

Response to the Report of the Evaluation Team Trinity College

We are very grateful to President Clayton Spencer and all members of the evaluation team for the care and thoroughness they showed during their visit to Trinity College on March 5-8, 2017, as well their final report. The questions and suggestions they raised have already proven helpful to us, and the team's insights will continue guiding our ongoing efforts to improve institutionally, especially in the context of strategic planning. Since our self-study addressed candidly most of the questions raised in the evaluation team's report, our response here serves mostly to update and provide greater specificity. We also include relevant supporting materials in an appendix.

Mission-Focused Planning. We will present our Bicentennial Strategic Plan ("Summit") to the Board of Trustees for approval in early October. We were going to do so in June, as the report notes, but revised our timeline given an exceptionally busy semester. The evaluation team is also correct that our new mission statement is intentionally streamlined compared to the previous one. Indeed, one of the things that strategic planning has allowed us to do is to highlight the differentiating characteristics of a Trinity College liberal arts education. We now view strategic implementation as an opportunity to support more regular habits of planning and metric-driven evaluation at the College. (Standards 1 & 2)

Planning and Budget Council. Both the self-study and evaluation report discuss the role of the Planning and Budget Council (PBC). To improve the functioning of this multi-constituency body, the co-chairs introduced last spring a new mandate, which better defines the group's identity and purpose, including its advisory functions relating to fiscal and facilities planning (Standard 2). Additionally, the PBC's membership has been reconfigured to include representation from more than one standing faculty committee (potentially facilitating greater coordination among committees) and more staff members (to support more equitable representation of staff and faculty). As the team report notes, the PBC's work has raised basic governance questions, including the role of confidential information in a shared governance setting. The changes noted above address these issues and are part of ongoing conversations on campus about governance. (Standard 3)

Data for Planning and Evaluation. To support the College's data-related needs, a third full-time staff member was added in May to the new Analytics and Strategic Initiatives Center. We have also made progress in launching the data warehouse initiative, including designing the overall architecture, provisioning a server, and installing software. We are now building the student enrollment area of the warehouse, which will facilitate more robust retention analyses and enrollment projections. (Standard 2) A dashboard of strategic indicators for the Board of Trustees is also in progress and will be introduced in October 2017. (Standards 3 & 7) Regarding public disclosure, we have updated major sections of the *Factbook* on Trinity's website and continue work on this project. (Standard 9) Building and using our data capacities in support of institutional planning and evaluation remains a top priority, and we are making solid progress.

Board of Trustees. The leadership of Trinity's Board of Trustees remains committed to enhancing the diversity of its members, including geographically; managing membership terms as effectively as possible; and continuing to engage in regular self-evaluation and professional development. The Board's risk committee also continues working closely with the General Counsel and the College's senior leadership to ensure close communication and a proactive approach to risk management. The Dean of the Faculty, moreover, is working with the Faculty Secretary to enhance collaboration between the Board and faculty governance. (Standard 3)

Graduate Studies. Since the team's visit, we have made numerous changes to the Graduate Studies program. The appointment in January 2017 of a new dean to oversee Graduate Studies has led to a systematic evaluation of all facets of the program. Some of the relevant changes include: moving towards less reliance on adjunct faculty and greater focus on rigor and quality; beginning to rotate the leadership of individual programs; developing learning goals and assessment plans, as well as ensuring differentiated expectations for

courses cross-listed at the undergraduate and graduate levels; and revamping recordkeeping and workflow practices to ensure they align with both ongoing planning and College reporting requirements (including data for admissions, retention, financial aid, student debt, graduation rates, and student outcomes); as well as integrating financial planning into graduate studies. As evident in a new Graduate Studies website, developed after the team's visit, we are beginning to articulate what is distinctive, mission-driven, and strategic about our graduate offerings, something that will improve as our academic planning and program development unfolds; and we are taking steps to strengthen student support services, including professional development. To better understand how we might strengthen graduate studies, last spring we conducted market research, held focus groups with students on campus, and administered a survey to graduate students. In fall 2017, a new policy for approving credit-bearing graduate courses and programs, which is consistent with College practices, will be developed. Our goal is to finalize a strategic plan for graduate studies in the next few months, which aligns with the College's strategic objectives. The views raised by the evaluation team mirror those of our self-study, and ensuring programmatic quality and integrity through systemic improvements remains our priority. (Standards 2, 4, 5, 7, & 8)

