming proficiency are evaluated by reviewing a sample of student work in CPSC 115 & 216 (quizzes, programming assignments, take-home lab assignments).	Entire department convenes for the review and discussion.	It was determined that no change was needed, based on results of evaluation of assignments.	2007-2008
Economics	http://www.trincoll.edu/Academics/MajorsAndMinors/Economics/Pages/Learning-Goals.aspx	No assessment plan has been written. Department has said they do not want to participate.	na	na	2010-2011
Educational Studies	http://www.trincoll.edu/Academics/MajorsAndMinors/educational/Pages/Learning.aspx	All capstone research projects/presentations (EDUC 400) are evaluated by one external guest evaluator and one Ed Studies faculty member. Evaluation form covers multiple program learning goals.	Entire department reviews and analyzes findings from evaluation reports	Review has revealed weakness in students' ability to present insightful thesis statements and support their claims with sufficient evidence. In response, program has instituted more formal advising to help students early, and also instituted a requirement to post all research projects publicly to provide current students with plentiful high-quality examples. Also-formal rubric scoring of presentations was first done only by external evaluator, then switch was made to external evaluator plus faculty member.	2003-2004
Engineering	http://www.trincoll.edu/Academics/MajorsAndMinors/Engineering/Pages/Learning.aspx	See Part B.	See Part B.	See Part B.	2011-2012
English	http://www.trincoll.edu/Academics/MajorsAndMinors/English/Pages/goals.aspx	English 260 (required of all majors) instructors use common rubric to	English 260 instructors meet	In 2013, in response to departmental observations	2011-2012

		grade written work. Senior theses in literary studies are evaluated using rubric.	together to discuss student progress. Entire department meets to discuss senior theses and assessment.	of weakness in student preparation as they undertake thesis writing, department revised literary studies track curriculum. Based on assessment over next several years, no additional curricular changes were made. Department refined their first learning goal in 2016 in response to AAB feedback.	
Environmental Science	http://www.trincoll.edu/Academics/MajorsAndMinors/Environmental/Pages/Learning-Goals.aspx	Oral Presentations by students in ENVS 275,204 (courses which are project-based)	Entire Department uses common rubric/worksheet to assess students' oral presentations, then meet to review results.	Have refined rubric/worksheet after departmental discussion. Plan to develop common rubric for evaluating written work (final projects in same courses)	2011-2012
History	http://www.trincoll.edu/Academics/MajorsAndMinors/History/Pages/Learning.aspx	Plan to collect written work from HIST 300, Senior Thesis, other 300 level courses.	Ad-hoc assessment committee has been discussing learning goals; assessment has not yet begun.	Department has revised learning goals following departmental discussions.	2009-2010
International Studies	http://www.trincoll.edu/Academics/MajorsAndMinors/International/Pages/Learning.aspx	Written senior theses as well as oral thesis presentations.	Sub-committee evaluates written work; entire department gathers for oral presentations.	Assessment identified weakness in students' research skills. In response, changes were made to INTS 401 (research and writing seminar taken by all students), and learning goals were revised.	2011-2012
Jewish Studies	http://www.trincoll.edu/Academics/MajorsAndMinors/Jewish/Pages/Learning.aspx	Currently have no majors.	Still working on assessment plan.		2013-2014
Language & Culture	http://www.trincoll.edu/Academics/MajorsAndMinors/Language/Pages/Learning.aspx	Samples of written work and taped oral presentations.	Department planned to develop rubrics to evaluate	This department revised its learning goals in 13-14.	2016-2017

			written and oral work. Unclear if assessment has been carried out.		
Mathematics	http://www.trincoll.edu/Academics/MajorsAndMinors/Mathematics/Pages/Learning.aspx	Sample written work from Math 331 and 307 (the Writing Intensive II courses)	Subcommittee reviews selected work from these courses, grades according to common rubric, and discusses findings with entire department.	First rubric was too detailed; revised and second rubric used successfully last year. Learning goals have been reviewed, and one was eliminated.	2012-2013
Music	http://www.trincoll.edu/Academics/MajorsAndMinors/Music/Pages/Learning.aspx	Required response papers for on and off campus music events.	Entire department reviews and discusses.	Refined one learning goal; introduced new process for preliminary evaluation of each student at major declaration time to assess weaknesses and needs related to learning goals; reviewing recital criteria.	2008-2009
Neuroscience	http://www.trincoll.edu/Academics/MajorsAndMinors/Neuroscience/Pages/Learning.aspx	Students' perceptions of gains in research and analytical skills are evaluated through exit survey and online pre and post course CURE survey tool. Oral expression skill evaluated via presentations in NESC 388.	Entire department discusses data.	Will review format of NESC 388 concerning expectations for oral presentations. Will review a rubric for lab report assessment.	2005-2006
Philosophy	http://www.trincoll.edu/Academics/MajorsAndMinors/Philosophy/Pages/Learning.aspx	Sample of 10-14 essays written by philosophy majors	Sub-committee reviews sample using a departmental rubric.	Most recent review by sub-committee revealed weakness in the ability of students to offer an original and rigorous argument in response to source material. Department plans to convene in the fall to discuss and make adjustments.	2013-2014
Physics	http://www.trincoll.edu/Academics/MajorsAndMinors/Physics/Pages/Learning.aspx	Pre and post tests administered in 5 intro courses to assess students'	Instructors administer test,	Original focus was on assessing goals related to	2008-2009

