Preparation of the Report

To prepare the fifth-year report, University of Hartford President Walter Harrison appointed a 12-member steering committee. The committee was composed of the Provost, the Vice President for Finance and Administration, the Vice President for Student Affairs and Dean of Students, the Vice President of University Relations, the University Secretary, the Associate Provost and Dean of Undergraduate Studies, the Assistant Provost and Dean of Graduate Studies, the Associate Vice President for Finance, the Chief Information Officer and Executive Director of Information Technology Services, the Director of Libraries, the Senior Director of Facilities, and a member of the Board of Regents. After an organizational meeting with a representative from the New England Association of Schools and Colleges (NEASC), each steering committee member was charged with responding to at least one of the eleven standards or the five areas identified for special emphasis.

In drafting their response, committee members were asked to seek input and consult widely with relevant individuals and groups across campus. Below is a table which lists the steering committee members charged with each standard and area identified for special emphasis and the individuals or groups they consulted in drafting their response.

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<th>Standards</th>
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<th>Individuals or Groups Consulted</th>
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<td>Mission and purposes</td>
<td>Provost Donna Randall</td>
<td>Senior Officers, Council of Deans, Strategic Planning Committee (faculty, staff, regents), Associate Provost and Dean of Undergraduate Studies, Assistant Provost and Dean of Graduate Studies</td>
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<tr>
<td>Planning and evaluation</td>
<td>Vice President for Finance and Administration Beverly Maksin</td>
<td>Dean of Hillyer College, Associate Vice President for Student Life and Director of Residential Life, and Associate Dean of the Barney School of Business</td>
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<td>Organization and governance</td>
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<td>Associate Vice President for Finance, Director of Financial Accounting, and Internal Auditor</td>
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<td>Associate Provost and Dean of Undergraduate Studies Guy Colarulli and Assistant Provost and Dean of Graduate Studies Katherine Black</td>
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<td>Faculty</td>
<td>Assistant Provost and Dean of Graduate Studies Katherine Black</td>
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<td>Vice President for Student Affairs and Dean of Students Lee Peters and Associate Provost and Dean of Undergraduate Studies Guy Colarulli</td>
<td>Associate Vice President for Student Life and Director of Residential Life, Assistant Vice President for Student Health and Wellness, Assistant Vice President for Student Development, Dean of Admission, Associate Director of Athletics</td>
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<tr>
<td>Library and other information services</td>
<td>Director of Libraries Randi Ashton-Pritting and Chief Information Officer and Executive Director of Information Technology Services George Brophy</td>
<td>Head of Allen Library, Head of Technical Services, Head of Reference Services, Director of Technical and Network Services, and Director of Media Technology Services</td>
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<tr>
<td>Physical and technological resources</td>
<td>Senior Director of Facilities Norman Young and Chief Information Officer and Executive Director of Information Technology Services George Brophy</td>
<td>Director of Plant Services, Manager of Business Administration, Director of Technical Services and Networks, and Technology Policy Committee (faculty and staff)</td>
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<td>Financial resources</td>
<td>Associate Vice President for Finance Arosha Jayawickrema</td>
<td>Dean of Hillyer College, Associate Dean of Finances in the College of Arts and Sciences, Vice President for Institutional Advancement, and Executive Director of Development</td>
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<td>Public disclosure</td>
<td>Vice President of University Relations John Carson</td>
<td>Associate Provost and Dean of Undergraduate Studies, Dean of Admission, and Senior Director of Communication</td>
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<td>Integrity</td>
<td>University Secretary Charles Condon</td>
<td>Associate Director of Human Resources Development, Assistant Vice President for Student Health and Wellness, Bursar, and Director of Internal Communication</td>
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<td>Mission</td>
<td>Provost Donna Randall and Assistant Provost and Dean of Graduate Studies Katherine Black</td>
<td>Senior Officers, Council of Deans, Strategic Planning Committee (faculty, staff, regents), Associate Provost and Dean of Undergraduate Studies</td>
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<td>Faculty workload equity and ratio of full-time to part-time faculty</td>
<td>Provost Donna Randall, Associate Provost and Dean of Undergraduate Studies Guy Colarulli, and Assistant Provost and Dean of Graduate Studies Katherine Black</td>
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<td>Vice President for Finance and Administration Beverly Maksin</td>
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<td>Faculty and staff diversity</td>
<td>Provost Donna Randall, Vice President for Finance and Administration Beverly Maksin, and Assistant Provost and Dean of Graduate Studies Katherine Black</td>
<td>Associate Provost and Dean of Undergraduate Studies, Executive Committee of the Faculty Senate, Director of Institutional Research, and the Executive Director of Human Resources Development</td>
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The steering committee reviewed multiple drafts of the document before presenting it to the President. With his approval, the document was posted for one month for the University community to comment. The committee reviewed all comments and made changes, as appropriate. Thus, this report represents the collective effort of many individuals across campus.

The report details our accomplishments over the last five years and our plans for the next five years as they relate to the eleven standards as well as the five areas identified for special emphasis.
Institutional Overview

The University of Hartford is a mid-sized, private, comprehensive university with a liberal arts core surrounded by a host of professional programs. The main campus is located in a suburban setting that includes land in the three towns of Hartford, West Hartford, and Bloomfield. The Asylum Avenue campus is located in Hartford about two miles from the main campus. The University was founded in 1957, with the joining together of the Hartford Art School, the Hartt School (of Music), and Hillyer College. Today, the University is composed of seven schools and colleges, the original three plus the Barney School of Business, the College of Arts and Sciences, the College of Education, Nursing, and Health Professions, and the College of Engineering, Technology, and Architecture. Hillyer College offers an associate’s degree, while the other schools and colleges offer associate’s (three of the six), baccalaureate, master’s, and doctoral (two of the six) degrees.

In 2006, the Carnegie Foundation for the Advancement of Teaching overhauled their classification system, resulting in the University of Hartford receiving a classification that better reflects our mission and distinctiveness. According to the new classification scheme, the University of Hartford is described as a four-year, medium-sized, private, highly residential institution. Most of our students are full-time undergraduates. We are viewed as a selective institution in terms of admissions with a low transfer rate from other institutions. The University is further described as one that offers undergraduate programs that reflect a balance between arts and sciences and the professions. Some of our graduate programs “coexist” with, or are in the same area as, our undergraduate programs. At the graduate level, it is noted that the University has doctoral programs, with professional programs dominant.

The new classification scheme is beneficial to the University as it helps us to compose a variety of peer groups so that we can better understand our performance relative to comparable institutions. The new classification will also be useful to prospective students and parents as they more fully depict the characteristics of the University. In addition, the new classification captures the distinctiveness of the University of Hartford. Of note, there is no other institution in the nation that has the same classification scheme as the University of Hartford.

As outlined in the report, major accomplishments in the last five years include increased undergraduate enrollment combined with higher SAT scores and lower acceptance rates, increased graduate enrollment, greater financial stability, considerable progress toward deferred maintenance needs, substantial improvements in faculty and staff compensation, and greater emphasis on outcomes assessment, both university-wide and program-specific.

Over the next five years, the University will prioritize our initiatives and strategically invest resources to enhance the quality of our academic programs, facilities, and student services. To ensure adequate funding for these initiatives, we will expand our tuition income with modest increases in enrollment, re-allocate resources to activities that are core to our mission, and actively seek opportunities to expand non-tuition income.
Areas Identified for Special Emphasis

Area One Identified for Special Emphasis

Further clarifying the mission of the University, in keeping with the institution’s continued growth and change

Changes in the Last Five Years

Graduate Programs

The mission statement adopted in 2001 speaks to “an array of academic programs and opportunities characteristic of a large university.” Since adoption of the mission statement, the University has examined how graduate education fits into the educational offerings of the University.

As part of our strategic planning effort, President Harrison designated graduate programs as an area to receive emphasis and the Office of the Provost affirmed the goal of supporting “a select group of distinctive graduate programs.” Dr. Carol Aslanian, President of the Aslanian Group, was invited to address the University community on characteristics of adult learners and on new programs for adult students. A committee from the Office of the Provost, Graduate and Adult Academic Services, and Admissions met with deans and representatives from all schools/colleges with graduate programs. The committee identified a limited number of graduate programs with four characteristics: a capacity for growth, no requirement for a substantial investment of resources, alignment with the mission and strategic plan of the University, and clear return on net revenue.

Based on this analysis, two programs (Master of Business Administration and Master of Engineering) were targeted for a slight increase in size. We advertised these programs to generate a modest increase in applications. With a larger pool of applicants, we sought to increase the quality of the applicants accepted. We were successful in this goal as we increased the number of applicants and accepted students with higher GRE scores.

Five programs (Master of Arts in Communication, Master of Science in Organizational Behavior, Executive MBA, Master of Education in Elementary Education, and Master of Architecture) were targeted for a larger increase in size. We advertised these programs to increase the number of applications and quality of applicants. We were modestly successful in building the enrollment in all five of these programs.

As a result of these focused efforts and other, more general, efforts to build enrollment in the graduate programs, enrollment increased from 1,419 students in 2001 to 1,668 students in 2005.

During the 2005-06 academic year, a search for the first full-time graduate dean was initiated and successfully completed. The Dean of Graduate Studies position was created to provide dedicated leadership to the master’s and doctoral programs and to the graduate students at the University.

Research and Scholarship

The mission statement adopted in 2001 refers to “faculty and staff dedicated to teaching, scholarship, research, the arts, and civic engagement.” Since the mission statement was adopted,
the University clarified the growing importance of research and scholarship.

The University of Hartford is distinctive in that all forms of Boyer’s scholarship can be considered by the schools/colleges as legitimate forms of scholarship. The expansiveness of the definition of scholarship is consistent with a university with a liberal arts core and with professional schools supportive of that core. To clarify the importance of research and scholarship, each school/college maintains promotion and tenure standards which specifically address expectations for scholarship and creative activity for tenure and promotion.

According to the Faculty Policy Manual, each school/college reviews promotion and tenure guidelines on an annual basis. Also, per the Faculty Policy Manual, the Provost’s Committee on Promotion, Tenure and Academic Freedom meets annually to review candidates for promotion and tenure. As a regular part of this meeting, the Committee debriefs on how to improve the process. As a result of these sessions, the Provost has convened three different task forces to codify quality indicators for the scholarship of teaching and learning, electronic publications, and the scholarship of application. The recommendations of each task force have been conveyed back to the schools/colleges for consideration in the review of collegiate promotion and tenure guidelines.

**Plans for the Next Five Years**

While revisions of the mission statement in 2001 were modest, the exercise had significant value as it reaffirmed for the University community the distinctiveness and appropriateness of the mission. It is anticipated that the University will re-evaluate the content and pertinence of its mission statement in 2009 in preparation for the 2011 NEASC visit.

With the addition of a full-time graduate dean serving as a champion for the graduate programs, it is anticipated that our graduate programs will become more prominent and visible over the next few years and any revisions to the mission statement will reflect this emphasis. As the chief academic officer for graduate studies, the graduate dean will develop, implement, and oversee university-wide policies and procedures to recruit and retain graduate students and to assure the academic integrity and quality of graduate studies. The graduate dean will play an active role in admissions and recruitment, enrollment management, and fundraising for graduate student fellowships to attract and retain high quality students.

The graduate dean will also lead a discussion about how to define and assess the “distinctiveness” of our graduate programs. While an active program review process is already in place at the University, the graduate dean will help identify those programs with the greatest potential for distinction and targeted investments. While there may only be a modest increase overall in graduate enrollment, an active enrollment management process will allow us to set and reach specific enrollment targets for each graduate program and to ensure an appropriate balance and mix of graduate programs.

Research and scholarship will remain critical for faculty promotion and tenure. It is anticipated that the Faculty Policy Manual and collegiate guidelines will continue to reflect the importance of scholarly and creative activities for the faculty. However, faculty within the schools/colleges will need to agree upon the relative merit of various forms of Boyer’s scholarship in promotion and tenure applications and codify this agreement in collegiate promotion and tenure guidelines.
Area Two Identified for Special Emphasis

Resolving the issue of faculty workload equity and adjusting the ratio of full-time to part-time faculty in keeping with the University’s goals

Changes in the Last Five Years

Faculty Workload Equity

When preparation for the 2001 NEASC Self-Study Report was underway, the University community had just completed a rather contentious university-wide review of teaching loads. While agreement could not be reached on a university-wide standard to equalize teaching loads across campus, agreement was reached that faculty across schools and colleges should teach equitable loads. As such, each school or college developed guidelines to calculate faculty teaching loads and submitted the guidelines to the Provost for approval. On an annual basis, the Provost reviews individual faculty teaching loads to ensure compliance with the approved collegiate policy. Anomalies are noted and the deans are asked for clarification. This practice has been followed for the past five years and has provided a sufficient amount of administrative oversight and has greatly diffused the issue of teaching load equity across campus.

At present, the College of Education, Nursing, and Health Professions is reviewing its teaching load policy. This review was initiated by faculty within the college after restructuring of the divisions to ensure internal equity across the new departments as well as to give consideration to an appropriate teaching load for faculty in the new doctoral program in physical therapy.

While the teaching load of faculty members stated in the Faculty Policy Manual appears to be heavy, the actual teaching load for many faculty is lower. Several schools/colleges have calculated “equivalencies” based on student credit hours generated which has resulted in fewer, but larger, sections taught by faculty. Due to the instructional delivery mode in some of our professional programs that do not lend themselves to traditional counts of student credit hours, we have also established credit-hour equivalencies. Further, to allow faculty time to pursue out-of-classroom activities, course reductions for major service activities and administrative assignments are provided.

Ratio of Full-time to Part-time Faculty

Part-time faculty are a valuable addition to our 327 full-time faculty. During the 2005-06 academic year, 40% of credit hours was taught by part-time faculty.

