UCONN

Comprehensive Evaluation Self-Study

August 4, 2016

Prepared for the New England Association of Schools and Colleges
Commission on Institutions of Higher Education

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Institutional Characteristics

August 4, 2016

1. Corporate name of institution: **University of Connecticut**

2. Date institution was chartered or authorized: **1881**

3. Date institution enrolled first students in degree programs: **1881**

4. Date institution awarded first degrees: **From 1881 to 1893, the institution was known as the Storrs Agricultural School. It awarded the certificates to the first graduating class in 1883. In 1893, the name changed to the Storrs Agricultural College and the institution awarded its first set of bachelor's degrees.**

5. Type of control: **Public (State)**

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? **State of Connecticut, Office of Higher Education**

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

☐	Less than one year of work	☒	First professional degree
☐	At least one but less than two years	☒	Master's and/or work beyond the first professional degree
☐	Diploma or certificate programs of at least two but less than four years	☒	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☒	Associate degree granting program of at least two years	☒	A doctor of philosophy or equivalent degree
☒	Four- or five-year baccalaureate	☐	Other doctoral programs _____
		☐	Other (Specify)

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

☐	Occupational training at the crafts/clerical level (certificate or diploma)	☒	Liberal arts and general
☒	Occupational training at the technical	☒	Teacher preparatory

or semi-professional level

(degree)

☒ Two-year programs designed for   ☒ Professional

full transfer to a baccalaureate

degree   ☐ Other_____

9. The calendar system at the institution is: **Semester**

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

   a) Undergraduate   **15 credit hours**

   b) Graduate   **12 credit hours**

   c) Professional   **12 credit hours**

11. Student population:

   a) Degree-seeking students:

	Undergraduate	**Graduate**	**Total**
Full-time student headcount	17,989	5,542	23,531
Part-time student headcount	462	2,253	2,715
FTE (FT + 1/3 PT Headcount)	18,143	6,293	24,436

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

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

   http://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/08/OIRE-School-College-Accreditation-List-072916.pdf

13. Off-campus Locations.

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

	Full degree	50%-99%	Fall 2015 Headcount Enrollment
A. In-state Locations (Instructional)			
Avery Point Campus, Groton*	Yes	Yes	764
School of Business Graduate Learning Center, Hartford	Yes	No	1,108
Stamford Campus, Stamford*	Yes	Yes	2,099
Off Campus/Credit Extension, Storrs	No	Yes	18
Torrington Campus, Torrington*	Yes	Yes	153
Waterbury Campus, Waterbury*	Yes	Yes	900
West Hartford Campus, West Hartford*	Yes	Yes	1,965
B. In-state Locations (Branch)			
UConn Health, Farmington	Yes	No	885
School of Law, Hartford	Yes	No	522

NOTE: The programs of study available on each regional campus (*) reflect that campus's areas of specialization. This arrangement has been approved by the State of Connecticut's Office of Higher Education.

14. Degrees and certificates offered 50% or more electronically:

For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year.

Name of program	Degree level	% on-line	Fall 2015 Headcount Enrollment
General Studies	Bachelors	50%	317
Occupational Safety & Health	Post-Bac Certificate	100%	10
Accounting	Masters	100%	150
Educational Technology	Masters	100%	14
Engineering	Masters	100%	94
Human Resources Management	Masters	100%	30
Neonatal Nursing	Masters	100%	13
Professional Studies	Masters	100%	13
Survey Research	Masters	100%	26
Talented & Gifted Education	Masters & 6-Yr Diploma	100%	28
Arts Administration	Graduate Certificate	100%	9
Bridge Program in Accounting	Graduate Certificate	100%	35
Digital Media & Design		100%	4
Geographic Information Systems	Graduate Certificate	100%	4

Gifted Education & Talented Development	Graduate Certificate	100%	10
Health Profession Education	Graduate Certificate	100%	8
Leadership & Diversity in Sport Management	Graduate Certificate	100%	0
Nonprofit Management	Graduate Certificate	100%	11
Postsecondary Disability Services	Graduate Certificate	100%	6
Program Evaluation	Graduate Certificate	100%	2
Puppet Arts	Graduate Certificate	100%	0
School Law	Graduate Certificate	100%	0
Survey Research	Graduate Certificate	100%	5
Sustainable Environmental Planning & Management	Graduate Certificate	100%	5

15. List by name and title the chief administrative officers of the institution.

    - See table on the following page.

16. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

    - http://hr.uconn.edu/organizational-charts/ or see Exhibit 3.2.

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

    - http://provost.uconn.edu/ or see Exhibit 3.2.

    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this areas;

- http://studentaffairs.uconn.edu/directory/ or see Exhibit 3.2

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

- http://evpacfo.uconn.edu/wp-content/uploads/sites/1608/2016/04/EVPADMCFO-OrgCht-06.2016.pdf or see Exhibit 3.2

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

- http://www.foundation.uconn.edu/about-us/executive-staff/

19. Record briefly the central elements in the history of the institution:

- http://uconn.edu/about-us/history/
- http://oire.uconn.edu/UCFactsheet.html

Chief Institutional Offices

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Lawrence McHugh	Chair, Board of Trustees	2009
President/CEO	Susan Herbst	President	2010
Chief Academic Officer	Mun Choi	Provost & Executive Vice President	2012
Deans of Schools and Colleges	Carol Polifroni	Dean of Nursing	2016
	Anne D'Alleva	Dean of Fine Arts	2015
	John Elliot	Bean of Business	2012
	Timothy Fishier	Dean of the Law School	2013
	James Halpert	Dean of Pharmacy	2014

	Nina Heller	Dean of the School of Social Work	2015
	Kazem Kazerounian	Dean of Engineering	2012
	Gladis Kersaint	Dean of Education	2016
	Jeremey Teitelbaum	Dean of Liberal Arts & Sciences	2008
	Gregory Weidemann	Dean of Agriculture, Health, and Natural Resources	2008
Chief Financial Officer	Scott Jordan	Executive Vice President For Admin & CFO	2015
Chief Student Services Officer	Michael Gilbert	Vice President of Student Affairs	2013
Planning	Laura Cruickshank	Master Planner & Chief University Architect	2013
Institutional Research	Sally Reis	Vice Provost for Academic Affairs	2015
Assessment	Sally Reis	Vice Provost for Academic Affairs	2015
Development	Joshua Newton	President & CEO of the UConn Foundation	2013
Library	Martha Bedard	Vice Provost of University Libraries	2014
Chief Information Officer	Michael Mundrane	Vice Provost of Information Services	2013
Continuing Education	Peter Diplock	Assistant Vice Provost of the Center for Excellence in Teaching & Learning	2011

Grants/Research	Jeffrey Seemann	Vice President for Research	2013
Admissions	Wayne Locust	Vice President of Enrollment, Planning & Management	2012
Registrar	Lauren DiGrazia	Director	2012
Financial Aid	Mona Lucas	Director	2012
Public Relations	Patrick Tysen Kendig	Vice President of University Communications	2013
Alumni Association	Montique Cotton Kelly	Associate Vice President for Alumni Relations	2014

Institution Name: | University of Connecticut

OPE ID: | ? | 00141700

Annual Audit

		Certified:	Qualified
Financial Results for Year Ending:	? 06/30	Yes/No	Unqualified
Most Recent Year	? 2014	Yes	Unqualified
1 Year Prior	2013	Yes	Unqualified
2 Years Prior	2012	Yes	Unqualified

Fiscal Year Ends on: | June 30 | (month/day)

Budget / Plans
Current Year | 2015
Next Year | 2016

Contact Person: | ? Dr. Sally Reis

Title: | Vice Provost for Academic Affairs

Telephone No: | 860-486-4240

E-mail address | Sally.Reis@uconn.edu

Preamble

During the last decade, momentous and exciting progress on a scale not previously experienced has occurred at the University of Connecticut (UConn). These dramatic changes have resulted in the evolution of a very different university—one with significant numbers of new faculty, more academically talented students who require differentiated educational experiences, profoundly better assessment practices, and an overall increase in both the quality of our students and our faculty. During this decade, our new president, Susan Herbst, has urged a singular vision— the pursuit of excellence. In partnership with a new visionary provost, Mun Choi, who values research and highlights the importance of excellence in teaching and assessment, our new administrative team has used new state investments to hire over 300 new faculty and increase our outstanding student population. Notable accomplishments in the last decade include improvement in our *US News & World Report* ranking from 28th in 2006 to 19th in 2015; our 30% increase in total degrees awarded from 2004-05 to 2013-14, at all degree levels, from 6,075 to 7,871; our increased endowment from $272M in 2005 to $402M at the end of 2014; and the doubling of our international enrollment. With our almost 223,000 alumni, UConn has significantly increased its national and international reputation over the last ten years.

During the last four years alone, since the arrival of President Herbst, the following important events have occurred that are highlighted in this report:

Academic Vision and Plan: Prior to its adoption by the Board of Trustees in 2014, over 300 UConn faculty, staff, and administrators worked for a year to develop our new UConn Academic Vision: Creating Our Future. The new wide-ranging academic vision will shape our efforts in the coming decade to become a national leader in breakthrough research, innovative undergraduate and graduate education, service, and public engagement. The comprehensive process used to develop the new academic vision and identify special goals and strategic initiatives will further enhance university-wide excellence in research, teaching, innovative education, engagement and collaborations with our state, community and industry partners. As one part of the new Academic Vision and Plan, we have funded 18 projects totaling $10 million during the last two years. Grants are generally funded over a three-year period, the 15 grants awarded in 2016 will support $3 million in research, outreach and engagement, and educational innovation across a wide variety of disciplines and departments – fine arts, human rights and diversity, health and wellness, sustainability and resilience, genomics and personalized medicine, and advanced materials and manufacturing.

Next Generation Connecticut (NextGenCT): Passed into law in 2013, NextGenCT represents a $1.7 billion, 10-year state investment aimed to transform the University of Connecticut with new technologies, new and renovated buildings, additional student housing, updated infrastructure, highly-skilled graduates, and programs to support the creation of new companies, patents, licenses, and high-wage jobs. NextGenCT emphasizes STEM education and research; however, all other programs at the University will receive additional support to accommodate additional students.

Bioscience Connecticut: Financed by an additional $864 million in capital project bond funds, this major initiative has enabled UConn Health, UConn's academic medical center, to match the exciting advances in Storrs. A new hospital tower, a new outpatient clinic, a complete renovation of the research and instructional buildings of the School of Medicine and School of Dental Medicine, and a doubling of Technology Incubator space for start-up companies have enabled the research, clinical,

educational, and technology commercialization enterprises of UConn Health to meet competitive demands for improved patient care and cutting-edge health care solutions. The Jackson Laboratory for Genomic Medicine established a presence on the UConn Health campus in 2014, creating a collaborative research environment aimed at improving human health.

UConn Technology Park: Financed by $172.5 million in bond funds, the UConn Tech Park is part of an expansive network of industry-supportive resources, programs, and collaborations that begin at UConn's main campus in Storrs and extend throughout Connecticut. The creation of the UConn Tech Park begins with the construction of a new Innovation Partnership Building, the inaugural building in Storrs. The Tech Park creates faculty and staff industry partnerships to spur economic development, create additional intellectual property (including licensing agreements and patents), and foster innovative research and development in support of Connecticut's high-tech industrial sector. The Innovation Partnership Building is under construction and will be completed by 2017.

Mansfield Downtown Partnership: Begun in 1999, the partnership between the University and the Town of Mansfield to plan and develop a university town resulted in Storrs Center, a mixed-use town center and main street corridor at the crossroads of the Town of Mansfield, Connecticut, and UConn along Storrs Road (Route 195). The Center is adjacent to UConn, the Town Hall, the regional high school, and the Mansfield Community Center. Storrs Center contains a town square across from UConn's School of Fine Arts complex, pedestrian-oriented streets, and public spaces in a series of small neighborhoods. Ground floor retail and commercial ventures (restaurants and shops) surround landscaped sidewalks and small streets that create shared community spaces, enhanced by apartments above and condos in back of the Center. The new Storrs Center has revitalized UConn, and faculty and students are continuously seen in the restaurants, stores, and public spaces.

Campus Master Plan: The Campus Master Plan project will guide UConn's capital investments and ensure that the construction and placement of buildings, utilities, transportation, and other infrastructure components support the University's mission and academic plan. The plan is an essential roadmap, as our facilities and infrastructure grow and evolve over future decades to ensure that our campus is built strategically, with regard to our academic needs, housing, sustainability, way-finding, and architectural excellence.

Athletic and Academic Success: We have enjoyed unprecedented success in women's basketball, as well as other sports. This year, our women's team won their 11th national championship, the most of any college basketball program in history. Most important, though, is the academic success of our athletes. In fact, over 50% of our student athlete population consistently achieves above a 3.00 GPA. Our women's basketball team GPA is consistently above 3.0 and their graduation rate is 100 percent. In other sports, our success story is similar. For example, in 2013-14, the years that both our men and women's basketball teams and our field hockey team won NCAA championships, we had 13 teams that posted perfect 1000 Academic Progress Rate (APR) scores. During this academic year, of 22 teams, 10 teams scored a perfect 1000 for the 2014-2015 year. Four teams, Field Hockey, Men's and Women's Tennis and Men's Golf, were recognized by the NCAA for having a Division I Academic Progress Rate in the top 10 percent of all squads in their respective sports during the 2014-15 academic year.

Downtown Hartford Regional Campus: NextGenCT funds enabled UConn to envision and begin construction on a dynamic new campus in downtown Hartford, replacing our current West Hartford site. This downtown Hartford regional campus will interweave top-tier academic programs with the vitality and unique educational and service opportunities offered by Connecticut's capital city. The new Hartford campus will be located at a site anchored by the former

Hartford Times building, an iconic and beautiful location for our downtown campus. Classes are expected to begin in fall 2017.

Improved Research Development and Administration Support for Faculty: Under the leadership of a new [Vice President for Research](#), support has expanded to improve the growth of faculty research consistent with the major investments in research infrastructure resulting from NextGenCT and Bioscience Connecticut. Research development activities and internal investment programs increased faculty grant-getting success and stimulated more interdisciplinary research. These investment programs have been coupled with reworked "customer-focused" support for proposal development, grants management, and research compliance, including new state-of-the-art electronic systems, intended to allow faculty to devote the maximum amount of their time to their research and scholarship activities and the minimum to research administration.

Office of Institutional Research and Effectiveness (OIRE): Since the interim report, the Office of Institutional Effectiveness merged with the Office of Institutional Research following an external review. The primary purpose of the new [Office of Institutional Research and Effectiveness (OIRE)](#) is to proactively support the University's mission of becoming a top flagship university by providing timely official data and analysis for planning, institutional effectiveness and decision-making. The emphasis of OIRE is to provide strategic analytical support in shaping the long term institutional policies and programs geared towards resource allocation, new program development, student success, competitive positioning and institutional effectiveness. In addition, OIRE serves as the central repository of official data for state, federal, and other external agencies for reporting purposes.

A UConn Snapshot

UConn is home to 14 schools and colleges: Agriculture, Health & Natural Resources; Business; Dental Medicine; Neag Education; Engineering; Fine Arts; Graduate; Law; Liberal Arts & Sciences; Medicine; Nursing; Pharmacy; Ratcliffe Hicks; and Social Work. We offer 108 majors at the undergraduate level, and at the graduate level, offer 17 graduate degrees; 79 research and professional practice fields of study; and 6 professional degree programs (J.D., LL.M., M.D., D.M.D., Pharm.D., S.J.D.)

In fall of 2015, our total student enrollment was 31,624. Of these students, 18,826 were undergraduates at our Storrs Campus, and 4,581 were undergraduate at our Regional Campuses.

Over 8200 graduate students attended UConn in the fall of 2015, with 6,945 graduate students in all Storrs graduate Masters and Doctoral programs, including 321 students at UConn Health; 505 Law students; 203 Pharm.D. students; 396 Medicine students; and 168 Dental Medicine students.

Of all entering freshmen students on the Storrs Campus, 50% were in the top 10% of their high school class, while 84% were in the top 25 %. Over 76 salutatorians and 68 valedictorians entered UConn in the fall of 2015 and, since 1995, over 2043 valedictorians and salutatorians accepted offers of admissions. Our 2015 SAT scores at the Storrs Campus for Critical Reading and Math was 1233.

UConn Storrs ranks 21 out of 58 public research universities in graduation rate for all freshmen and 18 out of 58 public research universities for minority freshmen retention[1]. On the Storrs campus, the average time to graduation is 4.2 years among those who graduate within 6 years, and ranks 3 out of 58 public research universities.

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[1] Sources: U.S. News 2016 America's Best Colleges & 2014 IPEDS Graduation Rate Survey.

Student Employment after Graduation

We participate in a national survey of our graduating seniors (First Destination) and 6-month post graduation data from 2015 tell us the following;

- 77% of 2015 CT resident graduates who are employed, are employed in CT;
- 28% of 2015 non-CT resident graduates who are employed, are employed CT;
- 55% of 2015 CT resident graduates currently continuing their education are doing so in CT;
- 22% of 2015 non-CT resident graduates currently continuing their education are doing so in CT.

Other relevant data from this cohort is displayed below and shows that 77% of our students are either employed full or part-time or pursuing post-baccalaureate degrees; while another 9 percent are in the military or other public service.