The Credit Hour. Following discussions between the Dean of Faculty's Office, the Curriculum Committee, and the Center for Teaching and Learning, and after administering a survey to faculty last spring about expectations of student workload, we changed our policy in May 2017 to define one Trinity College credit as the equivalent of 3.5 semester hours (rather than 4.0), reflecting faculty expectations of student workload. We now require 126 semester hours for completion of the undergraduate degree, or 157 hours of engaged academic effort per course. The Registrar's Office has made the requisite changes to implement this policy, including adding new language to the Bulletin, College website, and student transcripts. This fall, we will begin providing faculty with concrete guidelines regarding the credit hour, including proposed language for specifying learning outcomes, course activities, and expectations of time commitment in syllabi. Departments may also be asked to review and report regularly on these practices and to reference them in their external reviews. (Standard 4)

Undergraduate Academic Program

We have already addressed or are in the process of addressing other items raised by the evaluation team, including the following:

- Director of Assessment. An experienced director, reporting directly to the Dean of the Faculty, was hired in June and is already bringing needed leadership to this crucial area. The importance of instilling more meaningful assessment practices across departments, as well as of developing direct measures of effectiveness, are central to his charge. (Standards 4 & 8).
- College Learning Goals, Degree Requirements, and General Education. With a new College mission statement in place, as well as a director of assessment, we will develop new College-wide learning goals (curricular and co-curricular) and related evaluation metrics in 2017-18. Revision of the learning goals will occur in tandem with conversations about curricular revision, including degree requirements and general education. In determining how various non-traditional credit-bearing activities fit into the curriculum, we will also ask faculty to revisit the awarding of academic credit for teaching assistantships, internships, and physical education classes. (Standards 4 & 8)
- Faculty Workload. The Dean of Faculty's Office is initiating a conversation this fall about faculty workload issues, as part of strategic planning and in an attempt to balance teaching and advising needs with equity concerns. (Standards 4 & 6)
- The Library. To address questions about the changing role of the library, a faculty committee will review the impact of reorganization and report to the Dean of the Faculty this fall. (Standard 6).
- Study Away. A new director of the Office of Study Away arrived in January 2017 and has been working closely with faculty and the Dean of Faculty's office to regularize, strengthen, and make transparent the office's work, including developing learning goals for each study-away program. The strategic plan further

emphasizes the importance of integrating this work more fully into the academic life of the College. (Standard 6)

- Intersession Offerings: An academic dean now has primary oversight over Summer and January term offerings. Ongoing assessment of and improvements to the January Term, which is still in its pilot phase, continues; and we are exploring an enhanced focus on study-away courses during the term. For summer, we started to experiment this year with new offerings (e.g., an institutes model), and a planning group will convene in the fall. Significantly, the College's strategic plan highlights the importance of providing all students with equitable access to the full range of learning opportunities at Trinity, including our intersession offerings. (Standard 4)
- Hartford Magnet Trinity College Academy (HMTCA). The director of urban engagement continues to seek ways of engaging Trinity faculty in the pre-college program and to better evaluate outcomes. The strategic plan's emphasis on coordinating our urban-related resources also promises to strengthen more systematically Trinity's work with HMTCA. (Standard 4)
- Online Offerings. An ad hoc committee drawing on representatives from various standing committees has reviewed Trinity's experience with its new edX courses and identified pedagogical lessons and novel learning opportunities for undergraduates, reinforcing the College's mission. The committee continues to support, plan, and assess Trinity's online courses. (Standard 4)

The Dean of the Faculty will also convey the following issues, raised by the team's report, to the Curriculum Committee, asking for recommendations or a plan by the end of 2017-18:

- A meaningful mid-term check-in for 10-year departmental reviews, developed in close consultation with department chairs; (Standard 4)
- A process for reviewing all-credit bearing academic programs, including minors and study-away programs; and (Standards 4 and 6)
- The role of the minor vis-à-vis the College's mission and the curriculum; the impact of minors on enrollment in majors; the creation of web pages for minors; and the development, publication, and assessment of learning goals for each minor. (Standards 4 and 8)
- College standards for distinguishing the B.S. from the B.A. degree; (Standard 4)
- The role and effectiveness of course evaluations; (Standard 6)
- Academic use of "Trinity Days," a two-day class-free period every semester; and (Standard 4)
- The prohibition on transferring credit for online courses, which the evaluation team describes as dated and difficult to enforce. (Standard 4)