A key component of our mission and a distinctive competitive advantage is that we provide students with the feel of a small college. The University prides itself on small classes (the average class size at the University was 16.6 in the fall of 2005) and employs part-time faculty to maintain those small classes and a high level of faculty-student interaction in a fiscally responsible manner.

Part-time faculty provide specialized expertise. The University has a liberal arts core surrounded by a host of professional programs. Highly skilled part-time faculty enhance our curriculum, particularly in the professional programs including business, engineering, health professions, and the visual and performing arts.
Part-time faculty also increase flexibility in the assignment of full-time faculty. As such, full-time faculty can assume administrative responsibilities (e.g., serving as associate/assistant dean or chair), take sabbaticals, and secure course load reductions for grants, assisted by part-time faculty replacements.

While we highly value the contributions of our part-time faculty, we are attentive to the ratio of full-time to part-time faculty. As such, the need for full-time faculty is reviewed on a periodic basis. Two new faculty positions (one in the Barney School of Business and one in the College of Arts and Sciences) were awarded in Spring 2002 for the 2002-2003 academic year due to increased enrollment in both colleges. Over the past five years, faculty lines have been moved across and within schools/colleges in response to needs for full-time faculty.

The University has become much more effective in filling open full-time faculty positions through a streamlined faculty search approval process. A process is also now in place for the deans to request Extended Temporary Contract (ETC) positions (i.e., non-tenure track, full-time faculty) and G3s positions (i.e., an adjunct position with multiple courses and additional duties assigned).

**Plans for the Next Five Years**

In Spring 2006, the collegiate deans were asked to review their academic programs for the greatest need for new full-time positions and to submit their requests to the Office of Provost. It is anticipated that this review will result in the identification of those areas on campus where the greatest need for new full-time faculty positions exists. As resources become available, it is anticipated that the highest priority areas will be addressed.

While the employment of part-time faculty supports the University’s mission, the data reveal too heavy reliance on part-time faculty to teach 100-level (freshman) courses. The Council of Deans has begun a discussion about the need to assign more full-time faculty to 100-level courses. With input from the deans, an implementation plan and specific goals will be developed within the next year and progress will be monitored closely.

In the next five years, it is anticipated that the University of Hartford will develop and actively use a database that will permit a refined analysis of the teaching contributions of full-time and part-time faculty. This database will provide greater ease as we periodically review teaching loads of individual faculty members and will permit us to understand more fully the instructional contributions of each program and school/college. This database will also allow us to conduct systematic analyses of teaching load reductions for various service and administrative assignments to ensure equity and consistency across programs and schools/colleges. Perhaps of greatest importance, such a database will allow us to continue to be mission-driven and strategic in our use of full-time and part-time faculty.
Area Three Identified for Special Emphasis

Addressing deferred maintenance needs

Changes in the Last Five Years

The University committed approximately $61 million for new construction and to improve the condition of existing facilities during the past five years, and some of the improvements are described at length in Standards 8 and 9. The overarching guide for investing in facilities was, and continues to be, the University’s mission, and decisions about these investments were made based on the strategic plan and the priorities established therein. The implementation was complemented by the recommendations of the Facilities Master Plan and Landscape Master Plan for the 200 Bloomfield Avenue campus and the Master Plan for the Asylum Avenue campus. The improvements described in Standard 8 and other initiatives allowed the University to address $15 million in deferred maintenance.

Plans for the Next Five Years

Although many of the changes in the past five years have been capital improvements, the Facilities operating budget has lagged. The University now has a plan to increase the operating budget permanently by $2.5 million over the next five years allowing for opportunities to improve daily maintenance of the physical plant.

The University community’s awareness of the University’s physical resources as an asset has grown over the past five years. That awareness has led to a broad-based recognition of the need to continue reinvesting in the physical plant. It is a priority for the next five years. While deferred maintenance will never disappear from the campus, the University will continue to address those areas which are the highest priority and which directly affect our ability to deliver a quality experience to students. Management has identified and prioritized deferred maintenance needs, and management clearly understands the connection between the mission, service to students, and physical resources.
Area Four Identified for Special Emphasis

Continuing to maintain financial stability

Changes in Last Five Years

During the past five years, the University has achieved financial stability and undertaken a number of Board-endorsed priorities. The elements contributing to stability are detailed in Standard 9 and the priorities are discussed throughout the document. Most importantly, in achieving financial stability, the University has not put educational programs at risk. The following examples are provided as additional evidence of the financial stability reached in the past five years.

After reducing approximately $3 million in accumulated deficits generated in the 1990’s, the University established a five-year goal to create a $5 million operating reserve. In FY 01, we made our first $1 million contribution to that reserve and in FY 05, we successfully met the goal.

The University’s relationships with rating agencies have strengthened. Opportunities to refinance debt and to increase debt presented themselves. The University’s debt grew from $79.9 million (June 30, 2001) to $105.8 million (June 30, 2005) with affirmation of the investment grade rating from both Standard & Poor’s and Moody’s. Additionally, Moody’s chose to use the University as a case study on two occasions. The first was in a presentation at the NACUBO annual meeting in 2003 where the emphasis was on the University’s strategies to achieve financial stability. The second was a teleconference in February 2006 that focused on the University’s use of creative financing alternatives.

Building on financial stability and the University’s role in the community, management negotiated a ten-year guarantee of 136 beds in a newly constructed apartment complex in downtown Hartford. This commitment provides additional housing capacity with limited financial exposure. The University’s total financial commitment over the entire term of the agreement will not exceed $2 million. This arrangement assures the University that it will have high-quality housing available and limits the financial exposure.

Additionally, financial stability and conservative fiscal practices resulted in an operating cash position that allowed the University to bridge construction funding costs for two very important projects while fundraising efforts are underway. The first is an Integrated Science, Engineering, and Technology (ISET) Complex that includes a new biology and chemistry building, a fully renovated classroom building, and two partially renovated classroom buildings. The second project is an expansion of the athletic fields that will improve both intercollegiate and recreational experiences for students. These projects are described in more detail in Standard 8.

Plans for Next Five Years

The University believes its financials are adequate to sustain the achievement of its educational objectives and to further the mission. However, it will be essential for the University to begin redistributing its resources to support the priorities identified elsewhere in this document: quality programs and quality experiences for students in and out of the classroom.

Growth in tuition and income will be more moderate as optimal sizing decisions are implemented.
Growth in fundraising, fueled by an entirely new team of professional development officers, will continue to improve, but the endowment alone will not support the University’s plans. Meanwhile, growth in salaries, benefits and energy costs will continue. Therefore a deliberate approach to re-allocating resources will be necessary. Programs and functions that do not support the mission will be re-examined, eliminated, and their resources re-allocated.

A newly created full-time position of dean of graduate studies has been created to strengthen the graduate programs, increase enrollment, and contribute additional revenue. The new dean joined the University in July 2006.
Area Five Identified for Special Emphasis

Attaining own goals for diversifying faculty and staff

Changes in Last Five Years

The University continues to strive to increase the diversity of its faculty and staff. Currently, 35.8% of the faculty are women and 10.7% are minorities (based on Equal Employment Opportunity Commission guidelines). These percentages represent modest increases over the percentages reported in our 2001 self-study. In terms of staff, diversity has been stable, with the total female population at between 51 and 52% and the total minority population between 17 and 18% for the past five years.

In July 2001, the President’s Advisory Committee on Minority Affairs made several recommendations for increasing faculty diversity that were implemented. These included clearly stating the University’s commitment to diversity, establishing more effective recruiting plans to increase the diversity, and providing additional resources to aid in executing those plans.

The University reaffirmed and made explicit its commitment to diversity. The strategic plan adopted in 2002 states that “The University of Hartford seeks to create a community that values and celebrates diversity in all its forms.” This includes “recruiting and retaining a diverse student, staff, and faculty body.” Such statements were enthusiastically supported by the University community.

The work of faculty search committees was viewed as particularly critical in increasing faculty diversity. To obtain approval to conduct a faculty search, search committees must include their plans to obtain a diverse applicant pool. In addition, each job posting for new faculty must include a statement encouraging members of under-represented groups to apply. In the last five years, the Office of the Provost commissioned external consultants to lead workshops for deans, department heads, and search committee chairs on recruiting and retaining minority faculty. In addition, funds were set aside to broaden the pool of applicants for faculty positions. Those funds were used to mail job announcements to minority candidates, to send faculty to conferences to recruit minority candidates, and to advertise in outlets with high minority readerships. These efforts appear to have paid off. Among the 109 assistant professors (most of whom were hired in the last five years), 48.6% are women and 12.8% are minorities.

A number of specific changes were implemented for staff recruiting as well. First, advertising for positions was re-focused on the local, smaller communities in the greater Hartford area, the hometowns of many staff. The University advertised less often in the Hartford Courant, the Boston Globe, and education industry publications as part of the shift. Secondly, our Human Resources Development office introduced web-posting for all staff positions and this vehicle has proved to be our most popular source for prospective candidates.

Special efforts have been made to reach out to and welcome the lesbian, gay, bisexual, and transgender community. In July 2000, medical benefits were extended to same-sex partners. Beginning in October 2005, all of the University’s benefits that are extended to spouses and their dependent children are now extended to same-sex partners and their dependent children. In addition, the University’s family and medical leave policy was extended to include employees caring for a same-sex partner, and/or their partner’s parents and/or dependent children.
In addition to these efforts to support faculty and staff of diverse characteristics and backgrounds, the University strives to create a supportive atmosphere for all faculty and staff. The Office of the Provost sponsors a year-long workshop series to orient new faculty to various operations at the University that can enhance their teaching and/or scholarship. The Distinguished Teaching Humanist (funded by the National Endowment for the Humanities) and the Faculty Center for Learning Development sponsor workshops throughout the academic year to enhance teaching effectiveness. There are multiple internal grant opportunities, and the recent merger of two units to create the Office of Institutional Partnerships and Sponsored Research provides more support for faculty seeking external funding for their scholarship. For staff, some of those efforts involved diversity training sessions for Human Resource Development managers and several supervisors. Others efforts involved our employees’ participation, on behalf of the University, with external agencies and groups such as the National Council of Christians and Jews, Urban League, Hartford Housing Authority, and Connecticut Council for the Advancement of Diversity to name a few.

**Plans for Next Five Years**

With almost half of the new faculty hires being women, the University is satisfied with its recruitment efforts regarding women. The University has been working to establish an appropriate benchmark for the minority representation of its faculty. Mirroring our minority student population, which stood at 19.9% in 2005, may not be a realistic goal, particularly given the number of doctorates awarded to minorities in some disciplines. Instead, it may be more appropriate to benchmark ourselves against the percentage of minority faculty at similar institutions. “Similar” can be defined as private, independent, suburban, selective universities in the Northeast. According to the latest data available from the Integrated Post-Secondary Education Data System (IPEDS), the average percentage of faculty who are minorities at these institutions is 10.9%. Thus, we are comparable to our peer institutions.

Still, more can be done to attract minority faculty candidates to the University of Hartford. The Provost has requested faculty nominations from the deans to create an Advisory Committee on Faculty Diversity, to be chaired by the Assistant Provost. The committee’s charge will be to recommend strategies to recruit and retain minority faculty.

While the 17 - 18% minority staff population is similar to the minority population of the students, we will continue to strive to improve our position in the market place and to address the distribution of those staff members throughout the institution. We expect the future for recruiting diverse staff will remain competitive. The University will need to redouble efforts to reach into the smaller, more diverse communities in greater Hartford. We will need to extend our networking with various external groups building on the relationships established during the past five years. We must establish an internal network resulting in referrals of prospective staff. As with faculty recruitment, we need to continue improving the climate and position ourselves as an employer of choice for diverse candidates.
Standard One  
MISSION AND PURPOSES

The University of Hartford’s current mission statement reads as follows:

At the University of Hartford we provide a learning environment in which students may transform themselves intellectually, personally, and socially. We provide students with distinctive educational experiences that blend the feel of a small, residential college with an array of academic programs and opportunities characteristic of a large university. Through relationships with faculty and staff dedicated to teaching, scholarship, research, the arts, and civic engagement, every student may prepare for a lifetime of learning and for personal and professional success.

This mission statement was developed as part of a strategic planning process initiated in 2000. As part of that process, the new mission statement was proposed and widely circulated to members of the campus community for review and feedback. The mission statement was finalized and approved by the Board of Regents on May 10, 2001. This mission has informed the development of a new strategic plan, strategic directions, goals, and action steps.

As part of an ongoing effort to assess effectiveness, a review of the mission statement and strategic plan was conducted in the summer 2004. While the review resulted in a number of changes to the strategic plan, it reaffirmed the mission statement. The review revealed that the mission statement continued to define the distinctive character of the University, accurately delineated the character of the Institution to the public, and was accepted and widely understood by key constituent groups.

Changes in the Last Five Years

The key phrases in the mission statement of the University of Hartford are highlighted below. To illustrate how the mission statement has guided the operation of the University, a few initiatives supportive of the mission are described briefly below. More detail about each of these initiatives, and other initiatives, is provided in the relevant standard.

A learning environment

A $34 million Integrated Science, Engineering and Technology (ISET) Complex was opened to provide students in the sciences, engineering, and technology with a state-of-the-art facility. The laboratories will also enhance science education for all students across the University.

To strengthen academic offerings, the Ward College of Technology was merged with the College of Engineering to create the College of Engineering, Technology, and Architecture. Hartford College for Women was closed; some of the academic programs were transferred to the College of Arts and Sciences and, with the college’s endowment, a legacy fund was established to support women’s education across the University.

An intensive review of the general education curriculum was conducted by the College of Arts and Sciences. A proposal for a major restructuring of the curriculum is now being drafted.
A significant investment in technology has resulted in a dramatic expansion of the use of Blackboard, conversion of all general purpose classrooms into Smart classrooms, movement to Banner 7, and access to a wireless infrastructure on the academic side of campus.