6 Months Post Graduation	
Primary Status After Graduation	**% of Total**
Employed full time (an average 30 hours or more per week)	**47.72%**
Employed part time (an average less than 30 hours per week)	**4.11%**
Enrolled in a program of continuing education	**25.11%**
Not seeking employment or continuing education at this time	**0.44%**
Other (military, Peace Corps, etc.)	**8.52%**
Seeking employment	**14.10%**
Total	**100.00%**

UConn employs 9,861 full-time and part-time faculty and staff[2]. At our Storrs and regional campuses and UConn Health, the following describe our employees:

Faculty and Staff Employment Data		
Employment Type	**Storrs and Regionals**	**UConn Health**
Full-time & Part-time Faculty & Staff	4,801	5,060

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[2] An additional 679 adjunct lecturers teach one or more courses at Storrs and Regional Campuses.

Full-time Faculty & Staff	4,612 (96%)	3,991 (79%)
Part-time Faculty & Staff	1 189 (4%)	1,069 (21%)
Full-time Faculty	1,489	475
Tenured & Tenure Track	1,152 (77%)	168 (35%)
Non-Tenure Track	337 (23%)	307 (65%)
Full-time Staff	3,123	3,561
Full-time & Part-time Faculty		
Female	41%	42%
Minority	23%	31%
Full-time & Part-time Staff		
Female	57%	77%
Minority	17%	26%

Self-Study Process

In 2014, the University administration assembled a [steering committee and standards committee](#), comprised of faculty, administrators, and staff to develop this self-study. The standards committee was designed off of the 2011 standards of accreditation. Following the submission of draft standards, the steering committee compiled the drafts and edited the document to form a single narrative voice. Upon completion in early 2016, the steering committee reformatted the draft to meet the 2016 standards. While the narrative complies with the 2016 standards, the Data First forms use the templates from the previous iteration of the standards. The draft was shared with student and faculty leaders, and the University community in May 2016.

The steering committee included:

- Thulasi Kumar[4], Assistant Vice Provost, Institutional Research and Effectiveness;
- Brandon Murray, Academic Affairs and Policy Specialist;
- Suresh Nair, Professor, Operations and Information Management; Associate Dean, School of Business; Co-Chair;
- Sally Reis, Distinguished Professor, Educational Psychology; Vice Provost for Academic Affairs; and
- Yuhang Rong, Accreditation Liaison Officer; Assistant Vice Provost, Global Affairs; Co-Chair

The standards committee included:

- Mark Boyer, Distinguished Professor, Geography;
- Preston Britner, Philip E. Austin Chair and Professor, Human Development and Family Studies;
- Patti Fazio, Assistant Vice President for Brand Strategy;

- Kimberly Fearney, Director of Compliance and Ethics Liaison;
- Hedley Freake, Professor, Nutritional Sciences;
- Michael Gilbert, Vice President for Student Affairs;
- Kent Holsinger[3], Distinguished Professor, Ecology and Evolutionary Biology; Vice Provost for Graduate Education, Dean of the Graduate School;
- Scott Kennedy, Assistant University Librarian for Access Services and Scholarly Communication, University Libraries;
- Thulasi Kumar[4], Assistant Vice Provost, Institutional Research and Effectiveness;
- Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs; Director, Honors Program;
- Andy Moiseff, Professor, Physiology and Neurobiology; Associate Dean, College of Liberal Arts and Sciences;
- Michael Mundrane, Vice Provost and Chief Information Officer;
- Suresh Nair, Professor, Operations and Information Management; Associate Dean, School of Business;
- Mark Overmyer-Velazquez, Professor, History;
- Shirley Roe, Professor, History; Associate Dean, College of Liberal Arts and Sciences;
- Lawrence Silbart, Professor, Allied Health Sciences; Vice Provost for Strategic Initiatives; and
- Jeremy Teitelbaum, Professor, Mathematics; Dean, College of Liberal Arts and Sciences.

Several committee members established sub-committees and working groups while developing drafts of the standards.

Standard 4, The Academic Program

- Wei Jia Ma, undergraduate student
- Snigdha Mamillapalli, undergraduate student
- Marissa Mazurok, undergraduate student
- Fejiro Okifo, undergraduate student
- Zach Rankin, undergraduate student
- Christopher Raymond, undergraduate student
- Abigail Raynor, undergraduate student
- Santorini Rivera, undergraduate student
- Liam Williams, undergraduate student

Standard 5, Students

- Gary Lewicki, Director, Research and Assessment, Enrollment Planning & Management
- Jim Lowe, Assistant Vice Provost, Executive Director of the Center for Career Development
- Ellen Tripp, Director, Counseling Program for Intercollegiate Athletes
- David Ouimette, Executive Director, First Year Programs and Learning Communities

Standard 7, Institutional Resources

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[3] Dr. Sandra Chafouleas, Professor of Educational Psychology and former Associate Dean of The Graduate School, served on the committee before returning to the Neag School of Education to serve as Associate Dean. Drs. Chafouleas and Holsinger developed the standard jointly.
[4] Dr. Kumar left UConn in early 2016.

Financial Resources
- Charlie Eaton II, Controller
- Robin Hoagland, Associate Controller and Director of Accounting
- Katrina Spencer, Director, Budget Office

Informational, Physical, and Technological Resources
- Peter Diplock, Assistant Vice Provost for Excellence in Teaching and Learning
- Karen Skudlarek, Center for Excellence in Teaching and Learning
- Tom Bloom, former Director, Student Affairs Technology
- Desmond McCaffrey, Associate Director, eCampus

Representatives from University Information Technology Services (UITS)
- Haleh Ghaemolsabahi, University Information Technology Services
- Angie Wisniewski, University Information Technology Services
- Jila Kazerounian, University Information Technology Services
- Jeff Farese, University Information Technology Services
- Mick DiGrazia, University Information Technology Services
- Mike Williams, University Information Technology Services
- Jason Pufahl, University Information Technology Services
- Scott Taylor, University Information Technology Services
- Roxanne Roy, University Information Technology Services
- Pan Meinweiser, University Information Technology Services
- Ryan Kocsondy, University Information Technology Services

Representatives from the schools and colleges
- Mike Accorsi, School of Engineering
- Cheryl Beck, School of Nursing
- Daniel Burkey, School of Engineering
- Sandy Chafouleas, Neag School of Education
- John Chandy, School of Engineering
- Craig Denegar, College of Agriculture, Health and Natural Resources
- Amy Dunbar, School of Business
- Richard Jones, College of Liberal Arts and Sciences
- Deb Kendall, School of Pharmacy
- Darcy Kirk, School of Law
- Laurent Michel, School of Engineering
- Janet Pritchard, School of Fine Arts
- Larry Renfro, College of Liberal Arts and Sciences
- Del Siegle, Neag School of Education

Functional Partners with UITS
- Khamis Abu-Hasaballah, UConn Health
- Tom Bloom, Student Affairs Information Technology
- Pat Butler-Lofman, Center for Excellence in Teaching and Learning
- Lauren DiGrazia, Office of the Registrar
- Charlie Eaton, Office of the Controller
- Brian Gore, Planning, Architectural, and Engineering Services
- Jamison Judd, Neag School of Education
- Sara Putnam, College of Agriculture, Health and Natural Resources

- Hans Rhynhart, Division of Public Safety
- Deborah Shelby, College of Liberal Arts and Sciences
- Jennifer Traynor, Department of Human Resources
- Dana Wilder, Office of the Provost

Technical Partners with UITS
- George Assard, School of Engineering
- Tom Corso, College of Agriculture, Health and Natural Resources
- Jessica De Perio Wittman, School of Law Library
- Alex Delcampo, School of Business
- Gary Hendrickson, Neag School of Education
- Geoffrey Meigs, Liberal Arts and Sciences
- Tony Molloy, University Libraries
- Scott Nixon, Department of Human Resources
- Rick O'Toole, School of Fine Arts
- Kyle Pelletier, Office of the Vice President for Research
- Karen Skudlarek, Center for Excellence in Teaching and Learning
- Padma Srimatkandada, Student Affairs Information Technology
- Chris Tarricone, Institute for Collaboration on Health, Intervention, and Policy

Standard 9, Integrity, Transparency, and Public Disclosure

Integrity

- Catherine Cocks, Director, Community Standards
- Elizabeth Conklin, Associate Vice President, Institutional Equity
- Angela Cretors, Division of Athletics
- Michael Eagen, Director, Faculty and Staff Labor Relations
- Nancy Myers, Institutional Equity
- Andrew Zehner, Assistant Vice President, Research

Transparency and Public Disclosure

- Alexa Biron, University Communications
- Kristen Cole, UConn News Director, University Communications
- Elizabeth Conklin, Associate Vice President, Institutional Equity
- Lauren DiGrazia, Registrar
- Kim Fearney, Director, Compliance
- Nathan Feurst, Director, Undergraduate Admissions
- Rachel Krinsky, Audit, Compliance and Ethics
- Gary Lewicki, Director, Research and Assessment, Enrollment Planning & Management
- Mona Lucas, Director, Financial Aid
- Stephanie Reitz, University Spokesperson, University Communications
- Hans Rhynhart, Deputy Chief of Police, Public Safety
- Joel Salisbury, Instructor, Digital Media and Design
- Meredith Smith, Institutional Equity
- Various staff, Institutional Research and Effectiveness

Preamble Exhibits

P.1 – Affirmation of Compliance
P.2 – Student Achievement and Success: Making Assessment More Explicit (E series)
P.3 – Documenting Student Success (S-series)
P.4 – 2011 NEASC Interim Report Letter

Standard One: Mission and Purposes

The Board of Trustees formally adopted the current mission statement in 2006, which was reviewed and sustained during the 2013 Academic Planning process. This Mission Statement continues to serve as a guide for the transformation of the University of Connecticut into a leading, nationally-recognized comprehensive research institution. The Mission Statement is available on the website of the Board of Trustees.

In full, the University of Connecticut Mission Statement (2006) reads: The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. As Connecticut's public research university, through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach. Through our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state's flagship public university, and as a land and sea grant institution, we promote the health and well-being of Connecticut's citizens through enhancing the social, economic, cultural, and natural environments of the state and beyond.

The University of Connecticut is the flagship public research University of the State of Connecticut. Enrolling some 31,000 students at its multiple campuses (Storrs, plus four regional campuses[5]: Avery Point, Greater Hartford, Stamford, Waterbury), it is a land and sea grant university encompassing a wide range of graduate programs, professional schools, and research centers and institutes in addition to a comprehensive undergraduate program.

Founded as Connecticut's agricultural school in 1881, over its first five decades the institution developed engineering, home economics, education, liberal arts and science programs before the legislature chartered it as the University of Connecticut in 1939. After 1945, the state expanded the University rapidly at the main campus at Storrs and at several regional campuses, and by 1965 the University had added the Schools of Law, Social Work, Medicine, Dental Medicine, and the School of Fine Arts. In 1994, the Board of Trustees adopted a new mission statement that set higher, more comprehensive goals for the University.

The strategic planning that laid the foundation for the mission statement also set the stage for the state's expanded investment in the University. In 1995, the state enacted UCONN 2000 (See Exhibit 1.1), a ten-year, one billion-dollar program to rebuild and expand the University's infrastructure. In 2004 the state extended that commitment with 21st Century UConn, an additional ten-year $1.3 billion infrastructure program. As noted in our introduction, the new Next Generation Connecticut (NextGenCT) investment will transform the University of Connecticut with new technologies, buildings, student housing, updated infrastructures, and new programs. In 2011, in furtherance of the University's mission, the State of Connecticut added additional capital project bond funds to build a state-of-the-art Bioscience Research facility, and a new patient tower and ancillary facilities at its UConn Health campus in Farmington, aligning Storrs with the construction of The Jackson Laboratory for Genomic Medicine, co-located on the UConn Health campus. The State also provided $172.5 million in bond funds to construct the Innovation Partnership Building, the inaugural building of the UConn Tech Park.

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[5] The Board of Trustees voted to close the UConn Torrington Campus in April 2016.

In preparation for students to become effective citizens, they are expected to be proficient in five fundamental areas: computer technology, information literacy, quantitative skills, second language proficiency and writing achieved through university entry requirements and core general education required courses within four concentrations including arts & humanities, social sciences, science & technology, diversity & multiculturalism along with coursework in their chosen field of study. Students are required to complete at least 120 total credits (a minimum of 30 to be completed at UConn) and maintain at least a 2.0 GPA to receive a degree from offerings of Bachelor of Arts, Bachelor of Science in Engineering, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science or Bachelor of General Studies.

Rich experiential opportunities that expand both knowledge and experience accompany our undergraduate, graduate and professional student's classroom experiences, including internships, externships, service learning opportunities, independent studies, study abroad and research experiences.

UConn, a land and sea grant university, fulfills its mission of outreach and engaged citizenship through partnerships with communities. Following the Carnegie definition of community engagement, UConn collaborates with our larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The outcome of our work, consistent with our mission, is the improved health and well-being of the people and the environments in which they reside. With more than 1.4 million annual hours of service, 50 designated service learning courses, and numerous study abroad and individualized learning experiences in internships and externships, students, faculty and staff are engaged in communities throughout the state, region, nation and international world. Service learning is both a teaching and learning approach, connected to an academic course, with instruction and reflection aimed at teaching civic responsibility and strengthening of our communities. All of our engagement activities focus on relevant, reciprocal, and responsible actions in partnership with communities.

Community engagement is a multidisciplinary effort with all UConn schools and colleges involved. A particular focus on the underserved population through programs such as the Urban service Track, Husky Sport, Husky Nutrition, RUN with LC, SNAP-Ed and Husky Reads, as some examples, further addresses our mission of enhancing social, economic, cultural and natural environments. Health and well-being of our people is achieved through a scholarship and pedagogical focus on health access and provision of care, food security, landscapes designed for safety from weather and human conditions, educational access and addressing the extant achievement gap in elementary and secondary schools, and lifestyle development in exercise, resiliency and proactive behaviors.

UConn's Cooperative Extension System connects our students and faculty to off-campus programs and facilities including classrooms, high-tech greenhouses, elementary school gardens, community centers for high risk teens and municipal town halls. Over 100 UConn Extension specialists work in communities across Connecticut as educators, problem solvers, catalysts, collaborators, and stewards. "UConn Extension connects the power of UConn research to local issues by creating practical, science-based answers to complex problems. Extension provides scientific knowledge and expertise to the public in areas such as: economic viability, business and industry, community development, agriculture and natural resources." Beyond serving communities, UConn's engagement opportunities often connect students and researchers to the greater community to enhance learning and to expand university scholarship, extending the "lessons learned" to those who will benefit most within and outside of Connecticut.

In order to develop a University mission statement that reflected the values and guiding principles of the University community, feedback was solicited and received from all major stakeholders

including the undergraduate and graduate student governments, all school and college deans, the Provost's Office, the University Senate Executive Committee, Alumni Relations and the UConn Foundation. Based on this input, the Mission Statement underwent over twenty revisions and currently represents a shared vision regarding the institutions shared values and goals. Since the drafting of the 2006 University Mission Statement, the administration, faculty, and students have repeatedly engaged in planning, reviewing goals and objectives, assessing performance, and revising programs and the allocation of resources. As a public institution of higher learning and a land and sea grant university, the University of Connecticut is charged with the purpose of fostering the tenets of teaching, research and outreach/service in the effort to advance and disseminate knowledge within and outside the state of Connecticut. This support continues because the University's mission statement and purpose are incorporated into all facets of the University's functioning, from our newly created academic vision, which guides academic planning and curricular development, to the mission statements of academic and administrative units across the campus. In addition, the university has undertaken a Campus Master Plan to guide our capital investments and ensure that the construction and placement of buildings, utilities, transportation, and other infrastructure components support the University's Mission and Academic Plan.

The institution periodically re-evaluates the content and pertinence of its mission and purposes, assessing their usefulness in providing overall direction in planning and resource allocation. One of the most dramatic changes in the last decade has been the complete restructuring of our Assessment and Evaluation practices with a newly designed Office of Institutional Research and Effectiveness (OIRE). OIRE proactively supports UConn's goal to become an even more highly respected top flagship university by providing timely official data, as well as state of the art analysis for planning, institutional effectiveness, assessment, and decision-making.

The emphasis of OIRE is to provide strategic analytical support in shaping the long term institutional policies and programs geared towards resource allocation, new program development, student success, and competitive positioning. In addition, OIRE serves as the central repository of official data for state, federal, and other external agencies for reporting purposes. The director and staff of the newly transformed OIRE have developed a comprehensive assessment plan for UConn (See Exhibit 1.2).

UConn recently launched a comprehensive process to develop a new academic vision and identify special goals and strategic initiatives that will enable us to achieve excellence in research, innovative education at the undergraduate and graduate levels as well as increased levels of engagement and collaborations with our state, community and industry partners. Our new "UConn Academic Vision: Creating Our Future," was completed as part of a comprehensive process by 300 faculty, staff, and administrators to develop the new vision, a central Academic Vision Committee and various sub-committees re-examined the University's Mission Statement, and after extensive discussion, concluded that the 2006 statement was well-written, pertinent and encompassing.

Appraisal
The operations of the University revolve around its Mission Statement. The development of the Academic Plan in 2014 provided an excellent opportunity for a thoughtful review and reflection about the Mission Statement, as the Plan was written to coincide the tenants of our Mission. A decision was made by the faculty that participated in the development of the plan that the Mission Statement is still appropriate and timely for the university. The University strives forward, in all of its endeavors, to fulfill the goals of its Mission Statement through teaching, research, and engagement.