The Dean of the Faculty will also convey the following issues to relevant staff and governance bodies:

- Learning Goals. Include all learning goals in the *Bulletin* course catalog; (Standards 8 & 9)
- Student Grants. Collect and report more systematically on data about students applying for and receiving prestigious grants; (Standard 8)
- Handbook. Clarify faculty expectations beyond course load in the form of a handbook, to be prepared in consultation with faculty; (Standard 6)
- Governance. The Dean of the Faculty will ask the Faculty Secretary and Faculty Conference to consider whether faculty should serve on more than one major committee at a time and whether all members of the Appointments and Promotion Appeals Committee should be tenured — two issues raised by the team in its report. (Standard 6).
- 4-Year Graduation Rate. The offices of Student Success and Academic Affairs will explore why Trinity's four-year graduation rate is not more on par with its peers, including potential academic obstacles (e.g., course availability and advising), and recommend targeted improvements. (Standards 4 & 5)
- Practice-Based and Experiential Learning. We concur with the evaluation team that these for-credit opportunities are not as coherently integrated into the curriculum as they might be. In fact, one of the strategic plan's key curricular initiatives proposes bringing coherence, oversight, and validation to these

activities, in precisely the ways the evaluation team suggests. As a crucial first step, this fall we will engage an external consultant to assess the range of our Hartford-based resources and learning opportunities and recommend structural ways of integrating and maximizing them. (Standard 4)

Students. Since the team's visit, we took the important step of shifting administration of the Individualized Degree Program (non-traditionally aged students) from Academic Affairs to Enrollment and Student Success, with the goal of supporting a more integrated student experience. This shift will ensure that admissions, retention, and financial aid is treated consistently across undergraduate populations, and we can meet our reporting requirements. A faculty director and faculty council will continue to provide crucial academic advising and support. (Standard 5)

Regarding admissions, the evaluation team is correct to note that information on the non-cognitive skills used to assess student applicants is published only in general terms. This is an intentional effort to ensure that students present themselves as authentically as possible. We also agree with the evaluation team that, as the College's data capabilities continue to strengthen, enrollment and retention efforts will be even better positioned to incorporate data systematically into everyday decision making. (Standard 5)

Resource needs for the Student Affairs division are being addressed as part of the strategic plan, which focuses on enhancing the student experience at the College. Since the team's visit, the division has engaged in some organizational restructuring, including by creating two assistant dean positions, and developing a vision statement and set of learning goals (See Appendix). Each department has prepared annual plans based on the learning goals, which are in turn guiding annual reviews of and feedback to directors. The division's staff, moreover, continues to particulate in regular mission-focused and skill-building retreats.

The regular use of data and assessment to inform planning is also important and remains a focus area for the division's leadership. For example, in measuring student learning and satisfaction, the division is relying on the senior exit survey, student conduct data, and a campus climate survey (the latter will be administered again in 2017-18). Likewise, last spring Student Affairs directors worked together to develop a student wellness initiative. "Bantams in Balance" will launch in fall 2017, designed to provide programming for and discussions with students emphasizing a healthy lifestyle. Data from various Student Affairs offices will be examined to track the program's impact and revise as necessary. We also continue to aspire for a more integrated and comprehensive approach to diversity and inclusion at the College. These are essential components of the strategic plan, and they will be addressed throughout implementation. (Standard 5)

Accommodations. We continue to strengthen our accommodation services and are doing so cross-divisionally. Since the team's visit, a consultant visited campus to conduct a review, offering us valuable feedback and recommendations that are informing our planning. For example, we have re-located the office of accommodations and its testing facilities to a more central and visible location. The strategic plan's attention to facilities, moreover, highlights the importance of integrating accessibility fully into plant maintenance, as well as ensuring that student support services (including the Dean of Students' office) are accessible to all of our students. As a first step, the College contracted a firm to assess the campus's accessibility, and the Cabinet recently reviewed the first iteration of this report, approving projects to improve accessibility and identify all-gender restrooms on campus. Our goal is to develop a comprehensive plan for campus accessibility by fall 2018. (Standards 5 & 9)