Students transform themselves intellectually, personally, and socially

A key part of student development is living and studying with individuals with differing beliefs and backgrounds. Over the past five years (2001 to 2005), the University increased the racial diversity of the student body from 17.2% to 19.9%. The University has also been remarkably successful in recruiting freshman classes with almost equal numbers of males and females.

A major university-wide initiative to increase study abroad opportunities is underway. Schools and colleges are strengthening advising to provide timely input to students as they plan their semesters and are developing a range of options to encourage students to spend time abroad.

The position of Vice President of Student Affairs was created in 2002 to ensure that students had dedicated leadership and a champion for their social and personal development.

Feel of small residential college with an array of academic programs and opportunities characteristic of a large university

Over the past five years, two new undergraduate and five new graduate programs have been developed; two undergraduate and two graduate programs underwent substantial changes; and nine undergraduate and twelve graduate programs were eliminated.

The first full-time Dean of Graduate Studies was hired in 2006 to provide dedicated leadership for graduate students and oversight of graduate programs.

Faculty and staff dedicated to teaching, scholarship, research, the arts, and civic engagement

The Greenberg Junior Faculty Grant Program was established to provide course releases and funds to support the scholarship of junior faculty. Up to two grants are awarded annually.

By merging two units in different divisions, the Office of Institutional Partnerships and Sponsored Research was created to provide a greater level of support for faculty and staff who are engaged in scholarly and research activities.

The first annual award to recognize excellence in teaching by adjunct faculty members was created; in addition to awards for teaching and scholarship, faculty are now recognized for their community service.

A Vice President of University Relations position was created in 2005 to provide greater support for the University’s civic engagement activities.
Personal and professional success

A graduate research/creativity symposium was initiated to recognize the scholarship and creative activity of graduate students in each of the six schools and colleges which offer graduate programs.

Two new honor societies were created to recognize talented undergraduate students and, with generous external support, a National Honors Scholars program was initiated. In Fall 2005, 11 National Honors Scholars, with an average SAT of 1410, were admitted. In 2006, the Regents’ Honor Awards for Graduate Students were created to recognize our most accomplished graduate students.

Plans for the Next Five Years

It is anticipated that the University will review the content and pertinence of its mission statement in 2009. This review, and any subsequent modification to the mission statement, will ensure planning and resource allocations are consistent with institutional purpose. Until that review, it is anticipated that the University will continue initiatives already underway and engage in new activities consistent with its current mission. These initiatives, and others, will further the intellectual, personal and social development of our students and provide them with distinctive educational experiences and opportunities.
Changes in the University over the past five years, whether campus-wide or more narrowly focused, were supported by a continued strengthening of planning processes. Many of the planning vehicles have been in place for years, and new ones were introduced.

University-wide Planning
The Strategic Planning Committee undertook a mid-point review and evaluation of the five-year strategic plan operationalizing a number of items that were accomplished, refocused on areas where continued effort was needed, and established new priorities which had grown out of our changing needs. Those new priorities include a focus on optimal sizing, the quality and delivery of services across the University, and the quality of students’ experiences.

One of the most complex planning discussions undertaken in the past five years has revolved around the subject of “optimal sizing.” The discussions moved along a continuum from managing growth and identifying the necessary resources to accommodate that growth to determining university-wide and college-specific quality indicators at the undergraduate level and program-specific quality indicators at the graduate level. These conversations have improved communication across the many constituencies of the University and have also enabled deans to articulate a focus upon activities and programs that will result in a quality experience. Discussions about the effects of optimal sizing extended beyond the academic units to functional support areas such as student affairs, finance, and facilities – from dining to parking to public safety, to student services, and others. The conversations also included the Strategic Planning, Education, Finance, and Physical Plant committees of the Board of Regents.

The pursuit of enhanced quality for the institution and its programs, the perception of that quality, and the ability to document the effectiveness in achieving those ends are all based in the University of Hartford’s comprehensive planning function. Over the past five years, academic planning initiatives led to decision making in program development and review, faculty hiring and retention, and the quest to attract undergraduate and graduate students that identify with the mission and goals of the institution. Standards 4 and 5 cover these areas in detail.

As a comprehensive institution supporting seven schools/colleges, planning and evaluation are ongoing functions. Discipline-oriented accreditation reviews continued to take place every semester and averaged three per year. Since the last NEASC visitation, 13 collegiate and programmatic accreditation visits have taken place, including the following:

- College of Arts and Sciences (chemistry, legal studies, clinical psychology, and school psychology);
- College of Education, Nursing and Health Professions (physical therapy, education, and nursing);
- College of Engineering, Technology and Architecture (civil, electrical, mechanical, computer and biomedical engineering; electronic, mechanical and architectural engineering technology; and architecture);
- Hartford Art School (all programs); and
• The Hartt School (all programs).

In the area of athletics, the University completed in Spring 2006 its Second Cycle Self-Study under the National Collegiate Athletic Association’s “Certification Program.” The University was initially certified in 1999 and received continuing certification in 2002, subsequent to the completion of an interim self-study. The University expects to receive final resolution on its Second Cycle Certification Self-Study in February 2007.

One of the most visible examples of university-wide planning in the past five years is the effort to bring attention to the sciences and engineering. It includes merging of Ward College of Technology and the College of Engineering into the College of Engineering, Technology, and Architecture (CETA), establishing the Integrated Science, Engineering, and Technology (ISET) Complex, and forming of the University High School of Science and Engineering (UHSSE). These elements are described throughout the document. The project has involved resources from across the community and the results will move the sciences and engineering to positions of prominence.

**Assessment and Evaluation Instruments**

One of the overall challenges for any institution is to match the evaluation processes and the outcomes assessment model with the planning function. The University of Hartford has done a great deal in these past five years to bring forward a coherent model of evaluation and assessment. Individual undergraduate and graduate departments, programs, schools and colleges continued to administer and to monitor a variety of evaluative instruments that range from home-grown assessments to nationally standardized tools designed to provide accurate feedback about the growth, development, and satisfaction of our students. There are also university-wide efforts to assess students’ needs, satisfaction, and performance, and these assessments actually begin before freshmen arrive and continue after they have graduated. In the past five years, we also have expanded these efforts and plans to improve our assessment of learning outcomes (see standard 4).

**Other Planning Efforts**

The University employs a variety of planning groups and models on a daily basis. The results of their efforts are listed below and detailed in other parts of this report.

There were significant initiatives designed by **Enrollment Management** that helped to attract and to retain students by examining the kinds of institutions that constitute our competitive market for the recruitment of students. These include information about newly enrolled students, the kinds of institutions they passed over to enroll at the University of Hartford, as well as information about the students who were accepted at Hartford and who decided to enroll elsewhere. The use of this information has greatly enhanced the effectiveness of our recruitment model in the past five years.

In existence since 1983, the **Budget Advisory Team (BAT)** continued to establish and recommend broadly based institutional budget parameters in concert with the University’s mission and strategic plan. In recent years, BAT participated in optimal sizing discussions as they related to delivery of services and resource needs to support institutional growth. More information about the work of BAT and its composition is included in Standard 9.

The **Benefits Task Force (BTF)** moved into a strategic role because of the increased cost of our benefits program and its growing importance to employees. It undertook the task of changing brokers/consultants resulting in better advisors guiding us through what could be an emotional and
highly charged evaluation of our benefits program.

The Facilities Master Plan, accepted by the Board of Regents in 1999, established a twenty-five-year plan that identified deferred maintenance needs and provided a framework for additional space needs. Improvements to the campus during the past five years have grown from the Facilities Master Plan. The Facilities Master Plan is complemented by the Landscape Master Plan, also completed during the last five years. Together, they help to establish the priorities and the blueprint for investment in the University’s physical plant. Numerous improvements to the campus have been made in the past five years, which are described in detail in Standard 8.

The Technology Policy Committee (formerly known as the Technology Planning Committee) addresses administrative and academic uses of technology and considers issues beyond the bounds of information technology alone. During the past five years, technology has become a priority for the University. The significant investment in technology and the resulting advancements led to the formation of a number of committees directing the gains. One of those groups, the Technology Strategic Plan Committee, reporting to the Technology Policy Committee, was charged with developing a strategic plan for academic and administrative technology. Additionally, attention has focused on enhancing the technology capabilities of faculty. Examples of technology’s growth and its integration into the fabric of the University are described in Standards 5 and 7.

Like other universities, Sarbanes-Oxley legislation had its effect on the University of Hartford. We chose to embrace several of the business practices required by the private sector and established a confidential incident reporting telephone (i.e., whistleblower hotline). We also began a process to establish a records retention and destruction policy, to be completed within the year.

**Plans for the Next Five Years**

**University-wide Planning**
The Strategic Planning Committee will ensure that the University’s overall strategic plan is consistent with the mission. University-wide planning will be comprehensive and will focus on the completion of projects supporting improvement in the quality of students’ lives in and out of the classroom. Conclusions about our optimal size will drive many of the plans for the next five years. Its effects on quality across the University will have complex and far-reaching implications for our programs, faculty, students, services, and facilities.

**Assessment Evaluation and Instruments**
The next five years will see continued use of the instruments in place, perhaps the introduction of new tools, and a targeted use of the information they provide.

**Other Planning Efforts**
The systematic approach to planning adopted by the University will continue. Projects and reviews presently underway will be completed. Financial planning will require a re-allocation of resources. Facilities planning will continue to invest in improving physical plant conditions. Technology planning will continue to focus on the use of technology to enhance teaching and learning. Planning efforts will be informed by the results of optimal sizing discussions and will be consistent with the University’s mission.
Standard Three
ORGANIZATION AND GOVERNANCE

Changes in the Last Five Years

There have been several changes in the organization and governance of the University over the last five years. Especially noteworthy has been the transition of the Hartford College for Women (HCW). Its academic programs have been transferred to the College of Arts and Sciences and its corporate existence has been replaced by two successor entities, the Center for Professional Development and the Women’s Education and Leadership Fund, Inc. This transition is a result of a strategic plan developed through the cooperative efforts of the University’s Board of Regents and the Trustees of the Hartford College for Women.

By agreement of the parties, the HCW Career Counseling Center has become the Center for Professional Development. It by and large retains its traditional mission, but it now has the support of an advisory board composed of members with relevant expertise. Also, it is receiving an infusion of financial support. Over a three-year period, the Center for Professional Development is being provided $200,000 in seed money and the income from a $1.0 million endowment. The endowment is part of the approximately $4.0 million that constituted the HCW endowment, the remaining $3.0 million being sequestered for a new Women’s Education and Leadership Fund.

The Center for Professional Development endowment will initially help support scholarships and new programs, with subsequent uses to be determined by the University President in consultation with the Center’s Advisory Board.

The Women’s Education and Leadership Fund, Inc. (the Fund) has been established as a Connecticut nonstock corporation having the purpose of enhancing the education and development of women and girls of any age, socioeconomic status, and racial background. Its purpose is realized through the awarding of grants to University faculty, staff, and students.

The Fund is governed by a nine-member board of directors. The initial board includes five directors appointed by the HCW Trustees and four by the University President. Funding for approved projects will be provided by (a) $300,000 in University seed money over the initial five years and (b) the income on the $3.0 million endowment that is being devoted to this purpose. All funds are managed by the University. After completing its commitments, such as nominating Fund board directors, the HCW Trustees will dissolve the HCW corporation.

Another major development in the last five years is the final resolution of the litigation initiated by the Board of Trustees of the Hartford Art School, Inc. against the University. After a bench trial, lasting most of the fall of 2001, the court issued its decision in January 2002. The University retained all governance and budgetary rights over the Art School. The endowment remained the property of Hartford Art School, Inc., with the income devoted to the purposes of the Art School. In the years that have followed, a strong and positive working relationship has evolved between the HAS, Inc. Trustees and the University Regents and staff.

Other less momentous changes include the upgrading of the Audit Subcommittee of the Board of Regents to a full-standing committee, the addition of two vice presidencies, and several amendments to the University Bylaws.
In recent years, the Audit Committee has played an increasingly major oversight role in the finances of the University. The Bylaws were last changed in 2002 to reflect the upgrading of the Audit Committee. Previously, it had been a subcommittee of the Finance Committee, but the increasing recognition nationally of the role of audit committees led the Board of Regents to move Audit to full committee status. It is increasingly one of the more active Board committees. Compensation is reviewed on an annual basis by the Compensation Committee of the Board of Regents.

Subsequent to publication of the 2001 NEASC self-study, the Dean of Students position was upgraded to Vice President for Student Affairs, thus recognizing the desirability of bringing that position into parity with other senior officers.

In 2005, a new vice presidential position was created, Vice President of University Relations. This vice president has oversight of the Center for Professional Development, the Office of Communication, and Government and Community Relations.

Finally, several amendments to the Bylaws were adopted in May 2006. Two of the three Regent positions currently allotted to the Hartford College for Women Trustees became at-large positions. This is a result of the strategic plan previously discussed in the first paragraph of this section. The third HCW position will now be set aside for an additional faculty regent position, raising the number of faculty regents to three.

**Plans for the Next Five Years**

The University tradition of shared governance will continue, with faculty, regents, and administration working together to advance the mission and purposes of the institution. The University community will be challenged over the next few years to complete the transition of the Hartford College for Women to a vibrant Center for Professional Development and an effective Women’s Education and Leadership Fund. There is every reason to believe that the challenge will be successfully met. Also to be expected are continued good relations with the Trustees of Hartford Art School, Inc., most typically manifested by the University’s decision in 2006 to engage in a fundraising campaign to construct an Arts and Technology Center, a project conceived by and strongly supported by the Trustees.
Standard Four
ACADEMIC PROGRAM

Changes in the Last Five Years

General Overview
During the past five years, the University has restructured, moving from nine to seven schools/colleges creating academic units of more equal size with the exception of the larger liberal arts college, the College of Arts and Sciences.