Projection

The University will continue to aspire to achieve success, and the Mission Statement will remain a guide toward that success. At appropriate times in the near and far future, the University's faculty and administration will continue to review and update the Mission Statement as appropriate.

Standard One Exhibits

1.1 – UCONN 2000
1.2 – University-Wide Assessment Plan

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		URL		Date Approved by the Governing Board
Institutional Mission Statement	?	http://boardoftrustees.uconn.edu/university-mission-statement/	?	04/11/06; amended 06/20/06

Mission Statement published		URL	Print Publication
? The UConn Advance	?	http://advance.uconn.edu/2006/060424/06042407.htm	2006
Digest Administrative Services - State of CT		http://das.ct.gov/Digest/Digest_2014/University%20of%20Connecticut.pdf	annually
NEASC Accreditation (UConn) Website		http://accreditation.uconn.edu/	
Institutional Research (UConn) Website		http://oire.uconn.edu/	

Related statements		URL	Print Publication
? 1	?		
2			
3			

Standard Two: Planning and Evaluation

Our planning and evaluation efforts are systematic, comprehensive, broad-based, integrated, and appropriate to our institution, involving broad participation of individuals and groups. As an institution of higher education, we are committed to documenting our accomplishments and learning what works well and what does not. Results, feedback and planning are iterative processes that guide our improvement and future actions, all based on our Mission Statement (See Standard One).

We continually collect data used for planning and evaluation. Much of these data are available from our recently reorganized Office of Institutional Research and Effectiveness. (The 2011 interim report noted the establishment of the Office of Institutional Effectiveness; this office merged with the Office of Institutional Research following a Program Review in 2012.) OIRE facilitates both short- and long-term planning efforts. Institutional decision-making is usually an open process, involving senior administration, deans and department heads in consultation with many different constituencies which may include, as appropriate, faculty, staff, students, union representatives, or representatives of the state and our communities. The University Senate and the Graduate Faculty Council, both elected, regularly receive reports on and have input into, planning efforts. Public forums are routinely utilized to gain additional input (e.g., in recent Academic Vision and Campus Planning processes). The institution has a long history of recognizing the concept of shared governance through each of these important constituencies. As a result, faculty, staff, students and other relevant constituencies (as befits a public institution) are a part of planning efforts.

Planning

As noted in Standard One, the Academic Vision adopted by the Board of Trustees in April 2014 revisited but left unchanged the Mission Statement of the University (last updated in 2006). However, our new Academic Vision added a "Core Values" statement by which "we remain committed to understanding and solving the most significant societal problems…[and] we approach our mission with a commitment to excellence, ethical action, and inclusiveness for which the four interdependent Core Values define our mission, including: *Innovation, Leadership, Global Engagement, and Diversity.*" (See http://academicvision.uconn.edu and Exhibit 2.1.)

Our new academic vision further states that we are dedicated to discovery and communication of breakthrough and foundational ideas; to translation and collaboration across disciplines and communities; and to positive transformation through research, scholarship, and creative works.

Academic Vision, 2014

In 2013, the University Academic Vision Committee (UAVC), which included highly respected faculty members from each school and college, was assembled to provide diverse, relevant and institutional perspectives in growing the academic and research excellence at the University. Following 14 months of deliberations and discussions, completion of this comprehensive academic plan was a major and critically important undertaking, one that drew upon expertise from throughout the University and included input from faculty, students, deans, advisory committees from each school and college, and others through public forums and electronic dissemination.

UConn has a strong track record of exceeding established goals in recent decades. Goals outlined through UCONN 2000 and *Our World, Our People, Our Future: The University of Connecticut Academic Plan 2009-2014* were overwhelmingly met or exceeded, positioning the University to plan for more focused and sustained excellence in its 2014 academic plan. Since the academic plans adoption by the Board in 2014, the University has surpassed goals for student selectivity, new

academic program development, and innovative research projects. The new academic plan represents a departure from previous efforts and is distinguished for its singular focus of achieving excellence in interdisciplinary research and education and the significant investments from NextGenCT to realize our goals, as mentioned in the Preamble.

In particular, the 14-month planning process led to the development of five fundamental goals to achieve excellence in Research and Scholarship; Undergraduate Education, Graduate Education, Teaching Effectiveness and Public Engagement. After critical debate and faculty forums across our campus, seven areas were identified for research investment: Advanced Materials and Manufacturing; Artists, Scholars, and Public Discourse; Brain, Mind, and Cognition; Genetics, Genomics, and Personalized Medicine; Health and Wellness; Human Diversity, Disparity, and Rights; and Sustainability and Resilience: Environment and Energy.

The University's financial planning – and the allocation of resources – aligns with its Academic Plan, Campus Master Plan (discussed later), and NextGenCT. These long-term plans allow the University to look ahead broadly, while also maintaining flexibility when unexpected financial constraints – like reductions in state funding – impact fiscal year projections.

Appraisal
Planning and evaluation have long been important to the institution. In the cycle since UConn's 2006 NEASC Self-Study, however, planning, assessment, and evaluation have become a primary focus of the University and are more visible, open, targeted, and coordinated. The 2014 Academic Vision for the University, with the associated strategic plans created by all of the Schools and Colleges, is illustrative of the shared investment of the entire UConn community to plan, assess, and strive for long-term success.

Because the University is answerable to its public stakeholders, constant evaluation and assessment are both necessary and instructive. Guided by the 2009 and 2014 Academic Plans, the Office of the Provost and the Office for Institutional Research and Effectiveness (OIRE) are constantly monitoring the associated metrics, with regular reporting to units and to the Board of Trustees. For example, an examination of the 2009 academic plan demonstrated that the University met 62% the goals established for the plan. Some of the most important goals were met, such as our increased graduation rate; and increased patent applications. Unfortunately, the goals were identified, without broad consultation, by the former president's chief of staff, with no input from programs, schools, departments, or units. We have developed a more comprehensive assessment plan with broader input and collaboration for goals for our 2014 academic vision (See Exhibit 2.2).

Projection
Whereas the Mission and Core Values have remained relatively constant, a number of recent dynamic planning processes will guide the institution during the upcoming years and decades. Several illustrative examples include the new Academic Vision, the Downtown Mansfield Partnership and other innovations, such as NextGenCT, detailed in the Preamble.
Moreover, although funding for the University's operating budget from the legislature has decreased in recent years, the state has made other major investments in UConn, in the form of Next Generation Connecticut, Bioscience Connecticut, 21st Century UConn, etc. Planning and evaluation are crucial to documenting that those investments in the state's flagship public university are sound. New developments, from the UConn Tech Park in Storrs to the relocation and growth of the regional campus in downtown Hartford, are underway as a result of careful planning, and evaluation of their impact will be important in the years to come. (See Preamble for details on these initiatives.)

Evaluation

Following the adoption of the Academic Vision by the Board of Trustees, a process was implemented to fund proposals across all five areas of the Vision. In May 2015, President Susan Herbst and Provost Mun Choi announced the first major financial awards – totaling almost $10 million in grants – to support a wide variety of disciplines and departments – the humanities, social sciences, sciences, and the professional schools and colleges. Four grants of nearly $1 million were awarded, launching a new Institute for Brain and Cognitive Science, supporting the Center for Genome Innovation (CGI), funding for the Humanities Institute's Public Discourse Project (PDP), and establishing a new Connecticut Cybersecurity Center (C3). Additional faculty research grants, of up to $750,000 over the next three years, were awarded in several different academic areas identified by the Academic Vision as a focus of research excellence.

Over $700,000 in additional support was also awarded to support teaching excellence, enabling more faculty to become even better teachers. In 2013, UConn formed the new Center for Excellence in Teaching and Learning (CETL). New academic plan funding for CETL will enable UConn to offer higher levels of assistance to improve teaching through innovation and collaboration. In addition, during the past decade, UConn has made impressive strides in public engagement in the form of engaged scholarship, service-learning courses and experiences, and mature community partnerships. Additional funding will enable the Office of Public Engagement to develop outreach/engagement programs and support engaged and translational scholarship. This funding will continue our support for our UConn Cities Collaborative project that serves the public good with relevant, responsible, and reciprocal programs.

The University also reviewed proposals to purchase equipment that will enhance teaching and research, attract top-tier faculty from across the country, and allow UConn to develop new knowledge for the state, nation, and the world. Grants were awarded for purchase and/or development of: the IVIS SpectrumCT for small animal live imaging; virtual cadaver dissection tables for anatomy laboratories; a transcranial magnetic stimulation (TMS) device and two electroencephalograms (EEG); additive manufacturing equipment; high performance computing infrastructure; and infrastructure to improve sequencing and computational capabilities in genetics, genomics, and personalized medicine.

These investments, along with other major initiatives of the Academic Vision, are being tracked by OIRE according to the goal-specific metrics (See Exhibit 2.2), from increases in external funding to improved student learning outcomes.

The education and success of the University's undergraduate and graduate students is of paramount importance to UConn. The University Senate, OIRE, the Provost's Office, and the Graduate School maintain strict overview of the University's academic programs, and the University Senate, especially, exerts great energy and dedication to the continued success, relevance, and quality of the undergraduate courses and general education requirements.

The Provost's Office, in consultation with the deans, reviews enrollment and DFW rates (grades of D, F, or Withdrawal), provided by OIRE and the Registrar, respectively. For courses with high DFW rates, and low SET evaluations, the Provost's Office recommends that faculty seek teaching improvement methods through the Center for Excellence in Teaching and Learning (CETL), and courses and programs are reviewed through their assessment plans and Program Reviews.

Academic Program Reviews

The University regularly evaluates different activities and directional changes needed to achieve its academic objectives as defined by its Mission Statement. UConn has a robust system for the periodic review of academic programs that includes the use of external reviewers. Program Reviews, both at the university-level and within the individual units, are regularly conducted and the results are used to assess both educational achievements and resource allocations (See Exhibit 2.3). Following the establishment of the new Office of Institutional Effectiveness in 2011, the Program Review process was reinvigorated with leadership from the Provost's office. Through discussions with the deans, OIE developed a review schedule for academic departments without external accreditation. Departments – and Schools and Colleges – that held external accreditation would review their educational achievements and resource allocation through their accrediting body's required self-study and external visit. The College of Liberal Arts and Sciences and the College of Agriculture Health and Natural Resources contain the majority of academic departments without external accreditation. In fall 2012 and 2013, a total of eight academic programs and departments produced self-studies, which were disseminated to external reviewers for written comment. A university-wide Program Review Committee assessed the self-studies and external letters and provided recommendations and comments to the Provost. During this time, ad hoc external site visits were performed for the Department of Music and the Office of Institutional Research, following requests by the Dean of the School of Fine Arts and the Vice Provost for Academic Affairs, respectively. In 2014, the Program Review process was deferred for an academic year, allowing for the merger of Institutional Effectiveness into Institutional Research, and the process of full external reviews of non-accredited departments would begin again in the 2015-2016 academic year. Four departments produced self-studies in fall 2015, and three will receive external visitors in spring 2016 (the fourth department will receive visitors in fall 2016). In addition, OIRE also manages Academic Analytics as a tool for benchmarking funding and scholarly productivity within the more regularized review of Centers and Institutes (every five years) and Program Reviews (every eight years).

As noted above, many individual Schools, or programs within Schools and Colleges, regularly participate in accreditation reviews, specified by national organizations associated with the discipline. The standards for these disciplinary accrediting bodies invariably require creation and implementation of various types of strategic plans. Such plans exist at the School and College (and often also at the Department) level. More centrally, in the 2014 Academic Vision, Goal 2 (undergraduate education) and Goal 3 (graduate education) provide activities and associated metrics. The Vision respects the academic expertise of faculty within programs in determining learning outcomes and means of assessment. It also engages some of the non-professional programs (largely in the liberal arts and sciences programs) to articulate and measure learning outcomes, a process that was underway during the 2015-2016 academic year. As part of this review by departments about student learning outcomes, the University Senate is also undertaking a comprehensive review of General Education requirements that will assess the impact of these practices that began a decade ago.

Efforts by the University (including investments in OIRE) to utilize technology and efficiency related to Assessment have resulted in better documentation of inputs/efforts but – more importantly – more information on impact and effectiveness. Examples of improvements to evaluation since the 2006 Self-Study are plentiful. The University moved to a new Student Evaluation of Teaching (SET) form (developed by a faculty sub-committee of the Senate's Faculty Standards Committee) and an online system, which provides comprehensive feedback to faculty (and department heads) immediately after the semester ends, allowing for planning and course correction. The Husky Digital Measures (HuskyDM) system allows faculty and some staff to input a variety of activities (e.g., scholarship; service; consulting) for use at the individual,

program/department, school/college, or university level. This aggregation is a vital tool for the administration to be able to respond quickly to legislative or executive inquiries about UConn's activities. In 2010, UConn received the elective "Community Engagement" classification (valid through 2020) from the Carnegie Foundation for the Advancement of Teaching. This designation came, in no small part, due to the ability to document service-learning experiences (course-related and otherwise) and the scope and quality of engaged scholarship.

Appraisal
The University continues to enhance, expand, and improve evaluation and assessment efforts and opportunities. Since the interim report was submitted in 2011, strategic and cyclical Program Reviews have been conducted for 15 programs and departments, and assessment plans have been completed by all departments who do not have to submit an academic assessment plan as part of their accreditation process (available for review at OIRE and at the portal noted below). All department plans include faculty developed learning outcomes and assessment data used to improve outcomes. OIRE has also developed a University-wide assessment plan (See Exhibit 1.2). A faculty committee led by Vice Provost Lawrence Silbart also revised the process for developing and reviewing all Centers and Institutes during the fall and winter 2015, and this new process launched in 2006 (See Exhibit 2.4).

Projection
The Schools and Colleges, the Provost's Office, and OIRE are dedicated to instilling a broad culture of assessment and carrying out assessment practices to guide improvement and increase positive outcomes in all units at the University. We will continue to implement diverse forms of assessment across all departments and units to meet our diverse academic offerings and programs, and we will continue to promote multiple methods to evaluate our student's classroom experiences.

In addition, the University will monitor its progress towards achieving its goals outlined in the Academic Plan, using a system that provides a snapshot of progress across each goal through each year of the plan (See Exhibit 2.2 and the OIRE Dashboard).

Standard Two Exhibits

2.1 – Academic Vision
2.2 – Academic Vision Goals Metrics
2.3 – Program Review Self-Study Template
2.4 – Academic Centers and Institutes Best-Practices Guidelines

Standard 2: Planning and Evaluation

PLANS	Year of Completion		Effective Dates		URL or Folder Number
Strategic Plans					
Immediately prior Strategic Plan	?	?	1995	?	oc
	2003				Academic Plan Task Force Report: see current plan URL for link to archived document.
Current Strategic Plan	? 2008	?	2009-2014		http://ecohusky.uconn.edu/docs/ecohusky/2009%20UConnAcademicPlan.pdf
Next Strategic Plan	?	?	2014		http://academicvision.uconn.edu/
Other institution-wide plans					
Master plan	? 2014-2015	?	2015	?	http://www.masterplan.uconn.edu/
Academic Vision	?		2014		http://academicvision.uconn.edu/
Financial plan - Storrs	?		2013		http://accountingoffice.uconn.edu/accounting-financial-reporting/
Financial plan - Health Center			2013		http://controller.uchc.edu/reports/docs/year_end_report_2013.pdf
Technology plan	?		2014		http://itstrategy.uconn.edu/wp-content/uploads/sites/850/2015/01/strategic-plan-2015-01-14.pdf
Enrollment plan	?				Office of Vice President for Enrollment Management and Planning can provide the latest University Undergraduate Enrollment Management Plan.
Development plan	?		2014		http://www.foundation.uconn.edu/2014/11/18/uconn-foundation-150-million-student-support-initiative/
Public Engagement	2011		2011-2014		http://engagement.uconn.edu/strategic-plan/
Internationalization/Global Citizenship			2010		http://global.uconn.edu/

(Add rows for additional institution-wide plans, as needed.)