Staff. The staff's desire for an enhanced voice in governance and planning continues to be addressed in the reorganization of the PBC, as well as in the strategic planning process and its implementation. Additionally, an 18-member panel is currently reviewing the performance evaluation process and preparing recommendations. We also continue to monitor equity in salaries, for faculty and staff, and expect more robust data capabilities at the College to support these efforts even further. (Standard 7)

In terms of staff size, it is important to clarify that the number of librarians has not declined in recent years, as our data initially suggested (p. 30). A coding issue linked to reorganization misclassified some of the library staff. We now append the current organizational chart for Information Services, which shows 17 full-time professional librarians.

Financial Planning. As noted in the self-study, a recent decline in enrollments reflected planned reprioritization to ensure academic quality. Similarly, upcoming projected operating deficits are part of a longer term financial plan that is aligned with the College's strategic plan and includes financial sustainability as a core goal. We will work actively to keep both the Board and credit agencies informed of our strategies and progress in this area. To address internal audit needs, we also engaged Crowe Horwath, which conducted a risk assessment in March and April 2017. The Board's Audit and Risk Committee has been developing an internal audit plan, which will be completed by the Board's October 2017 meeting.

Four other clarifications are worth noting:

- Regarding the discrepancy between the College's self-study and audited financial statements about spending on instruction, academic support, and student services (p. 29), this reflects a variance in our internal reporting, which allocates certain institution-wide expenses under a central administrative unit (e.g., Finance and Operations) — and that informed the self-study — versus the annual financial statements that the team reviewed.
- While the existing long-term financial plan (2018-23) does not include detailed expense projections, the fiscal year 2018 version will begin to do so as implementation of the strategic plan proceeds.
- Since the Evaluation Team's visit, the College has balanced the FY17 and FY18 budgets, and revised the future forecast. As of April 2017, the College is forecasting deficit-operating budgets from FY19 to FY22, with the greatest deficit in FY20 of \$5.7 million. The projection for FY23 is showing a positive bottom line of \$1.4 million. We acknowledge that these latest projections were not available during the visit, but wanted to provide this update to the Commission.
- The division of Finance and Operations is currently drafting a plan for deferred maintenance. The self-study's figure of \$125 million in deferred maintenance was limited to bricks and mortar, while the report from the strategic planning committee also included IT resources and landscaping needs.

Integrity and Disclosure. We have started to explore the desirability of adopting certain College-wide policies and, relatedly, whether policies found across student, faculty, and staff manuals are consistent or need to be restructured. For example, this spring some academic policies that were included only in the *Student Handbook* (e.g., student-designed majors) were incorporated into the academic *Bulletin*. This will be an ongoing collaborative project, spanning multiple divisions. Likewise, with the arrival of a new Vice President for Communications and Marketing in January 2017, and a strategic plan that calls for more effective communication strategies to support the core mission, steps have already been taken to enhance platforms, digital and social media, and crisis readiness at the College. Our capacity as a community to overcome and grow in a recent crisis, which entangled academic freedom, race, and social media in complex ways, attests to our evolving institutional strengths. (Standard 9)

Appendix

- I. Transcript Guide (notation of change in credit hour policy)
- II. Student Affairs Division Mission and Learning Goals
- III. Information Services Division Organizational Chart
- IV. Revised Data First Form 7.1 – Institutional Resources

TRANSCRIPT GUIDE
TRINITY COLLEGE
 Hartford, Connecticut 06106
 (860) 297-2118

This transcript guide is offered in explanation of the record of a student who was enrolled at Trinity College in the Fall 1989 or attended subsequently. Unless otherwise noted, the student is in good standing.

UNDERGRADUATE RECORD

ACADEMIC DISCIPLINE: A full-time student may be placed on academic probation for the semester if he or she: a) does not complete a minimum of 4 course credits; b) does not maintain a GPA of C- or better; or c) fails the equivalent of .50 course credit or more. A student is required to withdraw for a minimum of one year if he or she incurs two consecutive or three cumulative semesters of academic probation.

COLLEGE CALENDAR: The College calendar consists of four terms: the Fall Term and the Spring Term, which comprise the regular academic year, a two week January Term, and a Summer Term composed of two shorter sessions.