The programs of the very small Hartford College of Women (HCW) were moved into the College of Arts and Sciences along with the creation of an endowed fund to promote and support the education of women (see Standard 3). The Ward College of Technology and the College of Engineering were combined to create the College of Engineering, Technology and Architecture (CETA). CETA was made possible, in part, by a $34 million construction and renovation project. The new Integrated Science, Engineering, and Technology (ISET) Complex allowed the University to combine the labs of the two colleges, and to move the technology faculty to be with the engineering faculty. ISET includes the new Biology-Chemistry Building, which is connected to the renovated Dana Hall and United Technologies Hall. This reorganization and construction project is part of a larger programmatic effort to develop an additional area of regional prominence and national distinction in science, engineering, and technology. The University also has just completed the renovation of East Hall (formerly the home of Ward College of Technology) as a new home for the Graduate Institute of Professional Psychology (doctoral program), previously off campus in Hartford, and the Department of Psychology (undergraduate and master’s level programs). During the next five years we plan greater integration within CETA and among the programs of psychology.

Assessment and Evaluation
The University has an ongoing and active series of efforts to assess students’ needs, satisfaction, and performance. These efforts begin before freshmen arrive in September and continue after students have graduated. These assessment activities are in addition to department and school/college assessment efforts.

Assessments Prior to Entry

College Student Inventory (CSI). The University administers this national instrument to pre-freshmen during their June and August Orientation sessions. It identifies potential concerns and problems, and provides an early warning system for “dropout proneness.” Advisors use this information to make recommendations for a wide range of support services from study skills assistance to personal counseling. CSI is a part of our larger efforts to improve retention and graduation rates. Used for the last seven years, future efforts will focus on getting more advisors to utilize the information provided by the instrument. Annual.

Student Activities Survey (SAS). During the Spring and Summer before freshmen start college, they are surveyed about the activities in which they participated in high school and activities and groups they might be interested in participating here at the University. This past year, the survey results were available to student activities personnel, staff in charge of intramurals and athletics, and others to help freshmen get connected and involved. Retention experts have told us for a long time
that any positive connection or involvement helps retention. Finding new ways to maximize the results of this survey is a priority. Annual.

National Freshman Survey. We also participate, usually every four or five years, in UCLA's HERI survey of freshman demographics, attitudes, interests, and values so that we can benchmark our students against the national sample. These results are used to understand national trends and also to see what differences exist between our data and the national data and their implications for our activity. Fall 2002, next Fall 2007.

Assessment During University Experience

Student Satisfaction Survey (SSI) and Adult Student Priorities Survey (ASPS). The University uses two instruments that survey students about their satisfaction and priorities with practically all university services as well as academic programs, one for full-time undergraduates and for adult students (graduate students and part-time undergraduates), which are administered every four or five years, most recently in 2004. The results of these surveys are presented to university officers, the collegiate deans, associate and assistant deans who handle advising and registration activity, student affairs personnel, facilities, the board of regents and others. The goal is for offices and divisions of the University to focus on areas that students consider important but with which they are not satisfied. Fall 2004, next Fall 2009.

National Survey of Student Engagement (NSSE). NSSE measures student engagement and involvement with a wide range of university activities, most importantly courses, faculty and study. Engagement is the activity one would expect to see when students are learning. It does not directly measure learning outcomes, but rather is associated with such outcomes. It is an indicator of quality. Spring 2006, next Spring 2009.

Summative Assessments

Graduated Student Survey. This annual survey has been administered by mail for a number of years but was recently revised and administered online. The goal was to better reach our graduated students and to improve their opportunity to tell us about their University of Hartford education and what they are doing after graduation. The revised, electronic version was sent out in December 2005. Annual.

Graduate Assessment

The University administered a graduate program satisfaction survey to all graduate students in the Spring of 2006. Designed by the Graduate Council (faculty and student representatives from colleges with graduate programs), this survey measures satisfaction with various aspects of their program: career preparation, teaching effectiveness, out-of-classroom activities (e.g., internships), fair and equitable treatment, mentoring/advising, classroom facilities, financial support, class scheduling, and technology. The results, which were separated by college and by program, identified areas of strength and areas in need of improvement. They will be an excellent source of baseline data for the new graduate dean.

While the Office of the Provost requests assessment plan updates from all programs on an annual basis, and the effectiveness of most graduate programs is assessed regularly as part of accreditation
efforts, it was clear that some graduate programs needed assistance in developing assessment plans. In the Fall of 2004, the Graduate Council conducted a survey of graduate program directors regarding their current status in assessment. Although almost all programs had mission statements and objectives and were regularly assessing the program’s effectiveness in meeting those objectives, many programs were not using assessment data to regularly inform changes to improve the program. To assist with these efforts, the University commissioned an external consultant to lead a workshop for graduate program directors in the Spring of 2005. During the 2005-06 year, all graduate programs developed or refined their assessment plans, which are now on file in the Office of the Provost.

Program Review

Eight years ago, the University developed an internal program review process for existing academic programs. Following a format that includes both qualitative and quantitative analyses, the program’s department and school/college prepare a review document. A review committee, from outside of the program’s school/college and representing both academic and financial divisions of the University, reviews the document and discusses the review with the program head and College Dean. The Committee submits its recommendations to the Provost for appropriate action. (All proposed new programs, graduate and undergraduate are similarly reviewed as well.) External consultants often supplement the review process with independent evaluations and perspectives.

During the last five years, we have conducted eight reviews of existing programs from five schools/colleges. The list that follows includes those program reviews. New programs will be discussed later in this standard.

- Bachelor of Fine Arts in Ceramics
- Bachelor of Fine Arts in Painting and Drawing
- Bachelor of Science in Business Administration: Management Information Systems
- Bachelor of Science/Bachelor of Arts in Chemistry
- Bachelor of Science/Bachelor of Arts in Computer Science
- Bachelor of Science in Mechanical Engineering
- Bachelor of Science in Nursing
- Bachelor of Science/Bachelor of Arts in Physics

Degree Programs

General Education

The College of Arts and Sciences adopted in Spring 2006 a revision of their General Education requirement, the first since 1987. The revised general education curriculum combines the traditional goal of breadth of knowledge with the more contemporary aspiration to prepare responsible future citizens of the United States and the globe. To that end, there are courses that address issues such as ethical action, diversity, living in communities, and technological literacy alongside the long-standing goals of writing and speaking effectively, mathematical competency, and exposure to the laboratory sciences, social sciences, and the humanities.

In addition, the faculty has established required first-year seminars with peer tutors. These are small classes (15-18) in which the faculty member engages beginning students on a topic for which he or she holds an intellectual passion. The peer tutors, known as “preceptors,” are advanced undergraduates of high achievement who perform a variety of functions (with the exception of grading) and act as role models for the students in the class.
**Education Programs**

In February of 2000, the Education programs at the University of Hartford had a joint accreditation site visit from the Connecticut State Department of Education (SDE) and the National Council for the Accreditation of Teacher Education (NCATE). A variety of concerns were noted during the visit and in the follow-up report. In the Spring of 2000, NCATE continued our accreditation with probation until the fall of 2002. The State of Connecticut issued provisional approval for the education programs through 2001. During the 2000-2001 academic year, a variety of steps were taken to address the concerns of these two agencies.

In response to concerns about insufficient full-time faculty for the programs offered, decisions were made to close secondary education graduate and undergraduate programs in Mathematics, Chemistry, Biology, Physics, General Science, Social Studies, and Foreign Language, and also the secondary education graduate program in English. The graduate program in Comprehensive Special Education, and the master’s program in Administration and Supervision were also closed.

In addition, commitments were made to fill open faculty positions in six areas. In response to concerns about staff support, two staff positions were expanded from part time to full time: the Coordinator of Student Teaching and the Computer Support Specialist. In response to concerns about the physical space, extensive renovations were conducted in some office and laboratory space in Hillyer Hall. In response to concerns about the quality and accessibility of curriculum materials, a new Curriculum Laboratory was opened in Mortensen Library, and a combination of University and donor funds were used to rejuvenate the collection.

By the Spring of 2003, NCATE removed the programs from probation and issued full approval, and the SDE granted full program approval for all programs through September of 2010.

**New, Changed, and Eliminated Programs**

Several new programs were created and several others underwent significant revision in response to market conditions, accreditation standards, or changes in the discipline, or to capitalize on unique expertise at the University of Hartford. In addition to the Education programs cited above, several programs were eliminated due to low enrollment, changes in requirements for accreditation, insufficient resources, or to reduce duplication between the schools/colleges.

**New programs**
- Bachelor of Arts in Pre-Cantorial Studies
- Bachelor of Arts in Mathematics with Secondary Education certification
- Master of Architecture
- Master of Education in Aural Habilitation and Education of Hearing-Impaired Children
- Master of Education in Early Childhood Education – Montessori concentration
- Master of Fine Arts in Illustration
- Doctor of Physical Therapy

**Revised programs**
- Bachelor of Arts in Women’s Studies changed to Bachelor of Arts in Gender Studies
- Bachelor of Fine Arts in Media Arts revised to reflect the rise of digital technology
- Advanced Practice Community Health Nursing track in the Master of Science in
Nursing changed to a Community/Public Health Nursing track
Master of Science in Professional Accounting and Master of Science in Taxation
combined to create Master of Science in Accounting and Taxation

Eliminated programs (in addition to the Education programs cited above)
Bachelor of Arts in Drama
Bachelor of Science in Occupational Therapy
All graduate degrees in Opera
Master of Science in Nursing and Organizational Behavior

Program Delivery

Adult Students
During the last five years, the University has undertaken three major efforts to better serve the adult population of the Greater Hartford area. First, we have expanded the former Hartford College for Women delivery model, known as Academic Express, to offer seven-week courses to evening adult students, as well as to full-time undergraduates. Seven-week courses allow working adult students to begin courses not just in the traditional times of September, January and May, but also in October, March and July. These additional time options allow the University to better serve the scheduling needs of these students. It also allows the part-time adult student to focus on one course during any seven-week session, and still complete two courses in a semester.

The second major initiative to serve the adult population of the Greater Hartford area is the creation of the Bachelor of University Studies (B.U.S.). B.U.S was created for the part-time adult student who has previous college experience and seeks to complete a baccalaureate degree. It allows the part-time student to design, with assistance of a faculty advisor and the B.U.S. program administrators, an individual program of study leading to a baccalaureate degree. B.U.S. offers students flexibility to tailor a program of study to their individual educational and professional needs and interests that can include courses offered by various schools/colleges of the University. Thus, a combination of courses is permitted and encouraged that would be unobtainable in traditional undergraduate programs.

The third initiative to make the University more accessible to adult students is the creation of a SaturdayTerm. SaturdayTerm offers courses for B.U.S. and other part-time students on Saturdays in four ten-week sessions from September to August. These courses are open to part-time students and only to full-time undergraduates in special circumstances on a room available basis. After only two years of operation, the enrollment has averaged eighty students per term, and totaled over 300 enrolled for all four terms. Along with the seven-week courses and Summerterm, a student can now begin a course at eight different times a year, and in terms of varying lengths. Such offerings provide the greatest opportunity for working adults to fit higher education into their lives and future.

Distance Learning Courses
This year, with the support of the University Academic Entrepreneurial Fund, the Summerterm program is launching six distance learning courses, the first serious effort to develop such courses. We are working with Connecticut Distance Learning Consortium (www.ctdlc.org) as well as our own Faculty Center for Learning Development. The intention is to provide a distance learning option for our students during the summer when, given their geographic distribution, they are typically away from campus. As a result, these students can make both quantitative (earn credits)
and qualitative (improve their GPA) academic progress. It provides a new service for students and allows our faculty to learn how to develop distance learning courses and to have the experience of teaching them.

**Course Scheduling Grid**

In 2005, the University adopted a new course scheduling pattern. The new grid provides more convenient and flexible evening course times for adult students, and added additional twice-a-week courses replacing some of the three-times-a-week scheduling options. Overall, the changes will allow students and faculty to more fully utilize each schedule option.

**Special Programs and Activities**

**University Honors Program and Scholarships**

During the last five years, University Honors Program has been working to increase the number of students graduating with University Honors and the number of students who present their work in an annual Undergraduate Research Colloquium (URC). While increases in both have occurred, the URC has seen dramatic growth with 70 students making presentations this past year. In addition, as a result of the generosity of several donors, the first full-tuition academic scholarships were given to eleven honors students in Fall 2005. The goals of all these efforts are to attract and retain high quality undergraduate students, and thereby to encourage a standard of excellence for all students. These efforts will continue in the future.

**Hillyer Honors Program**

Hillyer College, the University’s two-year associate degree college, created an honors program four years ago to provide enriched opportunities for their students and to raise academic expectations for all of their students. Hillyer’s honors program has included several study abroad programs as well.

**Pre-Law and Pre-Med Advising Programs**

For pre-med and pre-law students, new advising programs were created during the last four years. Both academic advising programs include a series of one-credit Spring courses that begin in the first year of college and culminate in the senior year, and provide opportunities to find the right degree to pursue, advising on undergraduate course selection, preparation for qualifying tests, and program applications and selection. The University also created a post-baccalaureate pre-med certificate for students who, after graduating from college, decided on attending medical school and need particular courses to apply.