Plans for major units (e.g. Departments, library)

	Year of Completion		Effective Dates		URL or Folder Number
? 1 Program Review Materials	?	?	2009 rev 2011	?	http://oire.uconn.edu/ProgramReview.html
					Links on OIRE website to Program Review Instructions and Program Review Schedule
2 Program Assessment					[see Program Review Materials]
3 Libraries	2009		2009-2014		http://lib.uconn.edu/wp-content/uploads/2014/12/stratplan2014.pdf
4 Electronic Records/Knowledge Assets			2000		http://lib.uconn.edu/libraries/asc/
5 Information Security	2010				http://security.uconn.edu/wp-content/uploads/sites/251/2014/05/information-security-master-plan2.pdf
6 Student Affairs	2010		2010-2015		http://studentaffairs.uconn.edu/strategic-plan/

EVALUATION

	URL or Folder Number
Academic program review	
Program review system (colleges and departments). System last updated:	? http://oire.uconn.edu/ProgramReview.html
Program review schedule (e.g., every 5 years)	http://oire.uconn.edu/ProgramReview.html
Sample program review reports (name of unit or program)	
1 College of Agricultural & Natural Resources	? http://provost.uconn.edu/wp-content/uploads/sites/192/2013/04/CANR-Academic-Plan-Final.pdf
2 College of Liberal Arts and Sciences	http://clas.uconn.edu/wp-content/uploads/sites/646/2014/09/CLAS-Academic-Plan-July2014.pdf
3 School of Business	http://vision.business.uconn.edu/
4 Neag School of Education	http://education.uconn.edu/wp-content/uploads/sites/816/2014/08/NSOE-Academic-Plan-Strengths-Opportunities-and-Metrics.pdf
5 School of Engineering	http://www.engr.uconn.edu/academicplan/
6 School of Fine Arts	http://academicvision.uconn.edu/wp-content/uploads/sites/643/2014/06/FINAL-SFA-academic-plan-June-25-20141.pdf
7 School of Nursing	http://academicvision.uconn.edu/wp-content/uploads/sites/643/2014/06/School-of-Nursing-Academic-and-strategic-plan.pdf
8 School of Pharmacy	http://pharmacy.uconn.edu/wp-content/uploads/Strategic-Plan-2012.pdf
9 School of Social Work	http://academicvision.uconn.edu/wp-content/uploads/sites/643/2014/06/SSW-Academic-plan-with-Sidebars-kb5.pdf
10 School of Law	http://production.wordpress.uconn.edu/provost/wp-content/uploads/sites/192/2013/04/Law-Academic-Plan-Final-01-...
11 School of Medicine	http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1003&context=uchcedu_annreports&sei-redir=1#search=%22College%20Liberal%20Arts%20Sciences%20Academic%20Plan%22
12 School of Dental Medicine	http://sdm.uchc.edu/pdfs/academicplan.pdf
13 Avery Point Campus	http://averypoint.uconn.edu/overview/
14 Greater Hartford Campus	http://production.wordpress.uconn.edu/hartfordabout/wp-content/uploads/sites/627/2014/03/Academic_Plan.pdf

Revised July 2016
Standard 2: Planning and Evaluation

15 Stamford Campus	Office of Director of Stamford Campus can provide the latest Stamford Campus Academic Plan.
16 Torrington Campus	http://masterplan.uconn.edu/torrington-campus-documents/
17 Waterbury Campus	College of Liberal Arts and Sciences Academic Plan. *Off-line PDF of report stored in OIR NEASC 5-yr std2 folder*

(Insert additional rows, as appropriate.)

System to review other functions and units

Centers and Institutes: Guidelines for Establishment and Review

http://provost.uconn.edu/centers-and-institutes/

Sample program review reports (name of unit or program)

1 Center for Public Health and Health Policy	http://www.publichealth.uconn.edu/about.html
2 Connecticut Sea Grant College Program	http://seagrant.uconn.edu/publications/ctsgreports/CTSG_Strat_Plan_2014-2017.pdf
3 Connecticut Transportation Institute	http://www.cti.uconn.edu/pdfs/plan.pdf

(Insert additional rows, as appropriate.)

Other significant evaluation reports (Name and URL or Location)

Date

Example: Advising: www.notrealcollege.edu/advising	*1995*
1 Graduate School Evaluation	http://provost.uconn.edu/wp-content/uploads/sites/192/2012/10/GradSchEvalCommFinal1009.pdf
2 Division of Public and Environmental Safety: Police Department Accreditation Standards	http://police.uconn.edu/administration/accreditation/
3 Neag School of Education NCATE Accreditation Standards	http://education.uconn.edu/ncate-accreditation/

(Insert additional rows, as appropriate.)

Standard Three: Organization and Governance

The University of Connecticut includes the Storrs campus, as well as five regional campuses (Avery Point, Greater Hartford, Stamford, Torrington, Waterbury), the Law School in Hartford, and UConn Health in Farmington. The university is governed by the *By-Laws of the University of Connecticut* (See Exhibit 3.1) under the authority of the Board of Trustees, with executive power vested in the President of the University.

Meetings of the Board of Trustees, the University Senate, the Trustees-Administration-Faculty-Students Committee, allows for broad participation in the University's governance. University policies and procedures are centrally located on a Policies and Procedures website, maintained by the Office of Audit, Compliance and Ethics.

Governing Board

The overall structure of the Board of Trustees (BOT) has been stable for some time, including 21 members, of whom 12 are appointed directly by the Governor and confirmed by the state legislature. In addition, the alumni of UConn elect two BOT members. Students elect two members of the BOT, with one member representing the undergraduate population and another representing the graduate population. The BOT also includes, as ex- officio, non-voting members, the Commissioners of Economic and Community Development, of Education and of Agriculture, and the Chair of the University of Connecticut Health Center Board of Directors. The Governor of Connecticut is the President of the BOT.

The Board of Trustees is responsible for appointing and evaluating the University President, for setting general university policy, and for overseeing the operating and capital budgets of the University. It exercises much of its responsibility through the following regular standing committees: **Academic Affairs**; **Building, Grounds, and Environment**; Compensation; Construction Management Oversight; **Financial Affairs**; **Institutional Advancement**; Joint Audit and Compliance; and **Student Life**. Those committees marked in bold include representatives from the University Senate to enable input from the faculty and staff of the University. The Board also has a small Executive Committee that is capable of acting for the entire Board in emergencies and that periodically evaluates the performance of the University President.

At each regular meeting of the Board of Trustees, the Vice Chairpersons deliver a report on the recent activities of their respective committee. Through these reports, and the establishment and discontinuation of special committees, the Board reviews the effectiveness of its membership, its committees, and its progress of oversight and implementation.

The oversight of the University of Connecticut Health Center, including the UConn John Dempsey Hospital, and the Schools of Medicine and Dental Medicine, is, to a large extent, delegated to a subcommittee of the Board, the Health Center Board of Directors.

Since 2011 there have been minor changes to the structure of the Board and to its relationship with the state government. In 2013, in response to allegations of misconduct against a faculty member in the School of Fine Arts, the Board created a Special Investigative Committee that engaged outside counsel to conduct a thorough investigation. The report of that investigation, which was released in

February of 2014, concluded that the University had not properly handled the allegations in the past but also found that President Herbst and the current leadership of the University took swift and appropriate action when they learned of the situation.

Annually, the *By-Laws* require that the President convene the Trustees-Administration-Faculty-Students (TAFS) Committee, which serves as a "conference committee to facilitate the communication among the groups represented thereon, and shall serve as an advisory body to the Board of Trustees on matters where Board action is requested by faculty or student groups and on any other matters the Board deems appropriate" (Article VII.C). In addition to TAFS, the Board includes "Public Participation" on its agendas, providing opportunity for external input, followed by internal review and evaluation. Further, state statute requires the Board to appear before the General Assembly every year to discuss matters relevant to Connecticut, the Board, and UConn.

At the time of the 2011 five-year interim report, the State of Connecticut was in the process of reorganizing the state public university system, including dissolving the Department of Higher Education and consolidating the community colleges and the Connecticut State University System under a single Board of Regents. Under the current structure, the Board of Trustees of UConn and the Board of Regents provide annual reports to the Higher Education Committee of the State Legislature. The University of Connecticut works in collaboration with the other state public universities and the community colleges to provide comprehensive access to higher education. An important consequence of the reorganization has been that we were able to modify the process for creating and modifying academic programs at the University of Connecticut. Important changes to academic programs (such as addition of new majors) that previously required approval from the Department of Higher Education are now decided by our Board of Trustees. Per state statute, following Board approval of new or modified academic programs, the University informs the recently created Office of Higher Education, who maintains a program inventory.

Appraisal
The Board of Trustees (BOT) operates transparently and in close cooperation with the University President. This commitment to transparency was clearly demonstrated in its response to the recent case described above, in which serious allegations were promptly and publicly investigated and the results communicated to the public. Ample opportunity is provided for public comment on university matters at each BOT meeting, and the Board has listened respectfully to constituents addressing issues of sexual violence on the campus as well as to advocates for unionization of the graduate student workforce.

Projection
The complexity of the University's operations continues to grow as enrollment increases, industry partnerships expand, and as we begin significant new construction projects funded by the Next Generation Connecticut program. Meanwhile, state funding is unlikely to grow significantly over the next years. The Board will continue to meet its oversight responsibilities in a similar way as has been practiced over the last several years.

Internal Governance

The Office of the President

[The President of the University](#) is the Chief Executive Officer for the University with responsibility for carrying out the University's mission. Since the arrival of President Susan Herbst in June of 2011, the president's office has experienced considerable reorganization reflecting both her

priorities and those of the Board of Trustees who hired her. The president has changed most of her cabinet members as previous administrators retired and resigned. (See Exhibit 3.2.)

A significant reorganization has been the consolidation of the departments of Human Resources, Finance, and Facilities under a single Executive Vice President for Administration and Chief Financial Officer. Beyond this change, the enrollment management function reports to the President, and to the Provost as a secondary report, and is overseen by a Vice President for Enrollment Planning and Management.

To better coordinate the activities of the Storrs campus, the regional campuses, and UConn Health, University Communications and the Vice President for Communication are responsible for the public face of both UConn Health and the rest of the University. To disseminate University news and student and faculty accomplishments, University Communications utilizes the website "UConn Today."

Similarly, the Vice President for Research has recently assumed authority of the University's entire $250 million research enterprise at Storrs, UConn Health, the School of Law, and the five regional campuses. The Office of Vice President for Research is responsible for assisting faculty in research and proposal development, pre- and post-award management, research compliance, technology commercialization, and animal care.

Recently the position of Dean of the Medical School and Executive Vice President for Health Administration has been split into two positions. Academic oversight of the Medical School is now delegated to the Dean of the Medical School, who reports to the Provost, while overall financial management of the hospital and its clinical mission is the responsibility of the Executive Vice President for Health Affairs, reporting to the President. This reorganization was completed to better manage the combined complexities of expanding the clinical operations of the hospital and enhancing the relationships due to the expanding and new facilities built as part of the BioScience Connecticut program. The reorganization will also, we believe, strengthen the research program at the Medical School by, for example, building on the partnership with The Jackson Laboratory for Genomic Medicine now co-located on UConn Health campus.

Another important new component of the President's Office is the Office of the General Counsel. This office provides independent legal advice and services to the President and the University generally. Prior to this, the University's legal business was handled by an assigned Assistant Attorney General of the State of Connecticut. The General Counsel collaborates closely with the Attorney General's Office, which continues to supervise litigation for the University.

Initially established after 2011 as the Vice Provost for Global Affairs, replacing the previous position of the Executive Director of the Office of Global Programs, the Vice President for Global Affairs (VPGA) oversees all education abroad programs, International Student and Scholar Services, the Global Training and Development Institute and UConn's human rights programming (e.g., the Thomas J. Dodd Center, the Human Rights Institute, and the UNESCO Chair). In addition, the Vice President for Global Affairs supports the University's participation in the global Universitas 21 consortium, which UConn joined in 2010. This position is charged with enhancing and increasing UConn's global visibility and has already had a positive impact in terms of recruiting international students into undergraduate programs and a variety of graduate programs. The Vice President for Global Affairs has, for example, led delegations of administrators and faculty on international missions to Germany, Hong Kong, Israel and South Korea. These visits partner UConn with well-

known and highly ranked global universities, produce opportunities for student mobility, connect faculty with leading researchers to create research and fundraising opportunities.

A major priority for the president and the governor has been to increase UConn's impact on the state economy. To better support this activity, the President initially created a new position of Vice President for Economic Development in 2011, but the responsibilities of this position included the development of the new Technology Park on the Storrs campus and an expansion of the University's licensing and commercialization activity. Due to the increasing need for involvement of both the Provost and Vice President for Research in these areas, this position was eliminated in 2014 and these responsibilities divided between the Office of the Provost and the Vice President for Research (see explanation of new Vice Provosts below).

The President and her cabinet have also carefully considered the oversight of athletic programs and the handling of sexual assault under Title IX. To address the concerns about athletics, the academic oversight of athletics was streamlined and strengthened through a revision to the charge of the President's Athletic Advisory Committee. At the same time, the Counseling Program for Intercollegiate Athletics (CPIA), which had reported solely to the Provost, now reports to both the Athletic Director and the Provost. The Director of the CPIA meets monthly to update the Vice Provost for Academic Affairs on all academic matters with athletes.

To address concerns about how the University has handled cases of sexual assault, the Office of Institutional Equity (OIE) at the Storrs Campus has added staff. The Associate Vice President for Institutional Equity functions as the Title IX officer and reports directly to the President. UConn Health has its own OIE office and its own Title IX officer.

The Office of the Provost and Academic Affairs

The Provost and Executive Vice President for Academic Affairs is the chief academic officer of the University, reporting directly to the President. As with the President's Office, the Provost's Office has undergone considerable restructuring over the past five years. Some of this restructuring enabled the development of new functions, and other elements represents the addition of new capabilities to permit the Provost's Office to have better management over what were highly decentralized university operations.

A new organization of the Provost's Office occurred in 2011-2012, when the positions of Vice Provost for Academic Affairs and Vice Provost for Academic Operations were created. These positions replaced the positions of Vice Provost for Undergraduate Education and Regional Campuses and the Vice Provost for Academic Administration. The new positions have clearer responsibilities and broader mandates.

The Vice Provost for Academic Affairs oversees all academic units that report to the Provost, including the Institute for Student Success, Honors and Enrichment, the Office of Institutional Research and Effectiveness, the Center for Career Development (formerly the Office of Career Services in the Division of Student Affairs), the Center for Excellence in Teaching and Learning (following the integration of the Center for Continuing Studies and the Institute for Teaching and Learning), and all other academic matters for Storrs, the regional campuses, as well as the School of Law and the School of Social Work.

The Vice Provost for Academic Operations (VPAO) oversees management of the resources of the academic enterprise on behalf of the Provost, including capital, operational, and workforce planning, programming, budgeting, and policy development for the university's fourteen

schools and colleges and five regional campuses. In addition, the VPAO serves as the Provost's Chief of Staff, and is the Provost's lead officer for issues related to crisis management, space allocation, veterans and military affairs, behavioral threat assessment, labor-management relations, Title IX, and public safety. The VPAO also leads an Admin Forum, consisting of staff from all academic schools, colleges, and departments, twice a semester. The Admin Forum provides a medium for feedback, improvement, and professional development.

An additional Vice Provost position was created after 2011:
The Vice Provost for Strategic Initiatives (VPSI), replacing the previous Vice President for Economic Development, is charged with implementing the academic aspects of the Next Generation Connecticut program. This is a 10-year, $1.7 billion dollar initiative spanning FY 2015 – FY 2024. In addition, the VPSI has many oversight duties involving the development of a University Tech Park, including its inaugural building, the Innovation Partnership Building, which will open in 2017.

On the basis of a recommendation from a Diversity Task Force, in 2012 the Provost appointed a Vice Provost for Diversity, who was charged with enhancing the diversity of the University's faculty, staff, and, to a lesser extent, its student body. After two years, progress made in this area was considered to be less than expected according to data examined and the position was eliminated while a new Diversity Task Force was constituted to re-evaluate the approach. The report (see Exhibit 3.3) was submitted in the summer of 2015, and the President accepted all of the Task Force's recommendations, including the creation of a Chief Diversity Officer (CDO), who will report directly to the President. A national search for a new CDO occurred during spring 2016, and the new CDO began her tenure on the Storrs campus in July 2016.

As part of the restructuring efforts in the Provost's Office in the last five years, the Directors of the regional campuses converted from Associate Vice Provosts to Directors. The positions are now administrative and no longer carry faculty rank but faculty can and do hold these positions (e.g., the new Director of Stamford). This change reflected an earlier decision to give budgetary control of faculty positions at the regional campuses to the academic schools and colleges, leaving the Directors with control over staff and adjunct positions. The Directors report formally to the Vice Provost for Academic Affairs, and consult with the Deans of the various schools regarding teaching and faculty needs. The motivation for this change was to place responsibility for academic programs firmly in the hands of academic leadership.

Around the time of the 2011 report, the position of Vice President for Research and Graduate Education was split, and the new joint position of [Vice Provost for Graduate Education and Dean of the Graduate School](#) was created. This new structure has been in place for several years and it has achieved, to some extent, its goal of elevating the priority of graduate education. There has been steady progress on clarifying and executing policies on time to degree, and for managing disputes between students and faculty. Still, continuing concerns by the graduate students, driven in particular by health insurance costs and fees, led to unionization of the students and the adoption of a union contract in 2015. The contract maintains the University's authority on academic matters, but it does create a new environment for relationships with the Graduate Assistants, and the full impact remains to be seen.

The University Senate

The main representative body for the faculty and staff of the University to participate in shared governance is the [University Senate](#), which consists of 91 members: 72 faculty, 9 professional staff,

5 undergraduates, 2 graduate students, and 3 administrators. Pre Article IX of the *By-Laws of the University of Connecticut*, "The University Senate is a legislative body responsible for establishing minimum rules and general regulations of the educational program and mission of the institution, excluding the University of Connecticut Health Center, that are not reserved to the Board of Trustees, to the administration, to the Graduate Faculty Council, or to the several faculties. The University Senate shall be regularly consulted by the Administration on matters pertaining to the Senate's purview." The Senate is governed by the *By-Laws, Rules, and Regulations of the University Senate* (See Exhibit 3.4).

The Senate's Courses & Curricula Committee oversees the General Education Curriculum, and the Faculty Standards Committee reviews tenure, workload, academic freedom, and other policy and procedural matters of central concern to the faculty. Over the course of the year, the Senate requests and reviews reports from the various administrative offices of the University and has the opportunity to ask questions of the President and Provost, as well as the various Vice Presidents and Vice Provosts.