COURSE CREDITS: Beginning Fall 1969, the unit of measurement became the course credit. A typical course meets 2 or 3 times a week for a total of 150 minutes for 1 course credit. A science laboratory course meets 2 or 3 times a week (150 minutes) for lecture, plus 3 hours a week for laboratory, for 1.25 course credits. A Physical Education course meets for one half semester for .25 course credit. Through Spring 2017, the conversion for 1 course credit was 4 semester hours. Effective May 31, 2017, the conversion for 1 course credit is 3.5 semester hours.

A student who repeats a course in which he or she earned a passing grade will not receive credit for the second enrollment, but will have both grades included in the calculation of the GPA. The exceptions to this rule are those few courses which invite repeated enrollment.

COURSELOAD: 36 course credits are required for graduation. A full-time course load is at least 4 course credits per semester.

FACULTY HONORS: To be eligible in any term, a student must: a) achieve a semester grade point average of at least 3.667 with no individual letter grade below B-; b) complete at least 4 course credits and receive letter grades for at least 4 course credits in courses taught or supervised by Trinity faculty; c) have no courses in which the final grade is pending for the term. A part-time Individualized Degree Program (IDP) student shall be eligible if, at the end of the academic year, the student has satisfied these requirements by a combination of the two terms.

GRADING SYSTEM: Beginning Fall 1964, letter grades became the grading standard. Grades below C- are unsatisfactory but passing, and F denotes Failure. Withdrawal from a course after the drop deadline and prior to the end of the semester is indicated by a grade of W. Beginning December 1, 1999, the College began to calculate the Trinity Grade Point Average (GPA) on a 4-point scale. Prior to December 1, 1999, the Trinity GPA was computed on a 12-point scale. The records of students who enroll during the Fall 1989 semester or later will be converted to the 4-point scale. Trinity grades and their Quality Point equivalents are listed below:

A+ = 4.333	C- = 1.667	NGR = No Grade Received
A = 4.000	D+ = 1.333	W = Withdrawn
A- = 3.667	D = 1.000	CR = Prematriculation Transfer
B+ = 3.333	D- = 0.667	Credit Accepted & Applied
B = 3.000	F = 0.000	Toward Degree
B- = 2.667	AU = Audit	Requirements
C+ = 2.333	IN = Incomplete	P = Pass
C = 2.000	IP = In Progress	LP = Low Pass

PASS/FAIL OPTION: Specifically designated courses may be selected on the Pass/Fail basis. The grades appropriate to such courses are P (Pass), which designates any grade of C- or better; LP (Low Pass), which designates the grades of D+, D, or D- (for students who matriculated in Fall 1990 or subsequent terms); and F

(Failure), which designates a failing grade. Full credit is given for a course graded P or LP, although the grade carries no Quality Point value in the determination of GPA or rank. The grade of F for a Pass/Fail option course carries a Quality Point value of 0.

COURSE NUMBERING SYSTEM: Undergraduate courses are identified by numbers ranging from 001 to 699. As a general rule, non-credit courses are numbered 001 to 099, introductory level courses are numbered 100 to 199, intermediate level courses are numbered 200 to 299, and advanced undergraduate courses and seminars, or similar credit-generating activities, are numbered 300 to 499. Transfer Credit accepted by Trinity and applied towards the student's degree requirements are numbered 500 to 599. Individualized Degree Program (IDP) study units and projects are numbered 600 to 699.

TRANSCRIPT DEFINITIONS & ABBREVIATIONS: The College's computerized record system maintains the following definitions: Attempted = Attempted Course Credits; Earned = Earned Course Credits; Points = Quality Points; Term GPA = Grade Point Average for the Semester; CUM GPA = Cumulative Grade Point Average. Transfer courses are designated by a prefix code of "TRCR." Courses taken at area institutions through Trinity's participation in the Hartford Consortium for Higher Education and the Biomedical Engineering Alliance for Connecticut have course codes beginning with the letter "X."

GRADUATE RECORD

COURSE NUMBERING SYSTEM: Graduate courses are numbered 800 to 999.