**Graduate Student Financial Support and Honor Awards**

Recently, there has been a greater emphasis on the support provided to, and the opportunities made available for, graduate students. The University provides close to $1.5 million in graduate student tuition abatement, scholarships, and assistantships. Such support allows graduate students to more fully focus on their studies and gain valuable research/creativity experience. Beginning in the Spring of 2005, the University instituted a Graduate Research and Creativity Symposium to highlight the scholarly work of its graduate students. Graduate students from every school/college with graduate programs are represented and present research projects, exhibit artwork and photography, and give instrumental and vocal performances. Beginning in the Spring of 2006, the University awarded Regents’ Honor Awards for Graduate Students. Awards are based on significant achievements in coursework, as evidenced by GPA, and other academic accomplishments as described in essays written by the students. These awards are among the
highest recognitions of accomplishment that the University bestows on graduate students.

Degree Audit
We began implementation of the degree audit module in Spring 2006. When it is fully implemented, it will allow students and advisors to instantly access a student’s program and know what requirements have been satisfied and what requirements are remaining. Reducing confusion and error in this area is a great benefit to all students.

University High School for Science and Engineering: Dual Enrollment
The University High School for Science and Engineering (UHSSE) is a magnet school for science and engineering, and is also an early college high school supported by a grant from the Bill and Melinda Gates Foundation. An early college high school complements a high school education by providing opportunities for students to earn college credit as they earn high school credits, also known as dual enrollment. In Spring 2006, a faculty-administrative committee completed its work to identify credit delivery methods, academic and college readiness indicators, and initial courses and course sequencing in order to earn college credit in the areas of science, mathematics, and engineering. Implementation of these plans will occur over the next several years.

Plans for the Next Five Years

Program Reviews and Assessment
Recently, we decided to revise the program review format to include the program assessment plans and results. Up to now, these two processes have been running on parallel tracks and the information from the assessment of learning outcomes in a particular major or program has not been used to inform the program review of that major or program. Our goal is make these revisions by mid-summer 2006 and to use the revised format beginning in Fall 2006.

College Learning Assessment (CLA)
CLA measures learning outcomes, specifically, analytical reasoning, problem solving, critical thinking and writing skills. It is designed to be administered while students are freshmen and then again when they are seniors. It will allow us to know how well we are doing over students’ four years and benchmark their results with other institutions. During the next five years, CLA will set an agenda for improvement in pedagogy and curriculum.

Study Abroad Efforts
Since 2001, the University expanded to more than sixty its study abroad affiliations in order to provide a wide range of program and location options for students. In the next five years, we hope to double the number of students studying abroad by creating a range of University of Hartford faculty-led study abroad options: one-week trips that are embedded in semester courses, as well as three-week winter break and post-Spring semester study abroad programs.

Preceptors
Planning has begun to create a “preceptor” program that will place high achieving upperclassmen in freshman courses to assist students in the learning process. Preceptors will attend an assigned freshman course and will be available to assist students who need help with course material. The program also provides a great learning experience for the preceptors as they learn how to explain material to students and deepen their own understanding. In many ways, the new preceptor program can be seen an academic leadership program for upperclassmen.
Changes in the Last Five Years

The number of full-time faculty has increased from 305 in 2001 to 327 in 2005. Some of that increase is due to more efficient search procedures to fill vacancies. In addition, two new faculty lines were created in the last five years, one in the Barney School of Business and one in the College of Arts and Sciences. Currently, 57.2% of faculty are tenured, 25.2% are tenure-track, and 17.4% are non-tenure-track (either extended temporary contracts or visiting professorships). These percentages have not differed significantly in the last five years. Over 81% of our faculty hold terminal degrees, which is similar to the percentage reported in our 2001 self-study.

Teaching and Learning

The University continues to support teaching effectiveness among its faculty. In Spring of 2004, the University implemented a university-wide teaching evaluation system. Prior to this time, departments and schools/colleges would use their own forms for the students’ evaluation of the faculty’s teaching effectiveness. A task force examined these forms as well as the best practices of other institutions to arrive at a common set of eight Likert-scale questions and three open-ended questions that reflected the University’s mission. A list of 34 additional questions was made available so that departments and schools/colleges could customize their forms for their own disciplines. Based on the recommendations of a second task force to examine the process of administering teaching evaluations, the University also standardized its process. Evaluations are administered by a proctor without the instructor in the room. Students complete forms that can be scanned by a computer and faculty are given feedback within a few weeks of the semester ending. In addition, faculty are given data as to how they compare to others in their school/college or in their division of the school/college. Faculty use the results of these evaluations to inform changes to their courses, and the results are reported in annual, mid-course, and promotion and tenure reviews.

The University has made great strides in improving the technology available to faculty and to support their efforts to incorporate it into the curriculum. In 2001, 21 of the general purpose classrooms were equipped with some form of technology. Now, all 66 of the general purpose classrooms have LCD ceiling projectors, DVD/VHS players, speakers, and an Internet connection, and some also have computers. Based on significant demand, the University upgraded its Blackboard version in the Fall of 2004. Since the upgrade, there has been a 20% increase in the number of courses on Blackboard. In any given term, approximately half of our faculty use Blackboard. Through workshops and one-on-one training, the Faculty Center for Learning Development (FCLD) assists faculty in learning Blackboard and other technology to improve pedagogy, increase faculty-student interaction, and enhance student learning. In 2003, FCLD was awarded a three-year grant totaling $153,000 from the Davis Educational Foundation to award mini-grants to faculty to incorporate technology into their teaching. With these funds along with funds allocated by the President’s Office, a total of 95 mini-grants have been awarded in the last three years. The faculty have used the grants to purchase equipment, to fund course release time to re-vamp their teaching, and to be trained on the use of new technology. FCLD is supported by a Faculty Advisory Committee, which provides suggestions about training seminars, Blackboard policies, and assists in the evaluation of mini-grant proposals. Students’ technology fees have also been used to support faculty’s efforts to incorporate technology into their teaching and to purchase
equipment for general purpose as well as departmental classrooms. Faculty may submit proposals to utilize these fees twice a year to the Technology Recommending Committee (T-REC), which then evaluates the proposals and makes its recommendations to the Provost who then determines which proposals will be funded.

Faculty play a significant role in the policies governing technology use on our campus. The Chief Information Officer chairs a Technology Policy Committee (TPC), composed of administrative and faculty representatives. The TPC makes recommendations directly to the Provost regarding all university policies related to both administrative and academic uses of technology. The TPC is also given an opportunity to comment on proposals recommended by the T-REC for funding. The Faculty Senate has a Computer and Technology Committee, which interfaces with the TPC, and advises the Faculty Senate on information technology as it relates to the academic environment.

Faculty are also actively involved in the assessment of student learning. As stated in the Faculty Policy Manual, faculty are asked to provide course objectives as well as the criteria and process for evaluation of student performance in their syllabi. In addition, they design assignments that are consistent with those objectives. Faculty also contribute to the assessment that occurs at the departmental level, in the collection and/or the interpretation of data to determine the extent to which students are achieving the outcomes of the major or program.

Scholarship
The Faculty Policy Manual (FPM) stipulates that schools and colleges may consider all forms of Boyer’s model as legitimate scholarship. In the last five years, the Provost has commissioned three task forces to clarify the nature of the scholarship of teaching and learning, electronic publications, and the scholarship of application and the criteria by which to evaluate such scholarship. The reports from these three task forces were shared with the schools and colleges for possible adoption in the collegiate promotion and tenure standards.

The University has increased support for faculty applying for external grants. Prior to 2005, there were two offices dedicated to the grants process, one for the private sector and one for the public sector. This created some duplication of effort and some confusion as to which office to approach for a particular funding opportunity. In February of 2005, the two offices were merged and all of the staff were co-located in the same building. In effect, we have created one-stop shopping for faculty pursuing grant opportunities. Since the merger, the University has seen a significant increase in the number of grant applications submitted and the amount of funds awarded.

New Faculty Orientation
In 2001, the University initiated a year-long workshop series, designed to orient new full-time faculty to various operations at the University that can enhance their teaching and/or scholarship. These workshops include academic support services, media/technology, advising, internal and external funding, student life, promotion and tenure, and community outreach.

Sexual Harassment Prevention Training
During the 2005-06 academic year, the University commissioned a law firm in Hartford to provide sexual harassment prevention training for all full-time faculty. The 1½-hour training sessions occurred within each of the college-level faculty meetings. Beginning next year, there will be a training session as part of the new faculty orientation series. College-level sessions for all faculty will be repeated every three or four years. Currently, we are investigating how to best provide
Compensation and Benefits
As documented in our last self-study, the University implemented a full-time faculty compensation plan in 2000. This plan was based on an analysis of how the University of Hartford’s salaries compared to our peer group. In the five years since our last self-study, close to $1.7 million has been invested in faculty salaries and benefits beyond the standard merit increases. The average salaries for professors, associate professors, and assistant professors have increased by $12,224, $10,133, and $8,617, respectively, since 2001.

In the Fall of 2004, the University introduced a voluntary phased retirement plan for full-time faculty. The plan allows faculty a gradual disengagement from their responsibilities over a one- to three-year period. In addition, departments and schools/colleges can plan ahead as to how to optimally use their faculty lines. The percentage of reduction in responsibilities directly relates to the reduction in salary (e.g., 50% workload, 50% salary). In the Fall of 2005, a change was made to the plan such that faculty in phased retirement may access their TIAA-CREF accounts to supplement their income. Thus far, four faculty members have taken advantage of the plan.

Part-time Faculty
The University has made great strides in supporting its part-time faculty. In the Spring of 2005, the President and Provost appointed an Advisory Committee on Adjunct and Part-time Faculty, composed of representatives from the Provost’s Office, Finance, full-time faculty, the Faculty Senate, and adjunct faculty. Its first charge was to design a multi-year plan to increase the salaries of adjunct and part-time faculty. Using the adjunct compensation rates of its competitors as benchmarks, the Committee recommended a two-part plan to increase the minimum compensation rate over three years and to allocate additional dollars to account for market conditions among the disciplines. This plan was approved by the President and was implemented beginning in the Spring 2006 semester. Apart from this plan, some part-time faculty receive higher compensation through “G3” contracts, because they are responsible for additional duties beyond teaching and are fully integrated into departmental activities. G3 faculty are also eligible for TIAA-CREF benefits after one year of work. In the Fall of 2005, the University issued 28 G3 contracts.

The University has also created some support services to assist part-time faculty. These services include “one-stop shopping” to obtain a parking permit, university identification card, and orientation to Blackboard at the beginning of each semester. The Faculty Senate instituted the Gordon Clark Ramsey Award in 2005 to recognize the scholarly and creative achievements of our part-time faculty. With the construction of the Integrated Science, Engineering, and Technology (ISET) Complex and the move of the grants office to the Institutional Advancement building, office spaces were made available for 55 part-time faculty. Finally, at a reception each fall, the University honors its part-time faculty and the important role they play in the teaching and learning on our campus.

Policies and Procedures
Since the 2001 self-study, the Faculty Policy Manual (FPM) has been modified as the result of healthy discourse between faculty and administration. Any proposed changes to the FPM must be agreed upon by the Faculty Senate and the Council of Deans and approved by the Provost and the Board of Regents. The more substantive changes in the last five years include the following: the
purpose of and procedure for the mid-course review were clarified; the faculty grievance process and the roles of the various committees involved were clarified; full-time faculty titles were more clearly defined and outdated titles were eliminated; human resources policies that pertain to faculty were included in an appendix; the consequences if a faculty member is denied tenure or does not apply for tenure were clarified; the circumstances by which the probationary period can be shortened or extended was made more clear; and the criteria by which sabbatical applications are evaluated were clarified. The FPM is now available in electronic format; paper copies are available upon request from the Office of the Provost, the Faculty Senate Office, the deans’ offices, and the Mortensen Library.

**Plans for the Next Five Years**

The University will continue to examine full-time faculty salaries. Analyses comparing the University of Hartford’s salaries to the national average for private universities, by rank and discipline (as provided by the College and University Personnel Association (CUPA)), reveal that the University is still below market. Thus, we will continue to study this area.

The Advisory Committee on Adjunct and Part-time Faculty, in consultation with the Faculty Senate’s Committee, will continue to study the compensation and the working conditions of the University’s part-time faculty. In addition, the University is constructing a database to better monitor the number of credit hours taught by part-time faculty to be sure that they are justified and in line with the University’s mission.

The University has made great strides to increase the technology available for teaching and learning. The focus in the last five years has been on purchasing equipment and software, training faculty, and developing and implementing policies for technology use on campus. This past Spring, the Provost is chairing a faculty-administrative committee to develop the University’s next educational technology strategic plan. The plan will examine and make recommendations for general purpose classroom technology (informed by a survey of the faculty in the Fall of 2005), course management systems, as well as the mission, staffing, budgets, and structure of Information Technology Services, the Faculty Center for Learning Development, and the University Libraries.

As part of the discussions in the last two years to define and measure a quality education, the University is administering two new assessment measures, one focused on student engagement and one focused on analytical reasoning, problem solving, critical thinking, and writing skills (see Standard 4). Using the results of these measures as springboards, the University will sponsor a series of pedagogy workshops for faculty to build on our strengths and address areas in need of improvement.
Changes in the Last Five Years

Admission
Undergraduate recruitment in the last five years has resulted in the number of full-time undergraduates rising from 4,284 in Fall 2001 to 4,657 in Fall 2005. During those five years, combined SAT scores for baccalaureate students have risen 26 points, from 1051 to 1077, and acceptance rates have dropped from 72% to 65%. This has been accomplished as the percentage of minority students among full-time undergraduates rose from 17.9% to 21.1%.

Graduate enrollment has increased as well for both full-time and part-time students. In 2001 the total headcount of graduate students was 1,419 and in 2005 it was 1,668. Part of the rise in the number of graduate students is due to the increasing number of Master of Business Administration and Master of Engineering students. The minority population for graduate students has also risen, from 11.5% to 15.1%, in the last five years.