The Senate Executive Committee (SEC), currently comprised of 8 faculty, 1 professional staff member, and 2 students (1 undergraduate and 1 graduate), is a key bridge between the administration and the faculty and staff. The SEC meets regularly in confidential meetings with the President and Provost, and their designees, allowing for the frank exchange of views on important policy decisions and challenges facing the university. The Chairman of the Board of Trustees also meets with SEC on an annual basis.

The University Senate, from time to time, creates ad hoc committees to study policy questions and make recommendations to the University. Current issues of particular importance include student evaluation of teaching (SET) utilization; general education requirements and goal achievement; regional campus offerings and oversight; tuition on grants; graduate student union procedures and processes; promotion, tenure, and reappointment (PTR) processes and contents; First Year Experience (FYE) courses and outcomes; and enrollment and outcomes. Another concern addressed this year was over-representation from administrators (associate deans were elected as members of the faculty constituency), leading to a modification that includes associate deans in the deans' constituency.

The catalog in operation at the time a student enters a program at the University of Connecticut is considered binding on the institution. Thus, while programs may be changed or eliminated, the requirements articulated at the point of entry are maintained and the courses required made available. For example, the General Education Requirements were recently revised at the university, but the former requirements remain in force for students who entered a program under the old catalog. Note, however, that there is a limit of eight years on the applicability of courses toward degree requirements.

Planning and review processes may result in recommendations for change, but any such recommendations go through multiple levels of review before they are implemented. As appropriate, any specific change is reviewed by the Department, the School or College, the University Senate, the Provost, and ultimately, our BOT. Over the past ten years this process has resulted in several changes, as illustrated by the following examples. As noted earlier, in 2012, the Center for Continuing Studies was integrated into the Center for Excellence in Teaching and Learning. This reorganization made more effective use of support staff, eliminated unnecessary redundancy, and provided better academic oversight and delivery for programs such as the Bachelor of General Studies. Another example was the strategic reorganization of the department of

Modern and Classical Languages in 2012. At that time, the department was renamed Literatures, Cultures and Languages to better reflect the modernization of the department. In addition, the graduate program was restructured to offer a combined LCL degree, with specializations in specific languages; as previously, each language represented a separate graduate degree. The University, with very minor exceptions, e.g., teaching a continuing education course on site in a corporate facility, has direct control of its physical resources. The University is developing MOUs for shared space with the Hartford Public Library and other downtown Hartford establishments in preparation for the Greater Hartford campus' move from West Hartford to Hartford in fall 2017.

The University continually reviews its organizational structure, both formally and informally. While the Board of Trustees reviews the President on an annual basis, the President, Provost, and all Vice Presidents and Vice Provosts review their direct reports on an annual basis, as well. In addition, the Deans (and other direct reports) submit annual reports to the Provost, and these dual processes allows staff and faculty to share accomplishments and ideas and concerns for the future. Moreover, every Dean is formally reviewed every five years by a Committee of faculty charged by the Provost. These Committees are chaired by another Dean or a Distinguished Professor.

The Senate Executive Committee's weekly interactions with the President and Provost allow the University to improve its governance system. The Senate's standing committees, in particular, regularly review and report on issues of opportunity and concern. Review and improvement are engrained in the history of the University Senate (see http://senate.uconn.edu/wymanized/).

Appraisal
During the last five years, many changes have occurred in the structure of the University administration as President Herbst aligned the university administration to better unify UConn Health and the Storrs and regional campuses, to improve the quality of the University's public image, to strengthen the economic development functions of the University, and to enhance the limitless opportunities represented by the Bioscience Connecticut and Next Generation Connecticut initiatives. The creation of the Office of the General Counsel provided a much-needed independent perspective on legal matters. The current organizational structure consolidates key functions under unified leadership.

The Provost's Office is more comprehensive both at the level of senior administration and mid-level staff than it has been in the past. Therefore, the Provost and the leadership team are more responsive to student, faculty, and staff needs. In addition, the Vice Provosts oversee wide portfolios, allowing the University to unite once disparate units.

The University Senate is the formal and continuing venue for open discussion among the faculty, staff, and administration. While most meetings are routine, when difficult issues arise, it serves a vital function as an open forum and a way for the faculty and staff to review and create policy. The Senate Executive Committee, in particular, represents the formal leadership of the faculty and staff.

Projection
Given the University's commitment to shared governance, the University Senate does and will continue to play a vital role as the University continues to grow in the future.

The major challenge facing the Provost, as chief academic officer under the President's direction, is the enhancement of the University's research and teaching reputation in the current environment for higher education. To meet this challenge, the current trend is towards a more comprehensive

and data-driven approach and central management of the University, as opposed to the highly decentralized model of past years. This trend seems likely to continue into the future.

It seems likely that the coming decade will be shaped by the unfolding of the Next Generation Connecticut plan at the Storrs campus and Bioscience Connecticut plan at UConn Health. There will likely be continued pressure on state support, continued growth in enrollment, and continued desire to see an expansion of the University's impact on economic development. To further leverage the University's resources, discussions are underway to reassess the structure and organization of the University's health programs on the Storrs and regional campuses (e.g., Allied Health Sciences, Kinesiology, Human Development and Family Studies, Social Work), as the programs are currently disparate and – in some regards – administratively duplicative. If the President and Board accept one of the faculty committee's proposals for reorganization, the process will unfold over the next five years, beginning with broader faculty input and conversation. In the Division of Athletics, the future of the University's outstanding Division I athletic programs is of some concern considering the conference realignments of the past few years. Maintaining a highly professional and focused administration at the presidential level is crucial for dealing with these opportunities and challenges.

Standard Three Exhibits

3.1 – By-Laws of the University of Connecticut
3.2 – University Organizational Charts
3.3 – Diversity Task Force Report
3.4 – By-Laws, Rules, and Regulations of the University Senate

Standard 3: Organization and Governance

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

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

Name of the related entity

URL of documentation of relationship

Governing Board   **URL**

By-laws	http://policy.uconn.edu/?p=122
Board members' names and affiliations	http://boardoftrustees.uconn.edu/
	http://boardoftrustees.uconn.edu/committee-listing/
	http://boardoftrustees.uconn.edu/members/

Board committees	URL or document name for meeting minutes
? a. Academic Affairs Committee	http://boardoftrustees.uconn.edu/committee-listing/
b. Building, Grounds & Environment Committee	http://boardoftrustees.uconn.edu/committee-listing/
c. Distinguished Professor Committee	http://provost.uconn.edu/distinguished-professors/
d. Financial Affairs Committee	http://boardoftrustees.uconn.edu/committee-listing/
e. Honors & Awards Committee	http://boardoftrustees.uconn.edu/committee-listing/
f. Institutional Advancement Committee	http://boardoftrustees.uconn.edu/committee-listing/
g. Joint Audit and Compliance Committee	http://boardoftrustees.uconn.edu/committee-listing/
h. Student Life Committee	http://boardoftrustees.uconn.edu/committee-listing/
i. Construction Management Oversight Committee	http://boardoftrustees.uconn.edu/committee-listing/
j. Executive Committee	http://boardoftrustees.uconn.edu/committee-listing/
k. Committee on Compensation	http://boardoftrustees.uconn.edu/committee-listing/
l. Health Center Board of Directors	http://boardoftrustees.uconn.edu/committee-listing/
m. Higher Education Board of Governors Standing Advisory Committee	http://boardoftrustees.uconn.edu/committee-listing/
n. Special Committee for Investigation	http://boardoftrustees.uconn.edu/committee-listing/
o. Special Committee on Opportunities and Strategic Initiatives	http://boardoftrustees.uconn.edu/committee-listing/
	For further details of Board of Trustees Committees, contact the Assistant Executive Secretary to the Board in the Office of the President.

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*	URL or document name for meeting minutes
a. Council of Deans	http://guide.uconn.edu/administration-governance/council-of-deans/
b. University Committees	http://guide.uconn.edu/administration-governance/university-committees/
c. University Senate	http://senate.uconn.edu/
d. Student Governance - Undergraduate	http://usg.uconn.edu/minutes/
d. Student Governance - Graduate	http://gss.uconn.edu/minutes/
e. Parking Advisory Committee	http://park.uconn.edu/
d. President's Athletic Advisory Committee	http://paac.uconn.edu/
e. Space Committee	http://fmo.uconn.edu/personnel/SPACE_COMMITTEE_POLICIES_PROCEDURES_CH ARGE.pdf
f. Building and Grounds Committee	http://senate.uconn.edu/senate-representation-on-committee-across-the-university/
f. Executive Compliance Committee	http://audit.uconn.edu/storrs-executive-compliance-committee-ecc/
g. Faculty Review Board	http://senate.uconn.edu/senate-representation-on-committee-across-the-university/
h. Trustee-Administration-Faculty-Student (TAFS) Committee	http://guide.uconn.edu/administration-governance/university-committees/

*Include faculty, staff, and student groups.

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)
(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
? Main campus	Storrs	CT	1881	24112
Study Abroad	Storrs	CT	1881	43
Branch campuses-Health Center	Farmington	CT	1967	876
Branch campuses-Avery Point	Groton	CT	1967	873
Branch campuses-School of Business Graduate Learning Center	Hartford	CT	2004	1007
Branch campuses-School of Law	Hartford	CT	1943	643
Branch campuses-Stamford	Stamford	CT	1951	2318
Branch campuses-Credit Extension	Storrs	CT	NA	34
Branch campuses-Torrington	Torrington	CT	1957	251
Branch campuses-Waterbury	Waterbury	CT	1942	1200
Branch campuses-Greater Hartford	West Hartford	CT	1946	2453
Other instructional locations				

Distance Learning, e-learning - *Master of Professional Studies (also counted above)* — **Enrollment*** 95

	Date Initiated
First on-line course	
First program 50% or more on-line	2006
First program 100% on-line	

Distance Learning, e-learning - *Master of Science in Accounting (also counted above)* — **Enrollment*** 186

	Date Initiated
First on-line course	
First program 50% or more on-line	1999
First program 100% on-line	

Distance Learning, e-learning - *Bachelor of General Studies (also counted above)* — **Enrollment*** 826

	Date Initiated
First on-line course	
First program 50% or more on-line	2006
First program 100% on-line	

Distance Learning, e-learning - *Master of Arts in Survey Research (also counted above)* — **Enrollment*** 25

	Date Initiated
First on-line course	
First program 50% or more on-line	2010
First program 100% on-line	

Distance Learning, e-learning - *Survey Research Graduate Certificate (also counted above)* — **Enrollment*** 17

	Date Initiated
First on-line course	
First program 50% or more on-line	
First program 100% on-line	

Distance Learning, e-learning - *Geographic Information Systems Graduate Certificate (also counted above)* — **Enrollment*** 4

	Date Initiated
First on-line course	
First program 50% or more on-line	
First program 100% on-line	

Distance Learning, e-learning - *Nonprofit Management Graduate Certificate (also counted above)* — **Enrollment*** 5

	Date Initiated
First on-line course	

First program 50% or more on-line	2004
First program 100% on-line	

Distance Learning, e-learning - *Occupational Safety and Health Post-Baccalaureate Certificate (also counted above)*	**Enrollment***
Date Initiated	7

First on-line course	
First program 50% or more on-line	2011
First program 100% on-line	

Distance Learning, e-learning - *Educational Technology (Two Summers) (also counted above)*	**Enrollment***
Date Initiated	32

First on-line course	
First program 50% or more on-line	
First program 100% on-line	

Distance Learning, e-learning - *Gifted and Talented Education (Three Summers) (also counted above)*	**Enrollment***
Date Initiated	44

First on-line course	
First program 50% or more on-line	
First program 100% on-line	

Distance Learning, e-learning - *Master of Engineering (also counted above)*	**Enrollment***
Date Initiated	82

First on-line course	
First program 50% or more on-line	
First program 100% on-line	

Note: Data is for Fall 2013, Intersession 2014, Spring 2014, and Summer 2013.

		Date Initiated	**Enrollment***
? Distance Learning, other			
Modality			
? Correspondence Education		**Date Initiated**	**Enrollment***
	NA	NA	NA
Low-Residency Programs		**Date Initiated**	**Enrollment***
Program Name			

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.

Standard Four: The Academic Program

Overview of Academic Programs

UConn offers a wide array of degree programs, primarily at the main Storrs campus and UConn Health in Farmington, but also at our five regional, and the School of Law campuses. At the undergraduate level, there are seven bachelor's degrees and the two-year Associate of Applied Science degree from the Ratcliffe Hicks School of Agriculture. The one hundred and two (102) undergraduate majors are organized into eight schools and colleges. Eighty-seven undergraduate minors are also available. The Graduate School oversees 12 master's degrees (including several professional graduate degrees, e.g., the M.B.A., M.S.W., and M.P.A), 2 clinical doctorates (Au.D., D.P.T.), and 4 research doctorates (Ph.D., Ed.D., D.M.A., and D.N.P.). There are eighty-four (84) fields of study at the master's level and fifty-six (56) at the Ph.D. level. A range of certificate programs allows graduate students to focus their studies in particular areas. UConn Health offers M.D. and D.M.D. programs (UConn is the only public School of Dental Medicine in New England). The Law School offers J.D. and LL.M. degrees. UConn Health and the School of Social Work offer a Ph.D. degree under the direction of The Graduate School, which can be pursued independently or jointly with their professional programs. There are minimum requirements of attendance for at least a year for degree programs, at the sites of that program.

The Graduate School sets minimum credit requirements for its degree programs; however individual programs make the final decision on how many credits are required for these programs. Individual students' advisory committees oversee their programs, which must also meet the requirements of the relevant Field of Study. Advisory Committees may include individuals from outside the institution, particularly at the Ph.D. level. Ph.D. dissertation proposals require additional review from outside of the Advisory Committee. All of these requirements are published in the Undergraduate or Graduate catalogs, which are available online. All language in the catalog has to be approved by the faculty bodies relevant to the program in question.

Oversight of these programs resides with the faculty within the departments, schools and colleges. Most departments have a Curricula and Courses committee. Each school or college has a Curricula and Courses committee, which receives proposals from departments and programs. The University Senate has its own Curricula and Courses committee, which is responsible for all courses open to freshmen and sophomores, as well as all contained within the undergraduate general education program. The General Education Oversight Committee has particular responsibility in this area. Other Senate committees, notably the Scholastic Standards committee, play a role in ensuring the academic integrity of the programs and its oversight by faculty. Through these committees, University Senate establishes consistent, basic standards for undergraduate programs. Individual programs may add additional requirements to meet additional standards imposed by their programs or accrediting bodies. The Dean of the Graduate School, together with the Graduate Faculty Council, oversees the graduate fields of study. Policies and procedures to guide these committees are set out in the part of the Laws, By-Laws and Rules of the Senate.

Our faculty is responsible for initiating proposals for new academic programs. These programs must be approved by the department and by the faculty and dean of the relevant school or college. The Graduate School has purview over graduate programs that are not under the auspices of the Medical, Dental and Law Schools, and these graduate programs must be approved by the Graduate Faculty Council, a body elected by the faculty of the Graduate School's constituent academic units, through its Executive Committee. All proposals from any program, undergraduate or graduate, that

reports to the Provost must go through the Provost's Office and comply with its procedures before submission to the Board of Trustees. The Medical and Dental Schools have parallel approval processes, which require ultimate approval by the Executive Vice President of Health Affairs and the Health Center Board of Directors. For interdisciplinary programs, approval by the faculty and deans of all the schools or colleges involved in the program is necessary. Once new undergraduate programs have been proposed and approved by the relevant departments and Deans, they are forwarded to the Provost's office to the Undergraduate Program Review Committee (UPRC), specifically charged with new program review. In addition to ensuring that the appropriate departmental and college reviews have occurred, this committee considers the impact of the new program on the university as a whole. Following approval by the UPRC or The Graduate School, program proposals are submitted to the Provost's Office for review. Proposals are then submitted to the Council of Deans and Board of Trustees (through the Academic Affairs Committee) for approval.

All graduate and undergraduate programs must be licensed and accredited by the Connecticut Office of Higher Education (OHE), following approval by UConn's Board of Trustees. Under OHE guidelines, the University of Connecticut may not confer degrees until final OHE accreditation is obtained. Per state statute, following Board of Trustees approval, UConn informs OHE of new or modified academic programs, and OHE assigns an identification number and adds the new programs to their program inventory. Substantive revisions of existing undergraduate accredited programs are normally approved at the school and college level, with the approval of the dean, and approval by the Provost's Office. Graduate program revisions are directed through the Graduate Executive Committee to the Provost's Office. The procedures to be followed for new program approval, together with the required approval form, may be found on the University's Policies and Procedures website.

The University of Connecticut sets minimum standards for graduation at the bachelor's level. These include at least 120 credits, completion of at least two semesters of academic work at the University of Connecticut, a GPA of at least 2.0 and fulfillment of the General Education Requirements, outlined below. Individual program requirements, all of which have to be approved by the schools and colleges, determine the distribution of courses to be taken for a given major.