	spx	ability to create conceptual models of the natural world grounded in fundamental principles of physics.	chair collects results, compares to past semesters as well as national data; department discusses annually.	upper level courses. In response to declining enrollments, added goal focused on intro courses and shifted assessment focus. Changed curriculum in main intro course (141) from traditional to project-based.	
Political Science	http://www.trincoll.edu/Academics/MajorsAndMinors/Political/Pages/Political.aspx	Students' papers from senior seminars are evaluated by sub-committee of faculty using rubric that measures critical judgment and research/analytical skills. Students' papers in NESC 262 and presentations in NESC 388 are scored by faculty.	Sub-committee of faculty who taught senior seminars in given year.	Faculty intend to adopt rubric in the teaching of sophomore and junior seminars.	2009-2010
Psychology	http://www.trincoll.edu/Academics/MajorsAndMinors/Psychology/Pages/Learning.aspx	Student oral presentations. Student written work gathered in portfolios. Piloting test to evaluate student quantitative skill development.	Departmental rubrics for evaluating written and oral work, used by subcommittees to evaluate oral presentations and sample of portfolio work. In 2016, quantitative skills test was taken by 60% of senior majors; results reviewed by department	Instituted event for juniors to better guide them in choosing a thesis topic. Are revising test after first year's use. In response to weaknesses observed on test, are discussing ways to incorporate quantitative reasoning in classes other than research and design analysis. Developing senior colloquium series to work with seniors on two primary learning goals (research skills/written and oral communication)	2009-2010
Public Policy & Law	http://www.trincoll.edu/Academics/MajorsAndMinors/Policy/Pages/Learning.aspx	Senior seminar papers and Internship seminar final oral presentations.	Intent is for entire department to attend oral presentations. For papers: this year required students to	Department plans to develop criteria for evaluating oral presentations. Also plans to develop formal assessment process to consider senior	2009-2010

			meet with two faculty members before writing papers. Planning to develop formal assessment process	seminar papers departmentally.	
Religion	http://www.trincoll.edu/Academics/MajorsAndMinors/Religion/Pages/Learning.aspx	Written thesis/capstone paper, public presentations required of all majors on thesis/capstone paper.	Papers will be evaluated by pairs of faculty; presentations attended by entire department and scored using departmental rubric. Assessment plan has been proposed based on newly articulated learning goals, but has not yet been implemented.	na	2007-2008
Sociology	http://www.trincoll.edu/Academics/MajorsAndMinors/Sociology/Pages/Learning.aspx	Students' work in SOCL 101, 201, 210 and 410 was evaluated by faculty teaching those courses using common checklist. Random set of papers was also submitted to chair to evaluate.	Entire department will discuss and review.	Department has become more conscious of learning goals as they construct assignments and syllabi. Postponing potential future changes until another round of review has been conducted.	2015-2016
Studio Arts	http://www.trincoll.edu/Academics/MajorsAndMinors/StudioArts/Pages/LearningGoals.aspx	Goals have been newly conceived and posted. Assessment plan has not yet been articulated.	Na	na	2006-2007
Theater & Dance	http://www.trincoll.edu/Academics/MajorsAndMinors/Theater/Pages/Learning.aspx	"Majors conferences," where students must articulate their trajectory within the department, are used to evaluate students' understanding of the major and their pathway through it.	Entire department attends formal thesis response sessions during which faculty critique students' capstone projects.	Led to department reworking structure of major and reviewing alignment of tracks with students' capstone projects. Revised format for thesis response sessions to	2010-2011

			Also use departmental rubric to evaluate student written work. Department then meets annually and discusses whether student has met learning goals.	faculty only, with thesis advisor charged with taking notes and conveying responses to students. In response to observations of Senior Colloquium, instituted new practice of clarifying expectations, reasons for and benefits of experience for seniors early in the fall. Started addressing the question of the senior thesis reflecting the particular concentration by discussion and clearer guidance in the major conference during Junior year. Next year will work on integrating new concentration into learning goals.	
Urban Studies	http://www.trincoll.edu/Academics/MajorsAndMinors/UrbanStudies/Pages/Learning-Goals.aspx	Goals have been newly conceived and posted. Assessment plan has not yet been articulated.	na	na	New major in 2013- no review yet
Women, Gender & Sexuality	http://www.trincoll.edu/Academics/MajorsAndMinors/Women/Pages/Learning.aspx	Core faculty hear final oral presentations of all majors in capstone course WMGS 401. At subsequent assessment meeting instructors report on required research papers, and faculty discuss whether students have met the goal of understanding and applying feminist and queer theory.	All core faculty of the program	Not at this time	2012-2013

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Engineering Department: ABET	2012: reaccredited.	No deficiency or weakness identified by the ABET review team and in the final report.	Agency has no key performance indicators/metrics. Evaluation focuses on the major categories of: <ul style="list-style-type: none"> • Clearly stated program educational objectives • Good assessment tools to evaluate student outcomes • Records of continuous improvement • Curriculum Design • Adequate faculty size. 	2018 (6 year review: self-study due 7/1/2017, on-site visit in fall 2017, ABET report expected summer 2018)

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.