Both efforts, undergraduate and graduate recruitment, have been fueled by using cutting-edge electronic communications. Indeed, the University admission website in September 2005 was declared site-of-the-day by Macromedia not just among college websites but among all websites they visited. Electronic communications and applications, however, have also resulted in an increased volatility in undergraduate admissions with yield rates fluctuating year to year, making admissions work more challenging.

Retention
In 2001, we declared our intent to improve undergraduate retention to 80%. While that goal remains in place, in the last five years, we have averaged 74.8% for freshman- to sophomore retention. Most recently, for the freshmen that entered in Fall 2004, 78.1% returned in Fall 2005. It is our hope that a range of efforts are beginning to have an effect.

We improved the physical environment of the freshman residence halls and classrooms with more planned in the next few years. A new “Resident Facility Assistant” program has improved facility repair response in the residences. We have improved the quality of life for the majority of students with firmer enforcement for those who violate behavior standards. As a result, the residences are overall better places to live and study. The Student Affairs division has also launched a division-wide customer service thrust, increased extracurricular activity and developed better vectors of communication about activities and events to the campus community. All three student centers are undergoing a process of annual repair and renovation which began in 2004 and allow us to provide far better service for our students than under the previous design. A Kosher cooking station was also developed to provide better food selection for Jewish students and religious groups.

By combining the front offices (customer service areas) of the registrar and bursar to create a one-stop office, called Student Academic Services Center (SASC), we have eliminated lines and wait times even during the busiest registration days. SASC customer service representatives register students, handle basic bursar functions, and assist with financial aid questions. SASC also led to a multi-year document-imaging project that is presently underway; this project will allow the appropriate individuals to have access to information to better serve students.
Student Affairs

In 2002, the Division of Student Affairs developed a new vision and mission that stressed excellence in service and education, and promotion of individual student growth and citizenship. The division also reorganized administratively for increased effectiveness and efficiency, and now includes the following departments: Office of Multicultural Programs, Disability Support Services, Counseling and Personal Development, Office of Residence Life, Health Services, Campus Ministry, Career Center, Student Government Association/Student Organizations, Orientation, Judicial Affairs, Community Service Center, Student Centers and Activities and the Women’s Center. In 2001, we opened the Connections Wellness Center (education and advisement about student wellness issues) and in 2002, the Office of Parent Relations (designed to provide better communication with, and problem solving for, parents of our student body). Services for multicultural students have increased, with six new multicultural student organizations.

The Athletic Department is providing excellent service to students, fielding good and successful sports programs while adhering strictly to NCAA guidelines. Student athletes are successful academically, earning an average cumulative GPA of 3.11 for Fall 2005. Student participation in intramural programs has increased by 38% from 2002 to 2005.

Orientation programs take place during the summer and a “Lift Off” program for new freshmen occurs during the two days before the fall semester begins. Three years ago, we also introduced a program before fall orientation, Lift Off Adventure, which takes 100 students to a campground for three days to have fun together and establish relationships prior to the start of the semester.

The Division of Student Affairs is hiring well-trained professionals into open positions and providing ongoing in-service training to the entire division in an effort to provide more and better service to students and other constituents. Each student affairs department has done a benchmarking study using standards promulgated by the Council for the Advancement of Standards in order to identify the aspects of their operation which need improvement.

The student judicial system was completely revamped in 2003, moving it from a largely punitive process to an educational process. This has resulted in a better behavioral response from students, a shorter process of adjudication (most cases are now resolved in under 15 days as opposed to 30 – 45 days under the old system) and a 35% decline in student code of conduct violations between Fall 2004 and Fall 2005.

Plans for the Next Five Years

During the next five years, the institution projects a much slower rise in full-time undergraduate enrollment and a modest growth in graduate enrollment. We also intend to maintain the steady improvement in SAT scores and the percent of minority students of the last five years. We believe that the impact of electronic communications and applications will be fully felt in the next several years allowing for greater predictability of enrollment.

A broad range of changes have been planned to improve retention:

- The University has made a commitment to build a new first-year residence hall in the next year and to renovate all of the first-year residences over the next three years, in addition to renovating
older classrooms.

- Advising: The College of Engineering, Technology, and Architecture is introducing this Fall, Dialogue, the first-year advising program long present in the College of Arts and Sciences and the College of Education, Nursing, and Health Professions. Faculty advisors meet with small groups of students throughout the fall semester as a continued orientation to the University and College, and to assist students as problems arise. The Barney School of Business is also revising its first-year advising program to utilize full-time faculty advisors whenever possible. The University will be renewing efforts to get all first-year advisors to use the information on dropout proneness from CSI student reports to be proactive in getting assistance and support to students.

- Student Affairs: Many initiatives are being designed to increase retention including student leadership programs and moving the Connections Wellness Center and its programs to the heart of the residential side of campus. The pilot “Red Cap Reunion” project will help new students reconnect with orientation leaders and friends they made at orientation a few weeks after the start of the fall semester.

Several other initiatives are planned to improve student services.

- The Connections Wellness Center has secured a three-year $1.1 million grant to provide alcohol and other drug counseling for students. It has also started a “Cab Card” program for safe transport of students who need a ride for any reason.

- A prioritized, rolling accessibility plan in accordance with standards promulgated by Section 504 of the Americans with Disabilities Act has been developed and implementation will be ongoing.

- Even more activities and co-curricular activities are planned to enable students to pursue a wide array of interests. A new scheduling software package for the campus will allow for even better event scheduling and calendaring for campus communication than currently exists. The “Campus Concierge” center in Gengras Student Center will provide information about these opportunities.

- A new room selection process in the Department of Residence Life will allow students more choice in selecting roommates, which should reduce roommate conflicts. A new organizational design in Residence Life will improve service and supervision, and we are working with the College of Education, Nursing, and Health Professions to propose a student affairs concentration in their Master’s in Counseling degree. Students enrolled in this program would further improve supervision and the building of residential community.

- The new “Home Field Advantage” program will result in playing fields for soccer, lacrosse, baseball and softball that are all-weather and synthetic. These fields will result in increased student spectator involvement in baseball, softball and lacrosse, as we have rarely had home games in these sports in the past. These fields can also be used for intramural programs, which will further enhance intramural program offerings for our students.

- All student affairs departments, including the Vice President’s office, are working on improving their web pages and sites. We hope to realize seamless internet communication between students (and prospective students) and departments by the summer of 2006. A major goal of the division is to remain as technologically current as possible given our fiscal realities.
Standard Seven
LIBRARY AND OTHER INFORMATION SERVICES

There has been a major resurgence of need and interest in the academic libraries at the University of Hartford. Gate counts have steadily risen, since FY04. There has been a major increase of an additional 13,000 people entering our facilities. The Libraries are active, vibrant, and growing.

Changes in the Last Five Years

Guided by both the Libraries’ and the University’s strategic plan, the Libraries have made great strides regarding fundraising, collection growth, introduction of new technologies, and reorganization of some departments. In the past few years, several major milestones have been accomplished by the Libraries: the closing of the Bess Graham Library on the Asylum Avenue Campus and relocation of unique titles to the Mortensen and Allen Libraries; a complete system migration from Data Resources Associates (DRA) to the Endeavor Library System; building the Woods Family Center for Learning and Instruction, a state-of-the-art technology classroom; and a reorganization of Access Services Department. The Libraries have become more visible to the University community. Sponsored by the Mortensen Board of Visitors, the Libraries have held symposia on various library-related topics such as: Libraries and the Law; The U.S.A. Patriot Act; Copyright; and the Nuremberg Chronicle. The Libraries, partnering with the Faculty Center for Learning Development, have co-sponsored two workshops: ARTstor and a second Copyright workshop. The Mortensen Library has provided space for many functions including: Graduating Senior Receptions, President’s College functions, and a book signing.

Funding for the Libraries has improved with the addition of several new endowments targeted for general collections, architecture, women’s studies, humanities, and engineering. The Allen Memorial Library has received additional funding in a shared fund with the Hartt School. The University Archives has also received a new endowment for those very special collections. The University is now supporting a new part-time archivist position. The Libraries joined WALDO (Westchester Academic Library Directors Organization) gaining access to a larger consortium with greater negotiation and purchasing power for electronic databases.

During the past several years, many of the technology initiatives have been funded with students’ technology fees. These fees are administered by the Technology Recommendation Committee (T-REC) and guided by the strategic plan of the Technology Policy Committee (TPC). With the support of the T-REC Committee, the Libraries have moved the public accessible computers to a 3-year replacement program sponsored by Information Technology Services (ITS) thus eliminating the expenditure from the Library budget, added new microfiche/film readers, and offered laptops for library use. With the aid of the University’s Parents Association, the Libraries have purchased new furniture and completed the electronic classroom. Through a grant to a Hartt School faculty member, the Allen Library was able to initiate its audio e-reserves program.

In 2001, the Libraries reported to the Provost as a temporary bridge until a new library director was chosen. The reporting structure was made permanent in 2002. The Library Director is actively involved with the Council of Connecticut Academic Library Directors (CCALD), Connecticut Library Consortium, and the Connecticut Library Association. Participation in CCALD led the University Libraries to completely reorganize and modernize the mutual borrowing privileges, thus making the CCALD borrowing easier and quicker for faculty.
The University Library Committee, composed of faculty elected by their schools/colleges to work with the Director of Libraries, created three Yale fellowships which pay for access to the Yale University Libraries. The fellowships are sponsored by the Mortensen Board of Visitors, the Office of the Provost, and the College of Arts and Sciences. Faculty are encouraged to apply and must submit reports on their research.

Working with the Student Government and the office of University Programs, the Libraries have extended hours the week before exams and during the Winter term session.

Salaries of the Libraries’ staff have improved in some cases. There are still several professional as well as non-exempt positions below market valuation.

Working with Information Technology Services, the Libraries are wireless, contain the University’s largest public user branch, and have moved to the one-card payment system for photocopying and printing.

**Information Technology Services**

The University of Hartford’s campus-wide network has maintained connections to all academic and administrative buildings using a combination of Trunked Fast Ethernet and Fiber Distributed Data Interface technologies implemented over a fiber-optic cable. All faculty and administrative offices, all computer labs, and all classrooms have been connected to the network and the Internet. The number of “Smart” classrooms has been increased from 21 to 66. The University’s “Smart” classrooms have been equipped with permanently installed LCD computer projectors, a DVD system, and a VHS system. Within the last three years, 15 of these classrooms have recently been equipped with a “Smart” podium that contains a computer and a control system as well.

The residential network has been maintained with a four-year technology replacement cycle, including switches and routers. “Port-per-pillow” residential network connectivity has been maintained delivering 100 megabytes to each port connection.

In the Summer of 2005, the University completed the installation of a wireless network in all academic buildings and student gathering places on the academic campus. The University’s wireless network includes an authentication requirement, improving wireless network security.

SunGard’s SCT Banner System, the administrative enterprise-wide system, has been recently upgraded to Banner 7. Database systems (Oracle 9i) and administrative subsystem are kept current to adhere to vendor support maintenance agreements.

The University’s network provides access to all on campus servers and users to the Internet through the Connecticut Education Network (CEN), since January 2006, via a 70mbps connection to the Internet and a 5mpbs connection to Internet2. The University network supports approximately 5,000 on-campus student, faculty, and staff computers. The annual student technology fee that is invested in technology initiatives is approximately $850,000 per year. The University’s annual technology budget is approximately $4.4 million.
Plans for the Next Five Years

The Libraries 2006 Strategic plan will guide the Libraries for the next three years. The past two strategic plans were done in five-year increments. However, the library world is changing faster than the academic world and the libraries need to be responsive to that fact. The Libraries’ 2006 strategic plan will include steps to address assessment of the bibliographic instruction programs. The libraries of St. Joseph’s College, Capital Community College, and University of Hartford have written a grant proposal for funding a pilot on-line assessment of bibliographic instruction. The major theme for the 2006 strategic plan is collaboration and partnership. The ability to work together as a team with various departments and schools/colleges will only strengthen the Libraries and the University.

There has been some interest in a possible renovation project of the Mortensen Library that should realize increased student and collection space, an increased presence of the ITS Technological Support Unit, a cyber café, the relocation of other similar student support units, and endless opportunities to support student collaborative learning.

A Technology Strategic Planning Committee, chaired by the Provost, was formed in 2006 to guide the direction for educational technology at the University for the next three to five years. A University Technology Strategic Plan will provide guidance on technology initiatives to be funded and implemented over the next several years.

“Smart” classroom technology will continue to evolve at the University. Currently several technology pilots are underway using Sympodiums, Electronic Whiteboards, and Personal Response Systems (“Clickers”).

Network and data security challenges will be prioritized over the next couple of years, including installation of Intrusion Prevention Systems and enhanced security firewalls.
Facilities Management
The Facilities Department, known as the Operations Department in 2001, has completed a significant organizational restructure. Formerly managed by a three-director team, the department is now led by the Senior Director of Facilities who reports to the Vice President for Finance and Administration. The change was made to more effectively manage the core areas of Planning and Construction, Operations, and Environmental Health and Safety in an objective-based environment which focuses on a single set of institutional strategic initiatives.

A new initiative began in 2003 with the creation of a Resident Facilities Assistant (RFA) program involving residential students trained by Facilities staff to perform basic repair functions and customer service. The program won a national award in 2005 for “Effective and Innovative Practices” through the Association of Higher Education Facilities Officers.

In 2003, the Facilities Department contracted with Sightlines LLC to develop a baseline of physical asset data and to create benchmarks which compare data year to year and with other institutions. Comparative information includes general condition and age of the facilities, staffing levels, utility spending and usage, facility operating budgets, and project investment. The result is a comprehensive database of information used to guide decisions on resource allocation based on strategic needs.

In late 2003, an upgraded Emergency Action Plan was developed providing detailed procedures for managing emergencies of all types. Key university administrators act as the Situation Management Team with responsibility for managing emergencies as they occur. Members of the team represent various key areas of the institution and are generally responsible for preparedness and business continuity in addition to emergency management.