At the undergraduate level, the student body comprises a diverse population whose mean SAT scores have increased, over the past decade, from 1189 to 1234. This, as our undergraduate enrollment increased from 20,525 to 22,973 over the same period. An indication of overall program effectiveness is supported by an overall student retention rate of 93% and a mean graduation time of 4.2 years. Also over this period, the University's goal to increase diversity of our students has resulted in increasing the percentage of minority students from 19% to 29%, a retention rate of 93% for this population, and a six-year graduation rate that has increased substantially from 72% to 81%.

Schools and colleges, in association with the Division of Enrollment Planning and Management, have policies and procedures governing undergraduate admission and retention. Academic support services are collectively organized within the office of the Vice Provost for Academic Affairs. The Institute for Student Success includes the Academic Center for Exploratory Students, the First Year Programs and the Center for Academic Programs, all of which are designed to support students particularly when they are new to the institution and at greater risk. An early alert system notifies advisors by the sixth week of the semester when students are not performing well in individual courses. Support services to both faculty and students are provided by the Center for Excellence in Teaching and Learning (CETL) and the Academic Achievement Center (AAC). The goal of the AAC is

to help all students perform at the highest academic level. CETL focuses on professional development and enhancement of effectiveness in content delivery, including grant programs to support pedagogical innovation. The Writing and Quantitative Centers, under CETL, offer workshops for faculty and tutoring services for students. Enrichment programs (including Honors, Individualized Majors, Undergraduate Research) collaborate with departments, programs, schools and colleges to provide additional opportunities to expand and deepen student learning. These centralized resources are extremely valuable for sustaining and improving undergraduate academic programs.

Our new academic vision has identified several goals in support of undergraduate education. Among these, are plans to increase the number of Living and Learning Communities over the next 10 years, to support increasing the variety and quality of large-lecture and small-course format instruction, and to expand undergraduate engagement with faculty mentors, education abroad opportunities, and internships. At the graduate level, the University has set goals to increase the availability of fellowships and other support, and to enhance opportunities for professional development. Graduate student success will be assessed by multiple factors, including graduation rate, time to degree, and placement after graduation.

Assuring Academic Quality
As noted in Standard Two, departments and programs undergo periodic reviews. The professional schools (including the Schools of Business, Education, Engineering, Pharmacy, Law, Social Work, and Nursing) are each reviewed by their respective accrediting bodies. Departments not included in these accreditations are reviewed on an eight-year cycle. Within the University, 3-6 departments are selected annually to engage in a comprehensive program review. Reviews entail a departmental self-study and a subsequent site visit by 2-3 external reviewers. Similarly, Centers and Institutes are reviewed every five years by a faculty committee led by the Provost's Office.

The University periodically reevaluates its strengths and weaknesses as part of a strategic planning process. In 2014, a group of faculty leaders from across the university completed the new Academic Plan that outlined a vision for the future. Over 300 faculty participated in the development of the plan, which integrated simultaneously as all schools and colleges developed their own Strategic Plans. The process for developing the new plan relied on active participation of the faculty to evaluate university, college and school strengths and identify areas for future growth and investment.

Departments are aggregated into schools and colleges, and further reviews that ensure that programs are meeting institutional standards are conducted on an annual basis, as each dean meets with each department head to review progress and possibilities for improvement. Each department/program are required to prepare annual reports that include metrics, which enables academic progress to be assessed. In addition to these departmental/program level review and planning activities, schools and colleges and the institution as a whole engage in strategic planning.

The University of Connecticut Libraries provide a broad and deep collection of resources, in both print and electronic formats. In addition to the Homer Babbidge Library as described in depth in a later section of this report, we support several specialized libraries at Storrs and libraries at each of the regional campuses. Assistance in using these resources is provided at multiple levels. Basic information literacy is taught in first year English classes as part of the general education program. Computer technology competency is checked with online modules taken by all incoming students and both electronic and in person resources made available to remedy any shortcomings. Operating under the auspices of the division of Undergraduate Education & Instruction, the Learning Resource Center housed in the Homer Babbidge Library offers and coordinates these services for students. A

library liaison is provided for each major and graduate field of study. These individuals work closely with faculty and students to ensure that the more advanced and specialized needs are met. Each undergraduate major has developed an information literacy plan for its students. Plans articulate the requirements and guidance on how they will be met.

Instruction in English writing and literature is provided to undergraduates in the freshman English seminars. These are followed by the requirement that all undergraduate students must successfully complete two writing intensive or "W" courses. While most courses require students to write, W courses emphasize writing instruction, have enrollment capped at 19 and include the provision that students must pass the writing components to attain a passing grade in the course as a whole. One of these W courses must be approved specifically for the student's major, to assure that the writing skills specific to particular disciplines are learned. W courses focus in particular on writing, but other language skills (listening, reading and speaking) are integral to most courses and all programs at the university. While graduate students as a whole do not receive classroom instruction in English, all work closely with their advisors to produce a dissertation, thesis or equivalent written work. In addition, programs are in place to improve the English proficiency of graduate students whose first language is not English, and successful completion of these programs is required of such students who wish to serve as teaching assistants, unless they have shown an appropriate level of proficiency through testing upon entry into the program.

Undergraduate Degree Programs
All undergraduates at the University of Connecticut complete three sets of requirements to earn their degrees. The first is university general education requirements, outlined in greater detail below. The second set of requirements exists within each school and college as courses are added to general education requirements. These additional requirements may include supplementary general education areas for students to fulfill or specific courses as required by accrediting bodies. Finally, students must meet the requirements for the major that includes advanced courses in the field as well as courses in related disciplines so that breadth and depth of knowledge is attained. A typical degree plan will include eight courses in the major and four courses in a related area. All programs require a minimum of 120 credits, though many of the professional schools require a higher number of credits for degree completion. Students are made aware of these requirements through electronic catalogs, documents used by advisors in the various schools and colleges, and various planning tools shared by their advisors, as well as in degree audit tools available in the Student Administration System (PeopleSoft). Students can choose elective courses as part of all degree plans. Students file a Plan of Study through the Student Administration System to outline the courses they have completed in fulfillment of the undergraduate degree. All students must have a cumulative grade point average of 2.0 or higher at the time of graduation, with some schools and college requiring a higher GPA to graduate.

Appraisal
A key indicator of the University's commitment to undergraduates has been the enhancement of units that both enhance and support student learning under the direction of the Vice Provost for Academic Affairs. Highlights of these units include the expansion of offices and services provided to students in the Center for Career Development; growth in eCampus, and pedagogical support for faculty through the Center for Excellence in Teaching and Learning; the addition of 75 STEM Scholars to the Honors Program, bringing the total number of entering Honors students to 525 (as of Fall 2015); increased funding support for undergraduate research through the Office of Undergraduate Research (over $400,000 in student funding in 2014-2015); first-year experience courses, learning communities (40% of first-year students live in a learning community on the

Storrs campus). The opening of our new [NextGen Residence Hall](#) will house some of our living and learning communities.

We have also enhanced our Quantitative and Writing Centers, and enhanced tutoring at the Academic Achievement Center. We have added two academic counselors in the AAC, and expanded programs for underrepresented minority students such as the McNair Scholars Program, SSS, bridge programs, and increased the First-Star Academy (summer bridge program for foster care students) provided through the Institute for Student Success. We have also implemented a new program for students on Academic Probation and with the reorganization of the Office for Institutional Research and Effectiveness, we are able to use assessment data for strategic planning and decision making. We will continue this improvement trend and our next major goal that we will explore is the the creation of an Honors College.

Projection

Excellence in Undergraduate Education is one of the five goals in the new Academic Vision of the University. Excellence includes recruiting and retaining excellent students and providing them with strong academic programs and mentoring by faculty members. Excellence is also realized through "individualized engagement." Individualized refers to a students' abilities to match educational experiences with personal goals thereby creating unique pathways to prepare for their futures. These pathways are formed through engagement and active learning environments such as undergraduate research, internships, education abroad, service learning, and leadership development.

An Academic Advising Task Force of faculty, department heads, advisors, and staff was created during 2013 – 2014 by the Vice Provost for Academic Affairs to draft a plan to increase effectiveness in this area, and a comprehensive report was completed (See Exhibit 4.1). Recommendations from the report are already being implemented; for example, a new half-time director of advising was hired and reports to the Vice Provost for Academic Affairs and to the Director of CETL, and the position will become full-time in the 2016-17 academic year, and a new advising website for undergraduates will launch in spring 2016 with centralized information, helpful resources, and the advising philosophy of the university outlined for students.

General Education

The current general education curriculum was implemented more than a decade ago. The purpose of general education is to ensure that all UConn undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. Comprised of four content areas and five competency requirements, general education was designed to be substantial and broad ranging, offering students a rich menu of courses to satisfy their requirements. The four content areas, involving a minimum of 21 credits, aim to provide all students, regardless of major, experiences in arts and humanities, social sciences, science and technology, and diversity & multiculturalism. Five competency areas of computer technology, writing, quantitative skills, second language proficiency, and information literacy are required for all students as well. Writing, for example, is provided at both the general education level and within the major to assure advanced skills in the competency and to link the general and more specialized curricula. The content area courses and the competency requirements, comprise at least one-third of undergraduate students' 120 credit degree program.

The charge of GEOC, the general education oversight committee, a sub-committee the University Senate Curriculum & Courses Committee, is available [online](#).

The system of oversight via GEOC ensures faculty control of the curriculum. The GEOC annual report to the Senate details the operation of the system in the previous year and the extent to which it is working as intended. The most recent report reveals the scale of the operation, with over 1,100 courses being offered across all campuses each semester, providing close to 50,000 general education seats to students.

Appraisal

GEOC designed a course realignment assessment process to determine if the course approved throughout the past decade are consistent with the courses currently being offered. In the majority of cases, the content area courses examined are continuing to operate in accordance with the established guidelines and approved syllabi. However, in some cases, the W-courses (competency requirement) were not meeting one or more of the criteria established for them. Discussions with the departments in question have occurred to bring these courses back into alignment. The W course assessment project enables a close examination of this part of the curriculum. The process is labor intensive and time consuming but the twelve departments that have participated to date report gaining benefits from it. The assessment of these courses facilitates a conversation among faculty about exactly which outcomes are important in their field and provides objective data about the extent to which their students are achieving them.

In other parts of the general education curriculum, outcomes assessment is in progress. When the general education curriculum was originally established, criteria for inclusion of courses were set in terms of what the courses should do rather than what the students should learn; the focus was on content and not outcome. Over the years, the GEOC subcommittees have overseen a process for articulating learning outcomes for each content area with the involvement of faculty teaching the courses within a content area. At this time, learning outcomes have been established for each content area allowing for the collection of data to determine how well they are being met. These outcome measures are available on the GEOC website.

Due to technological advancements and rapid changes predicted, GEOC is reconsidering how to address the Computer Technology and Information Literacy requirements. Skills of entering students have also changed over this time period with some having greater technological skill than imaginable at the time the requirements were established. Thus, computer technology in its current form needs to be eliminated as a general education competency, and serious discussion as to what the needs of our students are for their future careers must ensure. Computer technology competency may be best left to the specialized majors but these kinds of decisions are being made with careful attention to appropriate assessment practice.

Projection

During the 2015-2016 academic year, GEOC will assess whether the current curriculum plan meets the intended goals of general education. Do students identify the purposes of general education as valuable and do they select courses based on their contribution to the purposes? With so many course choices, can all students be assured of fulfilling the same purposes? Is there benefit to consider thematically organized content areas and fewer course options within each? Are there areas not currently addressed in the general education curricular plan that need to be in order for our students to be responsive contributors to society, competitive in the marketplace, and committed to lifelong learning?

The Major or Concentration

UConn currently offers approximately 113 undergraduate majors through its various schools and colleges. Requirements for each major are clearly articulated in the catalog and in the plan of study forms completed by junior/senior students, which are now available online. The school or college

containing the major sets minimum standards for the numbers of credits to be included. For example, in the College of Liberal Arts and Sciences, the field of concentration for each major must include at least thirty-six junior/senior course credits, twenty-four of which are within the major itself and twelve in closely related areas. A grade point average of 2.0 is required in these courses, which must be described in an approved plan of study, come from two or more subject areas of the University and be completed with a GPA of at least 2.5. The Individualized Major Program also requires thirty-six credits. These majors must have a plan of study that is thematically focused, includes courses from two or more departments, is endorsed by three faculty members, and is approved by the Individualized Major Committee. It concludes with a final capstone project.

Each of the University's five regional campuses offers a subset of approved majors. Recently, the Board of Trustees approved a seamless transfer procedure at the regional campuses, allowing students to graduate with any major at any of the campuses by completing the required courses, usually taken at more than one campus. This has enabled greater flexibility of students who choose to begin at a regional campus.

Academic departments determine the sequencing of courses within their majors. Plans of study for each major must be approved by the appropriate school or college. Departments are also responsible for articulating learning objectives for their majors and mapping out the achievement of these objectives across their curriculum. Each department is required to designate courses that fulfill the writing, information literacy, and computer technology requirements of its graduates. Many departments have capstone courses, designed to integrate learning across the major. Professional schools link academic learning in the classroom with practical experiences in the field. For example, Neag School of Education students engage in a series of supervised practica in local school districts, beginning with observation and ending with full responsibility for the classroom.

In addition to their major, students may also elect to complete a minor field of study at the University of Connecticut. (Over 90 minors are offered.) A minor consists of 12-18 credits of related coursework, usually at the junior/senior level, that can be used to complement or extend a student's major. The precise requirements are set by the faculty originating the minor and are then approved by the relevant departmental and school/college Curricula and Courses committees. Interdisciplinary minors require approval from the Provost's Office. Minors are evaluated as part of the normal process of departmental review.

Appraisal
Guidelines developed in 2011 for self-studies prepared by departments for program review require departments to evaluate their majors, assessing course-coordination and learning outcomes. Departments continually update course offerings and requirements for the major, especially with new faculty hires. As stated earlier, new and clear assessment guidelines for departments have also helped faculty to focus on learning outcomes linked to assessment for program improvement.

New majors have responded to student demand in Business Administration, Chinese, Digital Media & Design, and Human Rights. Communication Sciences split into (1) Communication and (2) Speech, Language, and Hearing Sciences. A greater number of opportunities for cross-disciplinary or interdisciplinary studies are now available to undergraduate students, and several programs have become more globally focused. African American Studies has become Africana Studies; Latin American Studies has become Latino and Latin American Studies; Women's Studies has become Women's, Gender, and Sexuality Studies. Minors in this area have increased by fifty percent since

2006, as they represent useful opportunities for students to develop a concentrated area of study that can complement, focus, or otherwise enrich their major.

Growth has specifically occurred in several majors, especially Communication, Economics, and several STEM fields (Allied Health, Biological Sciences, Biomedical Engineering, Computer Engineering, Business, Chemistry, Cognitive Science, Computer Science, Mathematics and Actuarial Science, Molecular and Cell Biology, Nursing, Physiology and Neurobiology, and Physics). Our growth trend in theses majors is accompanied by a leveling off or decline in other majors in some of the humanities and social science areas. Some growth is due to increases in undergraduate enrollment, some to shifting undergraduate interests, and some to expansion of programs. Declines in our majors, according to our research, parallel national trends.

Projection
It is likely that growth will continue in STEM-related majors, Business, as well as in Digital Media & Design (which recently received significantly more applications to the major than it could accommodate). The increased emphasis on global issues in several majors and programs may result in an increase in majors, a trend that should be assessed, particularly to judge whether a new global studies major should be offered.

UConn Early College Experience
UConn Early College Experience (UConn ECE) is a concurrent enrollment program where highly qualified high school instructors are certified as adjuncts by the University departments to teach specific UConn courses at the high school. Initiated in 1954 by the provost, UConn ECE started its partnership with seven Connecticut high schools in 1955, making it the first concurrent enrollment program in the Nation. The program was designed to combat the increasingly noticeable problem of "senioritis", where students were losing their ambition from a lack of academic engagement in their last year of high school. UConn ECE is an academic outreach program designed to challenge the students academically as well as give them a head start on higher education. Students enter college with greater experience and an official UConn transcript. Over the last sixty years, UConn ECE has expanded to almost all public high schools as well as many private schools in the State (a total of 197 high school partners). Despite only operating in Connecticut, we have one of the largest programs in the country in terms of student enrollments, course offerings, and certified instructors.

Rigor & Accountability

UConn ECE is a founding member of the National Alliance of Concurrent Enrollment Partnerships (NACEP), the sole accrediting body for concurrent enrollment programs. Accredited in 2007 and reaccredited in 2014, the program maintains strict standards to assure that the UConn courses offered at the high schools are as rigorous as on a UConn campus. Academic standards for instructor certification are all independently set by the departments and correspond with their standards for hiring adjunct faculty. Certified instructors maintain the standards of the course in collaboration with the University department. The instructors' syllabi as well as select assessments and assignments are collected by the department to assure academic rigor and course comparability. Students are evaluated using the same assessments as students on campus or assessments that are judged by the department to match the philosophical and academic standards of the course at UConn. Representatives from the department visit UConn classes at the high schools, provide annual professional development for UConn ECE instructors, and oversee compliance with departmental standards. The UConn ECE central office supports all departments

and guides departments to assure consistently high standards, academic oversight, outreach, and support for excellent professional development.