GRADING SYSTEM: Spring 2012 to present – same grade system as undergraduate courses. Fall 1956 through Fall 2011, numerical grades were replaced with the following designations for graduate courses and theses:

DST = Distinction	W = Withdrawn	NGR = No Grade Received
HP = High Pass	AU = Audit	CR = Prematriculation
PA = Pass	GAU = Audit	Transfer Credit
LP = Low Pass	IN = Incomplete	Accepted
FA = Failure	IP = In Progress	& Applied Toward
		Degree Requirements

These grades bear credit, but not Quality Points. The graduate grades of Distinction, High Pass, and Pass represent a fine division of the A and B range. A graduate student, whether nonmatriculated or a candidate for the Master's degree, who receives a total of two grades of Low Pass or one grade of Fail, will be required to withdraw from the Graduate Studies Program. No more than one grade of Low Pass will be credited towards the Master's degree.

Graduate students who enroll in area institutions through the Hartford Consortium may receive the letter grade earned at the other institution, but preceded by the letter "G." Students will receive credit for grades received in such consortial study.

GRADUATE HONORS: To be eligible for Honors in Graduate Scholarship, a Master's candidate must have received no fewer than seven credits graded Distinction (including the Master's thesis or project, when one is required by the department), and have received no grade lower than High Pass.

COURSE CREDIT: Beginning 1970, the unit of measurement for graduate study became the course credit. One course credit is equivalent to four semester hours through Spring 2017. Effective May 31, 2017, the conversion for 1 course credit is 3.5 semester hours.

TO TEST FOR AUTHENTICITY: Translucent globe icons *MUST* be visible from both sides when held toward a light source. The face of this transcript is printed on blue SCRIP-SAFE® paper with the name of the institution appearing in white type over the face of the entire document.

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Trinity College
Student Affairs

Student Affairs Vision Statement

Trinity students will lead meaningful lives both while enrolled and post-graduation.

Student Affairs Mission Statement

The Student Affairs staff supports the learning mission of the College through the curricular and co-curricular engagement of students. The core of our program centers on building the capacity and skills of our students to be socially responsible, to be interculturally competent, and to create a caring and respectful environment. We expect students to be engaged in the community, to evolve as individuals, and to actively contribute to the wellness of self and others.

Learning Goals

The Student Affairs Division will collaborate with departments across campus to provide programs and experiences that catalyze students to learn. Our staff will mentor and guide students to achieve success in three areas.

- 1) To intentionally and critically examine:
 - a. Their understanding of self as it relates to being present with others and being invested in the community experience;
 - b. Their beliefs and behaviors so to be open, fair-minded, and inclusive;
 - c. Their activities, leadership efforts, and contributions to encourage collaboration, curiosity, diversity, and a willingness to navigate difference as they live in a global and multicultural world.

- 2) To develop the agency to challenge oneself to live independently and interdependently in a community that values honesty/integrity, responsibility, good judgment, and empathy.

- 3) To create a life that is:
 - a. Civically responsible that strives for engaged citizens on campus, within Hartford, and across the world;
 - b. Personally satisfying while founded in the values of kindness, inclusion, and wellness for self and others; and
 - c. Socially useful that strives to engage and invest for the betterment of all.