Other changes include an upgrade to the existing work order system (Maximo) which now allows for web-based, on-line work order submission and reporting; an increased focus on environmental health and safety including training, pollutant reduction, and work place safety; and a commitment to create a culture of care for the facilities through interaction with student groups and leadership.

Projects and Planning
The University of Hartford completed and is in the process of completing a significant number of projects and planning efforts over the past five years. These accomplishments are listed below.

- **Integrated Science, Engineering, and Technology (ISET) Complex** – The project, completed in December of 2005, consisted of 37,000 square feet of new construction (now known as the Biology Chemistry Building) as an addition to the 108,000 square-foot Dana Hall which was fully renovated. The project provides additional classrooms, labs, and offices. It also addressed a substantial portion of our deferred maintenance backlog estimated in 2000 at $5 million.
- **Abrahms Hall** – The decommissioned power plant was completely renovated to create a new academic building now known as Abrahms Hall. The new space, completed in August of 2003, includes classrooms, labs, and offices.
- **Residence Hall Renovations** – During the summers of 2002 and 2003 the University completed
major renovations to the Village Apartment and the Park River residence halls. Bathroom renovations to the worst areas, new roofs, new windows, and new vinyl siding were completed in the Village Apartments. One wing of Park River was fully renovated and new vinyl siding was added to the exterior of the entire building.

- **Athletic Fields** – Known as Home Field Advantage, this project is still in progress. In the fall of 2005, phase 1A was completed which included a newly renovated soccer/lacrosse stadium using artificial turf, new bleachers, and new walkways.

- **Village Market** – An anonymous gift to the University led to the creation of a new convenience market and expanded café. The new space was built as an addition to the Konover Community Center which allowed for moderate renovation and elimination of deferred maintenance in the existing building. Also included was a renovation to the parking lot located next to the market and a new pedestrian walkway bisecting the lot.

- **Utility Infrastructure Replacement** – As described in the 2001 NEASC report, this project began in 2000 and was completed in early 2002. The central heating plant was decommissioned in favor of a decentralized system for heating and cooling needs in the core academic buildings of the main campus. Also included was the replacement of heating units in two residence halls which eliminated a deferred maintenance problem and brought air conditioning to these buildings. The decentralized system also eliminated deferred maintenance and resulted in substantially improved consistency in heating and cooling while reducing energy costs.

- **Main Campus Road System** – The primary road and front entrance were redesigned and reconstructed as part of the University of Hartford Magnet School project completed in 2001. The work also included the renovation of a major parking lot.

- **Accessibility Upgrades** – In addition to addressing accessibility issues when building new structures or renovating existing ones, a plan has been developed to eliminate barriers on a priority basis. Over the last five years, six elevators have been upgraded and five bathrooms not associated with other projects have been renovated. Walkways have been modified to eliminate excessive slopes and curb cuts have been added where appropriate.

- **Campus Signage** – New way-finding signage was installed on the main campus in May of 2003. The new signs allow for significantly improved directional access for visitors.

- **Landscape Master Plan** – The plan was adopted in April 2004 and includes a “road map” of improvements over time. Standards have been developed for walkways, lighting, outdoor seating, plantings, trash receptacles, and the land elevation changes needed for barrier-free campuses.

- **Asylum Avenue Campus (AAC) Master Plan** – In January of 2003, a plan was adopted outlining existing conditions, anticipated needs, and resources needed to meet those needs. To date the majority of the work completed involves grounds beautification and minor building repairs.

Each building or renovation project undergoes a detailed review of accessibility needs, code upgrades, and environmental opportunities such as waste reduction, energy savings and the use of environmentally friendly materials. Utility rebates over the last five years have resulted in approximately $600,000 in additional funding which was used to repair and replace other energy-using equipment.

**Plans for the Next Five Years**

An upgraded work order system will continue to be developed. Plans include a direct software connection with the Banner System for more seamless purchasing and financial tracking, work plans attached to work orders which specify procedures focusing on efficiency and safety, and the
formal creation of a building representative program including training of individuals, acting as facilities liaisons for their departments, in the work order system and associated processes.

Projects that are planned for the next five years include:

- **Arts and Technology Complex** – The design is complete for a new 15,000 square-foot addition to the existing Taub Hall building at the University’s Hartford Art School. Also included in the project is the renovation of approximately 7,300 square feet within Taub Hall. The project began in the late Spring of 2006.

- **Performing Arts Center** - This project includes a major renovation to three buildings located off campus at a site formerly owned by an automobile dealership. A design team and a construction firm have been hired and work has been completed on the final design and cost estimates. The University is currently seeking external funding to fill a budget gap before construction begins.

- **New Residence Hall** - Construction is planned to begin in the summer of 2006 for a new residence hall housing 200+ students. Design is underway and the project is due for completion in the late summer of 2007. Funding has been secured through bond issuance.

- **Residence Hall Renovations** – Planning and design is underway for renovations to Complexes A-F. The work is expected to include complete renovations to bathrooms, new heating units to include air conditioning, new bed space, and general aesthetic upgrades. The project is planned to commence in the summer of 2006 and continue through the next two consecutive summers.

- **East Hall Renovations** – The project includes a complete renovation to the existing East Hall building. The construction of the ISET Complex allowed for the move of the Electronics and Technology faculty and staff to that complex. East Hall will now be occupied by the Psychology Department and the Graduate Institute of Professional Psychology (GIPP). In addition, an elevator will be added to the building completing a top accessibility priority.

- **Athletic Fields** – Phase 1B is underway to construct a new baseball and softball field using synthetic turf and is expected to be completed in the summer of 2006. Fundraising efforts are in progress for Phase 1C, which includes bleachers and field lighting, and Phase 2, which includes a new track with multi-purpose field.

- **University High School of Science and Engineering (UHSSE)** – The new City of Hartford magnet school to be built on university land is substantially designed and construction is expected to begin during the 2006-07 academic year. The project is funded by the State of Connecticut Department of Education.

- **Mark Twain Drive Reconstruction** – The University was instrumental in acquiring a $3.35 million earmark from the federal government to reconstruct Mark Twain Drive located in the southeast section of the main campus. The road will provide a new entrance to the campus and access to the UHSSE. Construction is scheduled to begin in the Spring of 2007 and completed by fall of the same year.

- **General Upgrades** – Modest systematic improvements are planned for academic spaces, residence halls, and landscaped areas. These include classroom renovations, common space aesthetic upgrades, continuation of siding and window replacement, walkway replacement, exterior lighting replacement, and additional signage. In addition, the main campus electrical infrastructure and life/safety systems are in the process of being reviewed ultimately to become a master plan with replacement work implemented in a systematic approach over time.
Standard Nine
FINANCIAL RESOURCES

The University’s current financial position is stable. The increases in full-time undergraduate enrollment over the last 10 years, combined with conservative budget practices and prudent fiscal management have enabled the institution to generate eight consecutive years of operating surpluses. The surpluses were used to create a $5 million operating reserve and to pay back approximately $3 million in accumulated deficits that were created in the mid nineties. The operating reserve has been set aside as a rainy day fund to respond to any unforeseen financial emergencies.

Changes in the Last Five Years

During the last five years, the University’s net operating budget increased by approximately $28 million. Approximately 74% of this increase came from tuition and fees (61% from full-time undergraduate revenues and 13% from all other tuition revenues). All other incremental revenues were generated from housing and dining revenues. A majority of the incremental increase, 73%, has been allocated for salaries and benefits, 13% for dining expenses, 7% for utilities, 3% for increased debt service, and the remainder for all other non-salary operating expenses.

The University’s endowment has outperformed its benchmark for the last five years. The total university investments have grown from $79.5 million in FY 01 to over $90 million in FY 06. Consistent with the University’s conservative financial management practices, the University reduced its annual endowment spending from 5% to 4% in FY 02. The change in the spending policy was made primarily to counter the downward market performance and to add value to the endowment through growth.

In addition to paying back the accumulated deficit and establishing an operating fund reserve, the institution has made faculty and staff salaries and benefits, investing in new academic programs, and improving the state of facilities high priorities during the last five years.

In Fall 2006, the University enters year seven of the faculty and staff strategic compensation and benefits plan. Genuine progress has been made. Similar institutions have also made compensation a priority over the past five years and the gains made in relation to peers have been less noticeable. In contrast, the University’s benefit package is one of the best offered when compared to other private institutions in Connecticut and New York. The University’s benefits task force in consultation with its broker has been able to maintain the annual increases in health insurance costs lower than national averages without having to compromise the quality of the benefits offered.

Through the program review process that was established in the mid nineties, the University has added seven new programs during the last five years. The current annualized expenses of $628K in these programs have added more than $945K in annual incremental revenues. The net annualized incremental revenues from these programs are expected to grow up to $2.6 million within the next five years.

The University has been successful in eliminating a few programs that lacked financial viability and re-allocating resources to existing and new programs. The Occupational Therapy program is an example of a phased out program. Perhaps one of the most difficult decisions reached by the University in the past five years has been to terminate some of the programs offered through the
Hartford College for Women. We appear to mirror the national trend of the decline of single-sex education. Specifically, the number of women’s colleges has declined from approximately 360 in the 1980’s to around 65 today. This decision was made in consultation with all constituencies of Hartford College for Women. Full-time faculty of Hartford College for Women were offered teaching positions within other schools/colleges of the University. The “silver lining” is that new energy has emerged as the endowment from Hartford College for Women is now directed to support a new legacy fund and a Center for Professional Development.

During the last five years, the University has made noticeable improvements to its buildings and infrastructure. In FY 01 a short-term lease of $5.9 million was secured to decentralize the Power Plant that provided heating and cooling to the academic buildings on campus. The successful completion of this project reduced the deferred maintenance on campus by $4.8 million. The University later converted the Power Plant building into classrooms and office space, with the generous support of gifts.

The University took advantage of the favorable interest rates in FY 02 and refinanced its CHEFA Series D debt. As a result of the University’s stable financial standing, the institution was able to purchase bond insurance and hence obtain a lower interest rate on the bonds. The refinancing also provided an additional $4.7 million up front for renovations of the Village Apartments and reduced the annual debt service payments by $1.1 million.

In FY 04, the University broke ground on a $34 million Integrated Science, Engineering and Technology (ISET) project to build a new Science building and to renovate Dana Hall. $25 million of the project was paid through a variable rate bond issue. Consistent with the institution’s conservative budget practices, the debt service on this new issue was budgeted at the then prevailing fixed rate. The savings from debt service payments have been set aside in a “debt service reserve fund” as an internal hedge against possible increases in interest rates. The remainder of the project costs of approximately $9 million will be paid through fundraising efforts.

A Phase I of the $5.5 million Athletic Fields project was launched in FY 05. The entire project will be paid for through fundraising. Currently, $1.9 million in gifts and pledges have been received for this project.

In addition to the major capital projects mentioned above, the University, through its operating budget and donations, has invested over $12 million in facilities improvements since FY 01. Improvements were made to student residences, classrooms, dining facilities, campus roads, and parking lots. The University also built a Village Market and converted the power plant building into classrooms and offices.

Prior to FY 05, the University’s ten-year $175 million campaign, begun in FY 98, was stagnant for several years. Weakness in the Institutional Advancement program was due, in large measure, to a lack of understanding of the development process among many of the front-line development officers on staff at that time.

In FY 05, experienced and proven professionals were recruited to Institutional Advancement. By early in FY 06, more than one-third of the Institutional Advancement staff was replaced with qualified personnel.
In FY 06, comprehensive strategic plans were created by each Institutional Advancement officer and/or department in cooperation with senior Institutional Advancement staff. Progress against each plan is thoroughly reviewed quarterly, and appropriate adjustments are made. Development efforts became focused on the University’s primary capital projects, with the completion of the overall campaign as the paramount objective.

The Annual Fund program has been made more efficient and effective through the implementation of computerized telemarketing software and equipment, industry standard segmentation and marketing focus, as well as upgrading of printed and digital cultivation, solicitation and stewardship communications.

**Plans for the Next Five Years**

For the foreseeable future, the University plans to have a modest increase in full-time undergraduate revenues compared to the growth it experienced during the last five years. The University believes it has the potential to ramp up the graduate enrollment and has successfully completed a national search to hire a full-time Dean of Graduate Studies.

Since the growth in the full-time undergraduate population has largely come from out of state, the student housing at the University is currently extended beyond its capacity. In order to ease the overcrowding and to accommodate a modest growth in full-time undergraduate enrollment, the University plans to build a new student housing complex and renovate six existing residence halls to create approximately 300 new bed spaces. The project, estimated to cost approximately $25 million, will be paid for through a bond issue.

It is absolutely critical for the University to re-allocate its resources to programs and functions that directly support the institution’s mission. The president has conducted meetings with the academic deans in order to establish strategic initiatives that promote the mission of the University. As witnessed in the most recent past, operating costs such as health care, utilities, and property and liability insurance will continue to rise each year. Similar to other business enterprises, the University must constantly re-invent and streamline both business practices and academic programs so that resources can be directed toward mission-related activities.

Finally, the Institutional Advancement program’s goal is to increase revenues by 5% to 10% each year in gifts and pledges. We will use FY 06 as our benchmark year, as this was the first year with the re-organized Institutional Advancement office in place.
Standard Ten
PUBLIC DISCLOSURE

Changes in the Last Five Years

Since 2001, the Web has become the most powerful, far-reaching, and cost-effective communication medium that exists today for colleges and universities to reach their constituencies. That is certainly true at the University of Hartford, where our homepage alone receives more than 430,000 hits during a typical month. This represents a more than 700% increase since 2001.