Professional Development

Access to the University is a key component to assuring course comparability, high standards, and strong collegial relations. Departments offer at least one day-long professional development workshop annually for their UConn ECE faculty to assure a clear understanding of the courses, update faculty on the latest research relevant to the class, and educate faculty on how their UConn class is a bridge to upper-level courses at the University. Many departments will offer two workshops a year to focus on different aspects of the course. In addition to the annual workshops many departments offer multi-day Summer Institutes to help UConn ECE instructors rekindle their passion for their academic discipline. Summer Institutes are structured like a graduate experience where UConn ECE instructors return to the lab, engage in intimate graduate-level discussions, and are exposed to many new primary resources that can be used in their UConn class at the high school. Every year UConn ECE offers between 250 and 300 hours of professional development, which is exclusive for UConn ECE instructors. We also offer many student conferences and academic experiences similar to what students could access at the University. Examples are: the French Immersion Day & Quiz Bowl Competition, the Globalization Conference, the Marine Science Research Poster Symposium, and the Wallace Stevens Poetry Competition. Finally, UConn ECE instructors and students have full access to the UConn Libraries (complete online and lending privileges). Library/Media Specialists at the high schools also enjoy such access and regularly attend workshops at the Homer Babbidge Library, allowing onsite support at the high schools.

Student Profile

Students who enroll in the program are among the most motivated and academically talented in the State. The program does not set entrance criteria, but does require instructor consent. We realize that students are talented in different areas and want them to explore their passions and areas of excellence regardless of their SAT scores or overall class rank. In the 2015-2016 AY, 10,764 students enrolled in one or more UConn classes through the program. 67,214 credits were attempted and 85 percent of classes were passed by students (grade of C or higher). Over the last ten years the pass rate has remained consistent, between 84 and 86 percent, which is attributed to proper student selection and that students are being evaluated through a variety of assessments (labs, quizzes, tests, projects, and research papers) not by just a single standardized test.

Student Enrollment Growth Over the Past 10 Years
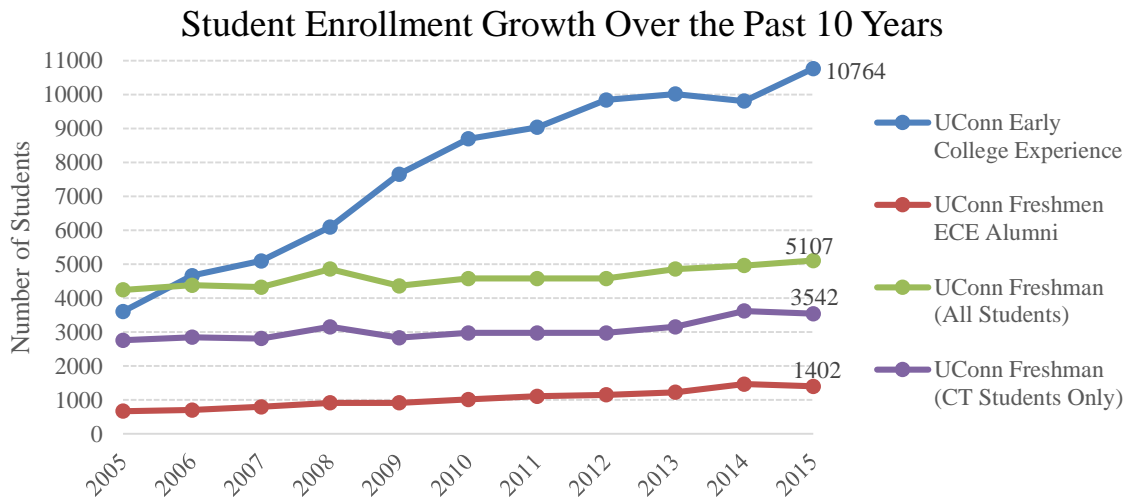
While UConn ECE is not part of the Office of Admissions, approximately a third of the freshman class at UConn is an UConn ECE Alumnus. We actively track these students at UConn to better understand the program's impact on the University. UConn ECE Alumni predictably make up around two-fifths of incoming first-year Honors students. Additionally, UConn ECE Alumni are an important presence in Student Support Services (SSS), composing around a third of the incoming SSS class. Some of our high poverty high schools have increased their remedial classes and decreased their ECE classes due to the pervasive achievement gap that exists in CT schools, but we are writing grants and seeking funding to include more ECE classes in their offerings. We are proud that UConn ECE Alumni impact both the Honors and SSS programs so significantly, which speaks to the reach and diversity of the program in Connecticut high schools.

Percentage of ECE Alumni as part of:	Honors Students	SSS Students
2015-2016	223 (43%)	86 (28%)
2014-2015	214 (42%)	123 (35%)
2013-2014	201 (44%)	114 (40%)
2012-2013	183 (43%)	87 (28%)
2011-2012	154 (37%)	85 (25%)

UConn ECE is a vital part of the high school culture and affords Connecticut students greater options when applying to college as well as preparing them for their transition to higher education. UConn ECE conducted the Nation's largest study on concurrent enrollment (2014), finding that students who participate in concurrent enrollment have a higher chance of being admitted to college than all other students. Additionally, credits earned through UConn ECE have an 87 percent transfer rate to other universities. This is a very high rate and something we are proud of as UConn invests in the students of Connecticut.

Graduate Degree Programs
The University of Connecticut serves a critical role in graduate education within the state and nation, offering a comprehensive range of programs and degrees, and serving as the place for over 6,600 graduate students (more than 20% of the student body). In addition to being the state's flagship public research university, UConn is designated as a Carnegie Research Extensive University. High quality graduate education requires a substantial commitment to faculty research and scholarship in addition to advanced classroom instruction. Members of the Graduate Faculty possess active research agendas, thus supporting the high quality of research experiences for a diverse student body and fulfilling university obligations as a land-grant, sea-grant, and space-grant consortium institution to conduct research and disseminate information to the public in areas affecting the nation's welfare. In addition, UConn is the state's only comprehensive public doctoral-granting university, and the only public grantor of professional degrees in Audiology, Dental Medicine, Law, Nursing, Pharmacy, Physical Therapy, Public Administration, and Public Health.

The Vice Provost for Graduate Education and Dean of The Graduate School provides oversight related to resources and expectations for graduate programs, under advisement of the Executive Committee and Graduate Faculty Council. Over 1,000 members of the University's Graduate Faculty supervise graduate education for individual scholars and programs. The Graduate Faculty consists of individuals appointed on the basis of their professional credentials, active participation in research, or other professional activities as determined by their respective departments. Individuals meeting these requirements are appointed by the Dean of The Graduate School by authorization of the President. Members of the University Faculties who hold the rank of assistant professor or above at the University of Connecticut may become members of the Graduate Faculty upon recommendation of the department head (or dean of a school or college which is not departmentalized) and approval by the Dean of The Graduate School.

Qualifications of Graduate Students

To study for a graduate degree, a student must be admitted by the Dean of The Graduate School. Graduate admission is both limited and competitive, and meeting the minimum requirements does not guarantee admission. Applicants must show promise of superior achievement and must have specific preparation for the course of study they wish to undertake. If their records indicate deficiencies, applicants may be refused admission or required either to take background courses without graduate credit or to demonstrate by examination that they have acquired the requisite knowledge or skills for graduate study. In addition, since each graduate program has a limited number of places, the successful applicant must have a record competitive with those of other applicants in the same field.

To be admitted to Regular status and to begin studies, an applicant must hold a baccalaureate from a regionally accredited college or university or present evidence of the equivalent. The applicant must submit to The Graduate School official transcripts covering all previous work, undergraduate and graduate, which must be of at least the following quality: a cumulative grade point average of 3.0 for the entire undergraduate record, or 3.0 for the last two (2) years, or 3.5 GPA or higher in the entire final year. The grade point average is computed on the basis of the following scale: A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0. Occasionally students who hold the baccalaureate but do not qualify fully for admission to Regular status may give evidence of ability in their chosen field sufficiently convincing to warrant their Provisional admission to a master's degree program only.

Applicants from foreign colleges and universities must meet equivalent standards of eligibility and are expected to submit official transcripts showing all work completed. In addition, English

language proficiency must be demonstrated through meeting of the minimum standard to qualify for Regular admission (an internet based score of 79 or greater, or a written test score of at least 550, on the TOEFL (Test of English as a Foreign Language), an overall band score of 6.5 on the IELTS (International English Language Testing System), or an overall score of 53 on the PTE Academic test. Students who fail to meet the English language proficiency requirements may be admitted at the master's level as Language-Conditional Students. Those admitted on F-1 visas must be fully academically admissible as a Regular student. Students admitted under Language-Conditional status have twelve (12) months to meet the language requirement by receiving a Certificate of English Proficiency from UCAELI (University of Connecticut English Language Institute) and/or receiving a passing English proficiency score.

Graduate Degree Programs

Over 80 graduate fields of study fall under the jurisdiction of The Graduate School, which sets the minimum degree requirements. [Note that graduate programs in Law, Medicine, and Dental Medicine and the Pharm.D. Professional Program are administered independently from The Graduate School, and are fully accredited by the appropriate national bodies.] The approval process for new graduate degree and certificate programs is rigorous and is designed to ensure that the highest standards are met.

Post-baccalaureate and certificate programs. Both post-baccalaureate and graduate certificate programs are offered through The Graduate School. A certificate provides post-baccalaureate students with critical knowledge in a specific field or niche. UConn's certificate programs may be offered face-to-face, entirely online, or in a blended/hybrid format. Students are awarded certificates based upon completion of a well-defined program of coursework. A certificate is not a degree. Rather, it is a focused series of courses that, when completed, demonstrates competence in a coherent academic specialty.

Master's degree programs. Master's degree programs are offered in a broad range of fields throughout the University. A master's degree program represents the equivalent of at least one (1) year of full-time study beyond the baccalaureate (or its equivalent). The Master of Arts degree usually is awarded to qualified candidates in the humanities, the social sciences, education, and other non-scientific fields. The Master of Fine Arts is a terminal degree in the fields of Art and Dramatic Arts. The Master of Science degree is awarded to candidates in the natural, physical, mathematical, pharmaceutical, nutritional, and agricultural sciences, as well as Accounting, Nursing, Human Resource Management, and Engineering. Other master's degrees awarded include the Master of Business Administration, the Master of Dental Science, the Master of Engineering, the Master of Music, Master of Professional Studies, the Master of Public Administration, the Master of Public Health, and the Master of Social Work. From 2012/2013 through 2015/2016 the average master's degree recipient earned 46.3 credits. Ordinarily, the master's degree should be completed within three (3) years. In any event, all work for the master's degree must be completed within six (6) years from the beginning of the student's matriculation in the degree program. Master's degrees may be earned under either of two (2) plans, as determined by the advisory committee. The Thesis plan emphasizes research activities while the Non-Thesis plan requires comprehensive understanding of a more general character. Non-Thesis plans in the Masters of Fine Arts emphasize research that culminates in a final Research Project. To maintain good standing in a Thesis plan, students must perform satisfactorily in all aspects of thesis research and writing.

Doctor of Musical Arts Degree Program. The D.M.A. degree is the highest practice-oriented degree offered by The Graduate School in the field of Music. The program leading to its attainment is

intended to give persons of outstanding ability the opportunity to become creative contributors in musical performance and scholarship. Award of the degree testifies to broad mastery of the art of music, an ability to practice that art on an exceptionally high level, and acquisition of appropriate research skills. The equivalent of at least two (2) years of full-time study beyond the Master's degree is required. All work must be completed within seven (7) years of the beginning of the student's matriculation in the degree program, and includes a general examination, foreign language requirement, recitals, and a dissertation.

Doctor of Philosophy Degree Programs. The Ph.D. is the highest degree offered by the University. The program leading to its attainment is intended to give persons of outstanding ability the opportunity to become creative contributors in a scholarly field. Award of the degree testifies to broad mastery of an established subject area, acquisition of acceptable research skills, and a concentration of knowledge in a specific field. Although certain minimum requirements are set by The Graduate School, it is important for students to realize that work toward this degree is not merely a matter of accumulating course credits or of satisfying other requirements. The degree will be conferred only after the advisory committee and the Graduate Faculty are convinced that the student has developed independence of judgment and mature scholarship in the chosen field. The Graduate School requires a minimum of at least 30-credits of content coursework beyond the baccalaureate (or its equivalent) or at least 15-credits of content coursework beyond the master's degree in the same or a closely-related field of study (exclusive of any required Related Area). In addition, minimum requirements include 15 credits of dissertation research, a general examination, and a dissertation.

Professional and practice-oriented programs. Requirements for professional and practice-oriented programs vary by discipline with regard to degree-type and expectations. For example, master's degree programs may either be professional or academic with the degree requirements varying with the purpose of the program. Programs in nursing, education, social work, and music contain practicum, internship and/or performance requirements as part of the degree. In education, the master's degree may also be combined with the Professional Diploma in Education (6th Year Certificate) as a way to demonstrate meeting the additional requirements for certification in the intended discipline. Other programs offer courses and scheduling that is tailored for mid-career professionals who may be working full time, such as the Master's in Public Health and Executive Master's in Business Administration.

Regardless of the graduate program, all students are required to maintain in good standing at all times. To be considered in good standing, the student must (a) maintain a minimum cumulative grade point average of 3.00; (b) receive a grade higher than C- in each course; (c) if required, satisfy the foreign language requirement; (d) if enrolled in a doctoral program, pass the doctoral general examination; (e) if enrolled in a doctoral program, produce an acceptable doctoral dissertation proposal; (f) perform satisfactorily in all aspects of the research or writing for a master's thesis or doctoral dissertation; (g) pass the final examination for the master's or doctoral degree; and (h) satisfy any other requirement of the student's graduate degree program. Performance that does not meet minimum expectations is subjected to review by the advisory committee to determine whether the student shall be permitted to continue in the degree program. Degree conferral requires that the student be in good academic standing, and that all requirements for the degree have been completed satisfactorily by the specified deadline. Degrees are conferred three times each academic year in August, December, and May.

Appraisal

In general, the procedures and policies that govern the establishment of graduate programs of the University are functioning as intended, and significant changes are not required. The University continues its efforts to strengthen the evaluation of programs and to ensure that they provide excellent training for graduate students.

In 2009 the Vice President for Research and Graduate Education (VPRGE) led an evaluation of The Graduate School by an ad hoc committee composed of deans, department heads, graduate faculty, and graduate students. That report led the University to divide the responsibilities of the VPRGE between two senior leadership positions, a Vice President for Research and a Vice Provost for Graduate Education and Dean of The Graduate School (VPGE), to ensure that each area receives the attention it deserves. An interim VPGE was appointed in 2010, and a permanent appointment was made in 2013. The University's academic vision, *Creating our Future*, reinforced the University's commitment to graduate education by identifying excellence in graduate education as one of five fundamental goals.

The University and the Graduate Faculty Council have continued to enhance graduate programs through changes to policies and procedures governing graduate students and degree programs. Especially notable changes include:

- Developing new procedures to ensure compliance with time to degree requirements for master's and doctoral degree programs, 6 years and 8 years respectively (7 years for doctoral students entering with a master's degree).
- Accepting of a score of 53 on the PTE Academic test as evidence of English language proficiency.
- Designating The Graduate School as the governing body for review and approval of all post-baccalaureate certificate programs at the University.
- Designating The Graduate School as the governing body for review and approval of interdisciplinary programs that span schools and colleges.
- Enforcing a deadline for final defense of a master's thesis or doctoral dissertation 2 weeks before the end of the term when a degree is to be conferred.
- Revision of the eligibility criteria for the Crandall/Cordero Program and the Harriott/Giolas Scholars Program to emphasize personal and departmental commitment to enhancing diversity on the part of the nominee and departmental commitment to support and mentoring.

Approximately 2,300 graduate students at the University of Connecticut are appointed as graduate assistants. As mentioned earlier, on July 1, 2015, the relationship between graduate assistants at Storrs and regional campuses and the University is governed by the terms of a collective bargaining agreement. The collective bargaining agreement governs terms and conditions of the work associated with graduate assistant appointments, while retaining the University's right to exercise sole authority in academic matters (See Exhibit 4.2). While we are still in the early stages of this new agreement, we have had numerous meetings with department heads and graduate students, and we have established a cordial working relationship with the union. Approximately 10 grievances have been filed and only one has gone to arbitration. We continue to learn from this new agreement and will update the NEASC team about progress during the September visit if there are questions.

Graduate programs at the University of Connecticut continue to be very attractive to outstanding students from around the United States and the world. The total number of applicants increased more than 12% between 2009 and 2014 (from 9105 to 10,236) and more than 70% of those offered admission chose to enroll. Almost 30% of those admitted are international, and about 15%

of U.S. citizens or permanent residents who identify their ethnic or cultural heritage fit the federal definition of underrepresented minority.

Projection

The Graduate School will continue to focus on enhancing the efficiency of all administrative processes associated with graduate education from application through degree conferral. For example, to the extent that resources allow, paper forms and manual processes are being replaced with electronic forms and automated procedures.

For most of its 75-year history, The Graduate School has focused on administrative processes, but to support the University's focus on increasing services to graduate students it will increasingly focus its resources and energy on providing services that are difficult for individual departments, programs, schools, or colleges to provide. For example, The Graduate School will work with other offices on campus to:

- Encourage more graduate students to apply for nationally competitive fellowships and to provide advice to those who apply.
- Develop and offer career and professional preparation programs for students designed to improve their skills in teaching, leadership, professional communication, and proposal writing and to increase their awareness of the range of career options available to those who complete graduate degrees and the types of preparation necessary for those careers.
- Expand the social and cultural services available to graduate students from disadvantaged backgrounds and to international graduate students.
- Develop model graduate program handbooks that outline expectations, timelines, and obligations for graduate students and faculty.
- Lead efforts to ensure that graduate students and post-doctoral scholars represent the full range of diversity, including age, national origin, color, race, ethnicity, religion, disability status, socio-economic background, gender, thoughts, and attitudes.