Suzanne Aber
Vice President, Information
Services and Chief Information
Officer

Janine Kinel
Library Business &
Facilities Manager

Kathleen Bauer
Director, Collections,
Discovery and Access
Services

Michael Cook
Director of Enterprise
Applications

Jean Pierre Haerberly
Director of Web
Development Services

Frederick Kass
Director of Infrastructure &
Associate CIO

Erin Valentino
Director of Research
Services

Angela Wolf
Director of Planning &
Operations - ITS

Todd Falkowski
Catalog Librarian

Julie Styles
Access Services
Librarian

Kristopher Arenius
Systems Manager for
Administrative
Systems

Craig Jirowetz
Software Applications
Developer

Bryan Adams
Director of Systems
and Networking

Curtis Gamble
Access Control and
Card Services
Manager

Jeffrey Liszka
Arts & Humanities
Librarian

Elizabeth Johnson
Business Affairs
Manager

Christine Devanney
Acquisitions Assistant

Amanda Gustason
Evening Circulation
Assistant

Jan Gorman
Associate Director,
Enterprise Systems

T. Anthony O'Rourke
Software Applications
Developer

David Chappell
Network and Systems
Programmer

Wesley Wade
Access Control and
Card Services
Technician

Joelle Thomas
User Engagement
Librarian

Philip Duffy
Director of Media and
Print Services

Bronzell Dinkins
Cataloging Assistant

Joshua Krutt
Circulation Assistant

Brian Flynn
Programmer Analyst

TBD
Chief Information
Security Officer

Ralford McLean
System Manager

Andrew Zucks
ACIS Technician

Robert Walsh
Social Sciences
Librarian

Javier Arroyo, Jr.
Central Services
Assistant

Jose Pena
Acquisitions Assistant

Amy Rua
Reserves Manager

Ellen Lombardi
Programmer Analyst

Ann Marie Krupski
Director of Constituency
Services

Thomas Petraitis
Systems Coordinator

Jason Luis
Distributed Computing
Tech. Services Mgr.

Jason Jones
Director of Educational
Technology

Sean Donnelly
Media and Computing
Specialist

Charles Rua
Assistant Cataloger

Marcelino Velez
InterLibrary Loan
Assistant

Latha Ragunathan
Programmer Analyst

Lurdes Fernandes
Access Control &
Card Services
Database Admin.

Peter Sylvester
Network Support
Specialist

Erik Rinaldi
Distributed
Computing Specialist

Cheryl Cape
Instructional
Technologist

Curt Leonard
Doutsch Services
Specialist

TBD
Cataloging Project
Assistant

Gretchen Ide
Access Services
Librarian

Lucas Carroll
Programmer Analyst

Waishana Freeman
Manager, Student
Computing Services

Jessica Tait
Network Administrator

Kevin Sowa
Distributed Computing &
Classroom Technology
Support Specialist

Sue Denning
Instructional
Technologist

Ronald Perkins
Audio Visual
Technician and Office
Manager

Amy Harrell
Educational
Technology Librarian

Jennifer van Sickle
Science Librarian &
E-Resources
Coordinator

Patrick Kennedy
System Manager for
Enterprise
Applications

Anna King
IT Help Desk
Manager

Richard Ring
Head Librarian for
Watkinsons Library

Kyle VanBroeklin
Distributed
Computing Specialist

John Dlugosz
Learning Space
Manager and Media
Technology Specialist

Charles Tartt
Post Office Manager

Kimberly Rinaldo
Research Services
and Collections
Support Librarian

Thomas Zaharevich
Metadata and
Emerging
Technologies
Librarian

Peter Delaney
Technical Support
Specialist

Henry Ameth
Public Services
Assistant

TBD
Systems and Security
Engineer

Jesse Vazquez
Distributed
Computing and
Security Specialist

David Tatem
Instructional
Technologist

Luis Henriquez
Post Office Mail
Carrier/Clerk

Nancy Smith
Image Collection
Librarian

TBD
Digital Scholarship
Librarian

Sally Dickinson
Associate Curator &
Preservation Librarian

Dennis Llewellyn
Post Office Mail
Carrier

TBD
Digital Media
Librarian

Peter Rawson
Associate Curator,
Archives and
Manuscripts

Anthony Oates
Post Office Assistant

Quency Young
Post Office Mail
Carrier

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
 If your institution does not submit IPEDS, visit this link for information about how to

* Revised April 2017

	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	210	103	313
Research Staff	0	0	0	0	0	0	1	1	2	1	1	2
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	14	0	14	15	2	17	12	0	12	10	0	10
Library Technicians	10	2	12	9	2	11	11	3	14	8	2	10
Archivists, Curators, Museum staff	2	1	3	0	1	1	1	1	2	3	1	4
Student and Academic Affairs	45	1	46	46	8	54	54	6	60	48	5	53
Management Occupations	39	4	43	75	12	87	70	0	70	70	1	71
Business and Financial Operations	41	1	42	34	3	37	38	1	39	37	0	37
Computer, Engineering and Science	44	4	48	34	1	35	41	1	42	40	1	41
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	29	27	56	49	40	89	67	35	102	81	37	118
Healthcare Practitioners and Technical	1	8	9	2	14	16	12	2	14	12	1	13
Service Occupations	47	8	55	37	8	45	36	4	40	30	2	32
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	68	7	75	61	7	68
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	1	1	1	1	2
Total	551	162	713	552	211	763	615	164	779	612	162	774

Please enter any explanatory notes in the box below