The University’s home page provides an entry port for students, prospective students and other key audiences (e.g., alumni, parents, donors, government and community leaders, media, etc.) who need information about the institution that is complete, accurate, accessible and relevant to their specific needs.

There has been an explosion in online communication in the world of admission and admission marketing. This year, more than 50% of admission applications (about 4,000 out of 8,000) for the 2006-07 academic year were submitted online. In 2003, just 5% of applications were submitted online, compared to 2001 when there was no online application capability.

Today, more than 75% of the communication between the University and prospective students is conducted online. This includes web interactions, email invitations, flash electronic montages, virtual tours, and on-line applications.

Online registration is fast becoming the preferred method by which full-time undergraduates register for courses. Some 70% of our 4,500 full-time undergraduates used the online registration system in 2005-06, and we expect that number to grow. Graduate and part-time students also can register for classes online.

As discussed in the University’s 2001 NEASC report, the Undergraduate and Graduate Bulletins include a rich array of information for prospective and current students. Today, that information is available in print and online.

The Bulletins, published annually in August, serve as a course catalog and a comprehensive source of information on virtually all aspects of university life. They also provide general information about the University, including an academic calendar, admission policies and procedures, tuition and fees, financial aid opportunities, academic regulations, as well as information on student life, student resources, academic support services, student clubs and organizations and campus facilities. The online version of the Bulletin goes back to the 2001-02 academic year. Earlier editions of the Bulletin may be found on campus at the University’s Mortensen Library.

The Bulletins also include the University’s mission statement; the accreditation status of the University and its schools and programs; the Family Education Rights and Privacy Act of 1974; and statements of the University’s policies on nondiscrimination, diversity, and drugs and alcohol. In addition, the Bulletins include a complete list of current faculty by school and distinguish between full-time and adjunct status, as well as the degrees held by each faculty member and the institutions granting them.
The faculty has identified learning outcomes for each of its courses and majors, including undergraduate and graduate, which are available in course syllabi. Information about the total cost of education, including the availability of financial aid is provided in University admission materials.

As stated in the 2001 report, the Office of Communication works closely with the Office of Institutional Research, the Office of the Provost, and the Vice President for Finance and Administration, among others, to obtain the most accurate and current information for the University’s many print and online media, including our advertising and marketing materials. Information on the Web is updated regularly to make sure that prospective and current students are given complete and timely data from which to make informed decisions about the institution.

The University publishes a number of additional publications which are aimed at various audiences and which present a clear, complete, and accurate picture of the institution.

Since 2001, the University has made the student handbook known as The Source available online as well as in print. The Source features detailed information on every aspect of student life, as well as a statement of personal rights and freedoms, rules of student conduct, and the University judicial code. The Source spells out all university policies and relevant federal policies. It is updated regularly.

Other University publications also are available in an online format. These include the Observer, a three-times-a-year magazine distributed to some 70,000 alumni, regents, donors, seniors, faculty, staff, friends and government and community leaders; and The President’s Report, an annual report from the University president on the state of the institution that reaches a similarly wide audience.

In 2006, the University unveiled a new visual identity system that unites the institution’s often disparate signatures and logos to present a consistent and strong visual image. This initiative recognizes that a university’s visual identity plays an important role in the way the institution is perceived by internal and external audiences.

Online communication continues to blur the distinction between internal and external communication. In 2003, the University moved its bi-weekly faculty and staff paper newsletter, UNotes, to an online format. By the fall of 2005, UNotes had become a daily news and information center for faculty, staff and students. A daily email is sent to all members of the University community to tell them what that day’s headlines are and to alert them to important issues that may affect them. In addition, University regents, some parents and alumni asked to be placed on the UNotes email list, bringing the total distribution to approximately 12,000 individuals. Although it is primarily an internal communication vehicle, UNotes Daily can be seen by anyone who has access to the Internet. On occasion, members of the news media contact the University’s Office of Communication with questions about something they saw on UNotes Daily.

The “daily-ness” of UNotes, and the proliferation of online communication have raised expectations and created an ever greater demand for timely, accurate and relevant information among the University’s major constituent groups (i.e., prospective and current students, faculty, staff, alumni, parents, regents, donors and community and government leaders).
Plans for the Next Five Years

The online world offers our institution many exciting challenges and opportunities going forward. A consultant report that was completed in 2001 made a number of recommendations designed to address concerns about inconsistencies across the University’s website. Based on that report, the Office of Communication stepped up its efforts to drive timeliness and consistency in content and design throughout key sections of the website.

In addition, the Office of the Provost hired a senior assistant director for admission to manage the University’s admission website and web-based marketing to prospective students.

The University created a web council in 2005 with a mandate to recommend the next steps in the University’s online efforts. The work of this council will be to develop, implement and enforce standards for design and content creation across the institution’s website. This will go a long way toward ensuring that the audiences we serve are not only well informed about the University, but have a positive impression of the University and are willing to support its goals for the future.
Standard Eleven
INTEGRITY

The University of Hartford, recognizing that as an institution of higher learning it is properly held to a high standard of ethical behavior by society, strives at all times to act with integrity in all of its activities, both internal and external. As such, the University has developed numerous policies and procedures that promote ethical practices and reflect its commitment to dealing honestly, openly and fairly with its various constituencies. As delineated below, there are several areas that have been marked by stability. In others, the University has made modifications to improve policies and procedures.

Regulations and Rights
Academic regulations, including course-load requirements, attendance policies, standards for satisfactory academic progress, and policies governing probation and dismissal, are described in the Undergraduate Bulletin and Graduate Bulletin. These regulations, equitably applied to all students, are set out in greater detail in the Manual of Academic Policies and Procedures, available on line to all full-time faculty members, deans, and department chairs.

The free pursuit and dissemination of knowledge is addressed in the Faculty Policy Manual (FPM) (“Academic Freedom”); in addition, the FPM outlines faculty rights and responsibilities.

The “Statement of Personal Rights and Freedoms” relating to students is included in The Source. The statement encourages freedom of inquiry, freedom of opinion, speech, and association. Students and student organizations are free, publicly or privately, to hold discussions, pass resolutions, distribute leaflets, circulate petitions, and take other orderly action that does not disrupt the essential operation of the institution. Within the scope of university policies, students are free to organize and join associations for educational, political, social, religious, or cultural purposes.

Grievances
It is the policy of the University to encourage the airing of staff concerns so that problems can be resolved as quickly as possible. This may be done either informally or, at the election of the staff member, through a formal grievance. No matter which avenue the staff member chooses, there shall be no reprisal against that individual. Whenever a grievance is found to be valid, an equitable and practical remedy will be fashioned. The steps to follow for the filing of a grievance are outlined in detail in the Supervisors Manual and the Staff Handbook, as well as the two collective bargaining agreements.

The Staff Association, voluntary membership in which is open to all current full- and part-time staff employees who are not members of a collective bargaining unit, holds general membership meetings to discuss issues of common concern. Its recommendations are shared with the appropriate vice president, the provost, or the president, and open lines of communication are maintained between the association and senior administration.

Audits
The University engages PricewaterhouseCoopers (PWC) to conduct its annual financial audit. The scope of this audit includes a review of the University’s administrative capabilities and fiduciary responsibilities. PWC also conducts an audit of federal programs, including grants and Title IV student financial aid.
Related Issues
The University complies with state and federal regulations regarding dissemination of information to employees. Notices regarding conflict of interest, drug-free workplace, Family Medical Leave Act, sexual harassment, and nondiscrimination policy are distributed annually. It fully complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act by making available online its annual security report, which provides accurate statistical information about the types and number of crimes on campus over the three most recent years. In addition, the University distributes a number of employee communications not mandated by law.

Changes in the Last Five Years

Code of Student Conduct
The University, through its judicial system, recognizes that all students, in addition to being members of the University community, also belong to society at large. The judicial system ensures that students are treated with fairness and that their individual rights are respected. The judicial system includes the Code of Student Conduct, which provides for disciplinary action against a student or student organization found to have violated university regulations and/or federal or state laws. The code includes a description of punishable misconduct. It also lists fundamental rights guaranteed to students accused of violations. Recent amendments to the code have resulted in improved efficiencies and an increase in informal conflict resolution.

Privacy Rights
The University complies with the Family Educational Rights and Privacy Act of 1974, which protects students’ rights to privacy by limiting access to their records without their consent and gives them the right to inspect and review their own records. Notice of compliance with the act and a policy statement are published annually. Under the University’s policy on employee files, personnel files are treated as confidential, and employees are guaranteed the right to inspect the contents of their own files. Subsequent to the 2001 NEASC review, the University incorporated protections required by HIPAA, the Health Insurance Portability and Accountability Act. Most recently, the University launched a review of its records retention and destruction policies.

Diversity and Nondiscrimination Policies
The emphasis on equal opportunity is evidenced by the “Statement of Nondiscriminatory Practices” printed in the Undergraduate Bulletin and the Graduate Bulletin. The statement appears as well in virtually all of the numerous publications developed by the University. The University “Statement on Diversity” reflects the University’s commitment to the fostering of learning and the encouragement of “the personal growth of students in an environment that promotes and celebrates diversity.” The “Statement on Civility” reminds the University community of the institution's mission to provide a quality education in an environment of civility and cordiality.

The University has long maintained nondiscriminatory policies and procedures to ensure equal employment opportunity for all qualified individuals and to comply with federal and state laws which prohibit employment discrimination. All managers in both the instructional and non-instructional departments of the University are expected to understand and carry out this commitment.

The University is committed to maintaining an open and inclusive environment for all students. Any
student who feels that he or she has been denied access to programs, facilities, or activities, or has been discriminated against based on a disability, and who wishes to file a complaint, may do so by contacting the coordinator for disabled student services, who attempts to remedy the student's grievance by informal means. The process is further described under Standard Six.

A recent example of the University’s celebration of diversity was in October 2005 when University benefits that are extended to spouses and dependent children are now extended to same-sex partners and their dependent children.

Supervision Policies
Human Resources Development (HRD) maintains the Supervisors Manual, copies of which are provided to officers, deans, directors, and other supervisory personnel. The manual includes a broad range of policy statements and procedures applicable to staff employees at the University. Many of these are summarized in the Staff Handbook, which is updated regularly to reflect any changes, and distributed to staff employees. The University’s policy of equal employment opportunity and nondiscrimination in employment matters is set forth in section 3.01 of the Supervisors Manual. Also included are policies and procedures relating to affirmative action, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Other employment-related policies include sexual harassment, including the procedures for investigating and addressing specific complaints. It is noteworthy that during the 2005-06 academic year, a consultant was retained to provide separate sexual harassment prevention training seminars for the full-time faculties of each of the seven colleges/schools.

Conflicts of Interest
The University’s policies on conflicts of interest are set forth in three documents. The Charter, Bylaws and Related Documents of the University includes a statement on conflicts of interest involving board members. This document is provided annually to all regents, together with a reply form which is completed and returned to the University secretary. Conflict of interest policies also apply to faculty and staff. A recent change was the requirement that all officers and several financial staff now sign annual conflict of interest statements.

Plans for the Next Five Years
The University is in substantial compliance with standard eleven. It takes pride in maintaining an open, fair, and inclusive environment for all. It recognizes, however, that improvements can be made, and it will continue to make them. The five years since the University of Hartford’s NEASC review has been marked by a continuing commitment to maintaining the University as an institution of high integrity. As new issues surface and awareness of evolving concerns and standards heightens, improvements are made to policies and procedures. It is projected that this process will continue in the future. At the same time, the practices of the past, including the review of ongoing issues and the refinement of existing policies and procedures, will continue. Specifically, the University will continue to focus on the development of a diverse faculty and staff. Compensation, including benefits, will remain a key issue as the University strives to deal fairly with its faculty and staff. Emerging federal and state mandates will continue to be addressed in a constructive manner. Throughout its history the University of Hartford has been responsive to its ever-changing environment. Ethical standards and concern for fundamental fairness have always set the University’s direction.
University Plans

The University has built a reputation for quality and distinctiveness. Over the next five years, the University will continue to focus on the quality of students’ experiences, both in and out of the classroom. We will prioritize our initiatives and strategically invest resources to enhance our quality in three key areas: academic programs, facilities, and student services. To secure adequate funding, we will re-allocate resources to invest in activities that are core to our mission, modestly expand tuition income, and actively expand our non-tuition income.

To enhance the quality of our academic programs, the University conducted a lengthy analysis and identified quality indicators at the undergraduate and graduate levels. As part of this effort, there has been a renewed focus on assessment to determine our current performance level, our goals, and the extent to which we are making improvements. Key initiatives over the next five years will focus on and serve to enhance those quality indicators. To enhance the quality of our facilities, we will continue to address our deferred maintenance needs, to complete the capital projects we have begun, and to further improve the conditions of our facilities and grounds. Student services will be enhanced through a focus on retention. Programs that foster advising and mentoring, leadership, and students’ personal growth and development will be emphasized.

Over the next year, we will formalize a plan reflecting the University’s priorities. All major areas of campus will recommend to the President their key priorities and the anticipated funding necessary to realize those priorities. Part of that planning process will be to identify the activities that are core to our mission and strategies for re-allocation of resources. The Budget Advisory Team will recommend a five-year model with funding for each of those initiatives approved by the President.

To secure additional funding, the University anticipates increases in tuition income from modest increases in undergraduate and graduate enrollment. To expand our non-tuition income, the Office of Institutional Advancement is making significant progress toward increasing our donor base and the number and size of grants and contracts. In addition to enhancing income by slight increases in numbers of undergraduate and graduate students, the Office of the Provost is exploring more non-credit-bearing programs, such as summer institutes and weekend art programs for the community.

It is anticipated that the continued focus on the quality of the academic programs, facilities, and student services will further enhance the University of Hartford’s stature and distinctiveness. The success of the last five years in a broad range of areas holds promise for even greater accomplishments in the next five years.