In addition, The Graduate School will lead regular evaluation of graduate programs as part of the regular periodic review of academic departments.

Integrity in the Award of Academic Credit

Academic degrees and recognition are awarded upon completion of approved academic programs. These programs are proposed by the academic departments and approved following the procedures defined by the Office of the Provost. Approval culminates after Board of Trustees approval and the informing of the Connecticut Office of Higher Education of UConn's new or modified academic programs. Programs are also accredited by various agencies, such as professional societies, and these accreditations are compiled by the Office of Institutional Research and Effectiveness.

The courses offered by the University of Connecticut are described in course catalogs, which are available online.[6] (See Exhibit 4.3 and 4.4 for copies of the Undergraduate Catalogue and the Graduate Catalogue, respectively.). The catalogs are monitored both at the institutional and departmental levels to remove listings of courses that are no longer offered. University Senate policy has established that, with the permission of the appropriate department head, any course not offered during the previous five years may be removed from the catalog.

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[6] Undergraduate Catalog: http://catalog.uconn.edu/
Graduate Catalog: http://gradcatalog.uconn.edu/

Content

The University exhibits its authority over academic elements of all undergraduate and graduate courses through the Curricula and Courses committees of the departments and schools or colleges and (for introductory courses) the University Senate. The Senate Curricula and Courses Committee is charged with oversight of undergraduate courses open to freshmen and sophomores and those courses comprising the general education requirements required of all students. The General Education Oversight Committee (which reports to the Senate Curricula and Courses Committee) provides continuing review of general education courses required of all students. A new course numbering system was implemented for the 2008-2009 Catalog. The Graduate Faculty Council oversees graduate courses. The Senate Scholastic Standards Committee is charged with scholastic matters affecting the University that are not assigned to the Senate Curricula and Courses Committee. These include academic programs, the marking system and scholarship standards (academic probation and dismissal, minimum grade point averages, etc.). These procedures are outlined in the *By-Laws, Rules, and Regulations of the Senate* (See Exhibit 3.4). Graduate courses are reviewed by the Curricula and Courses committees of the constituent academic units at the school and college level, and then forwarded to the Graduate School for publication.

Delivery

After course approval there is ongoing oversight by appropriate faculty within the program or department responsible for delivery of the course. Teaching by new faculty may be observed and evaluated by department heads or their designees. GEOC is intended to continue oversight of all approved general education courses. The Center for Excellence in Teaching and Learning has resources available to all persons teaching courses, including adjuncts and teaching assistants. The University administers Student Evaluation of Teaching (SET) surveys to students on an ongoing basis. At present, these ratings are an important source of assessment information about course delivery. The Office of Institutional Research and Effectiveness is charged with the administration of SETs. Starting spring 2013, OIRE began class evaluations using an online system. Evaluations can be done outside of class or in class, using smart phones, tablets or laptops.

The evaluation consists of fourteen standard Likert-like evaluation scales and three to five open-ended free response items. These open-ended response sheets are returned to the instructor by the Office of Institutional Research and Effectiveness along with a summary of the responses to the standardized questions (See Exhibit 4.5 for a sample evaluation form, plus the data about university rating averages). The statistics are used by faculty as a basis for improvement of their classroom performance. They are also used by the various Promotion, Tenure and Reappointment (PTR) committees at the department, college and university levels. While some departments supplement these procedures with classroom observations and interviews by the PTR Committee and/or Department Heads, in many cases these statistics are the only systematic examination of teaching. The Office of Institutional Research and Effectiveness has examined the validity and reliability of the scores from administration of these instruments. Classes with fewer than five registered students are not regularly evaluated in this process.

Admission & Registration of Students

It is the function of the Undergraduate Admissions Office, a part of the Division of Enrollment Planning and Management, to admit qualified new undergraduate students at the University. To support this goal, the office works with interested students and guidance counselors through Open

Houses, as well as participating in regional and national college fairs. A separate, independent process occurs at the graduate level under the auspices of The Graduate School.

As of fall 2015, the University of Connecticut enrolled 23,407 undergraduates and 8,217 graduate and professional students in fourteen schools and colleges[7]. Enrollment statistics are collected, maintained and reported by OIRE.

The Office of the Registrar compiles information about undergraduate courses and programs. The staff registers students, creates and maintains their records, provides certified documents, issues transcripts, processes grades, monitors NCAA student athletes' academic progress, and audits degrees. Services also include course record management, classroom assignment, final exam scheduling, academic and administrative policy monitoring, and information dissemination.

Student Retention

The University ranks well with respect to retention. Currently more than nine out of ten freshmen return to UConn in their sophomore year. To avert freshman attrition, it is imperative to communicate early, often and at key junctures. A mid-term grade program calls on faculty to provide the Registrar's Office with a list of all undergraduate students who are struggling in their freshman-level courses after six weeks of classes. The Registrar, in turn, notifies each student's advisor and residence hall director, who direct the student to the range of academic support resources available at UConn.

For undergraduates, the University's Retention and Graduation Task Force has been successful in promoting a campus culture that values the importance of providing proactive and reactive support services for freshmen so that they persist toward their degree in a timely fashion. For undergraduates, a measure of the opportunity to graduate within an appropriate time is the length of time to degree. This is reported by the Office of Institutional Research and Effectiveness. Fall 2015 data indicate that eighty-three percent of all freshmen graduate within six years and seventy-seven percent of minority freshmen graduate within this time period[8]. Monitoring enrollment within subject areas, with particular attention to General Education course offerings, is continually done by the Office of Undergraduate Education & Instruction which reallocates resources to provide additional course sections as enrollment trends for certain majors shift, thereby ensuring a timely completion of degrees by undergraduate students.

The Institute for Student Success provides a broad variety of programs to support undergraduate students and improve retention and graduation. These include the Academic Center for Entering Students (ACES) that provides academic advising for students entering the University without a designated major and those yet to choose a major. The First Year Experience program provides a network for personal support, interactive online resources, and special living/learning experiences. UConn Connects provides one-on-one support to students on academic probation to get them on the right track to succeed at UConn and beyond. The University supports several multicultural centers including the African American, Asian American, and Puerto Rican and Latin American Cultural Centers, and the International, Rainbow and Women's Centers. (See Standard Five for more information.)

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[7] Source: 2016 Facts Sheet (See Exhibit 4.6)
[8] Source: 2016 Facts Sheet

Transfer Credit and Evaluation of Prior Learning

UConn's policy for transfer of credit from other institutions and its "Guidelines for Evaluating Undergraduate Course Work to be Transferred from Other Colleges and Universities to the University of Connecticut" are both available online. Articulation agreements exist with several colleges or schools and with Connecticut Community Colleges. Over the past decade, the University of Connecticut has continually worked with the Community Colleges to facilitate transfer articulation agreements. Many of these are for specific programs.

A Statewide Transfer and Articulation Committee recommend policies that maximize transferability of collegiate credit toward completion of degree requirements at the receiving public institution. Recommendations include programmatic articulation between the public two and four-year institutions such as the Pathway Program in Engineering, and a transfer articulation agreement between UConn's School of Business and the state's community colleges. That program, the Guaranteed Admission Program (GAP), is an agreement between the Connecticut Community College System and the University of Connecticut, designed for transfer students who enroll in a liberal arts transfer program at one of Connecticut's community colleges. Students who plan to continue their studies to earn a bachelor's degree in Liberal Arts and Sciences; Agriculture, Health and Natural Resources; or Business are guaranteed admission to the University of Connecticut once the associate's degree has been earned, appropriate courses have been completed, and minimum grades and requirements for the selected program have been achieved. Advisors from individual community colleges and UConn meet with GAP students throughout their community college careers, helping their eventual transition to the University.

The University accepts up to six credits of advanced course work (with a grade of B or better) taken at another institution to be included on a Master's degree plan of study (Graduate Catalog, p.28). Up to two years of graduate work completed at an accredited institution may be accepted for a doctoral program with certain provisions.

Selected courses are offered through the Early College Experience program that allow advanced high school students to receive credit for University courses offered in their high school. Their instructors, the ECE Faculty, are adjunct professors who are certified by UConn's ECE Program Coordinators within the respective departments, who are also responsible for ensuring the equivalence between high school and university offerings of the courses (http://ece.uconn.edu).

Currently, the University of Connecticut does not award credit for prior experiential or non-collegiate sponsored learning that did not occur under its auspices. The only limited exception involves the Bachelors of General Studies degree (BGS). In this case, some transfer students can include credits for experiential and non-collegiate sponsored learning for their first sixty credits of course work if (and only if) a previous accredited institution of higher education had awarded credit. This BGS exception occurs on an ad hoc basis; trained professional staff members in the Admissions Office make the decisions about the appropriateness of accepting transcript credits for experiential learning from other institutions.

The education abroad program maintains a list of approved courses. These courses have been previously reviewed by the faculty for awarding of credit here at UConn. Courses not listed are evaluated by appropriate faculty in the program for which credit is to be awarded.

Service Learning

Service learning – an academic program that includes both off-campus experience and classroom reflection – involves students leaving campus to work in the community. The work may be local, statewide, or even international. The faculty member then helps the students learn more from the experience by encouraging them to reflect on it in a structured way – through journal assignments, for example, or class discussion. A service learning component may be added to courses in any discipline. To facilitate this learning experience and support faculty instruction, UConn has established an Office of Public Engagement that includes an [Office of Service Learning](#).

Internships and Independent Study are encouraged by specific programs to broaden student experience. The requirements for credit are overseen directly by the specific programs. Establishment of internship programs goes through the same process as establishment of a new academic course. Note that not all degree programs grant credit for internship experiences. The Center for Career Development manages cooperative education work program experiences for students in coordination with academic departments. Experiential learning is an important part of the curricula of many professional schools, including business, education, law, nursing, social work, medicine and dentistry.

Academic Standing Rules

The institution publishes requirements for continuation in, termination from, and readmission to the University in the Undergraduate Catalog, the Student Code of Conduct, and the Laws, By-Laws and Rules of the Senate. These documents also include rules governing academic integrity, cheating, and plagiarism.

Evaluation of Course Offerings

Monitoring of the appropriateness and timeliness of course content for all courses offered at the University of Connecticut is the responsibility of the programs, departments, and schools or colleges offering the courses. In addition to the "traditional" semester-long offerings, UConn offers undergraduate and graduate programs and courses for abbreviated or concentrated time periods and via distance learning. Individual programs offering the courses are in charge of assessment of the effectiveness of these "non-traditional" modes of teaching. The GEOC does require additional approval for general education courses to be offered in intensive sessions. These shortened offerings are evaluated through faculty report.

By University Senate mandate, every course is mandatorily evaluated on alternating semesters, and the Office of Institutional Research and Effectiveness makes available the option of every-semester evaluation. Almost all academic departments opt for the every-semester evaluation cycle, which applies to courses taught by adjuncts.

The creation of off-campus courses and distance learning courses is subject to the By-Laws, Rules and Regulations of the University Senate. Each course is subject to review and approval by the appropriate school or college curricula and courses committee.

Residency

All undergraduate students must complete the last two semesters (30 degree credits) of their work at the University. The graduate student residence requirements are stated in the Graduate Catalog.

For example, for students in a Ph.D. program, during the second or subsequent years of work in the field, at least two consecutive semesters in residence must be completed.

Appraisal
The University oversees integrity in the awarding of credits. Programs at the University receive review and evaluation routinely and at several levels. Naming of programs is appropriate. In addition, forty individual programs are independently accredited by their appropriate professional societies.

Information regarding courses is readily available in a variety of media. The Undergraduate and Graduate catalogues that govern degree program completion requirements and course offerings are available in both print and electronic versions at Storrs and the regional campuses, and in electronic versions for degree programs offered under the auspices of UConn Health. The Registrar and appropriate academic officers, including the Provost, Deans, and Department Heads, are responsible for ensuring that there are sufficient germane course offerings to allow students to graduate in a prescribed period of time, and our data support that this is happening.

Projection
The University will maintain its existing well-designed policies and procedures to ensure the quality and integrity of its degree programs. The University will continue to assess all programs internally and externally and, where possible obtain additional accreditation through professional societies.

Retention and graduation rates for the University of Connecticut are very good, compared to our peers. Minority retention and graduation rates are now equal to in excess of the overall number. However, the Vice Provost for Academic Affairs and the Division of Enrollment Planning and Management are actively working to achieve even more impressive retention and graduation rates.

The University will continue to develop new graduate-certificate programs according to publicized rules and procedures, and evaluate academic quality through periodic internal reviews.

Credit Hour Policy

In the 2011 interim report, the University noted that it was developing a Credit Hour policy in accordance with federal and NEASC requirements. Staff in the Office of the Provost drafted an initial policy, and met with members of the Senate Executive Committee, the Registrar, and Advising to review, edit, and recommend a policy for adoption. On August 15, 2012, the Credit Hour policy went into effect. The policy reads, in full:

"The University of Connecticut, as mandated by the U.S. Department of Education and the New England Association of Schools and Colleges, and following Federal regulation, defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than –

"(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for one semester or the equivalent number of hours of instructional and out of class work for shorter sessions (e.g. summer); or

"(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

"Instruction and out of class work increase commensurately, for courses consisting of two, three, four, five or more credit hours."

Standard Four Exhibits

4.1 – Academic Advising Task Force Report
4.2 – GEU-UAW Collective Bargaining Agreement
4.3 – Undergraduate Catalog
4.4 – Graduate Catalog
4.5 – Student Evaluation of Teaching Form and Data
4.6 – 2016 Facts Sheet

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

<u>Fall 2013 All Locations Including Health Center</u>

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP, AuD)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	J.D., S.J.D., Law LL.M.	M.D., D.M.D.	Ph.D.	Post Baccalaureate/Graduate Certificate	Post-Master's Certificate (Sixth-Year Diploma, Education)	Total Degree-Seeking FTE
Main Campus FTE	55	17,198	1,059	468	17			1,270	6	43	20,116
Other Campus FTE			1,065			608	542	97			2,312
Branches FTE		3,565	145					25	3	3	3,741
Other Locations FTE											0
Overseas Locations FTE											0
On-Line FTE											0
Correspondence FTE											0
Low-Residency Programs FTE											0
Total FTE	55	20,763	2,269	468	17	608	542	1,392	9	46	26,169
Unduplicated Headcount Total	55	21,880	3,398	347	46	591	542	2,339	26	110	29,334
Degrees Awarded, Most Recent Year	21	5,200	1,636	122	6	225	133	311	172	45	n/a

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	269		
Other Campus FTE	19		
Branches FTE	211		
Other Locations FTE	4		
Overseas Locations FTE			
On-Line FTE			
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	503		
Unduplicated Headcount Total	1,140		
Certificates Awarded, Most Recent Year	NA	NA	

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

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

Note: "Other Campus" Master's and Doctoral programs include Business, Social Work, Health Center Biomedical Sciences, Dental Health, Public Health

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

	3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
For Fall Term, as of Census Date				
Associate				
Animal Science	52	49	45	32
Ornamental Horticulture/Turfgrass Mgnt.	24	18	19	23
Total	76	67	64	55
Baccalaureate				
College of Agriculture & Natural Resources:				
Agriculture & Natural Resources	17	21	25	21
Animal Science	327	372	355	362
Environmental Science	64	62	62	55
Environmental Studies				1
Individualized Major - Agriculture	1	-		1
Natural Resources	102	111	134	117
Nutritional Sciences	169	161	171	166
Pathobiology	85	95	100	94
Plant Sciences:				
Turfgrass & Soil Science	21	21	24	12
Horticulture	25	37	40	36
Landscape Architecture	55	58	56	50
Pre-Teaching/Agriculture	1	1		
Resource Economics	130	126	124	114
Undecided - AG	-	1	1	
Allied Health Sciences	404	526	621	715
Cytotechnology	-			
Diagnostic Genetic Sciences	24	25	20	21
Dietetics	35	35	34	32
Individualized Major - Allied Health	-			
Medical Technology	44	33	27	26
Undecided - Allied Health	1			
School of Business:				
Accounting	501	481	469	493
Business Administration		54	136	153
Business & Technology	176	131	83	79
Finance	347	359	366	405
Real Estate/Urban Economics	34	25	17	27
Risk Management & Insurance	6	2	1	
Financial Management				17
Health Care Management	77	67	57	61
Management	197	199	198	243
Management Information Systems	60	57	54	68
Marketing	214	206	202	230
Undecided	206	210	202	191
Neag School of Education:				
Curriculum & Instruction:				
Elementary Education	74	75	62	70
Secondary Education:				

For Fall Term, as of Census Date	3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
Agricultural Education	1	1		
Biological Sciences	9	5	3	2
Chemistry	-			1
English	18	11	11	16
French	3	1		1
General Science	1			
Geology/Geophysics	1	1		3
German	-			
History & Social Studies	11	11	11	12
Mathematics	21	17	13	19
Music Education	1	1		
Physics	3	1		
Spanish	5	3	3	3
Educational Psychology:				
Special Education	36	37	35	35
Sport & Leisure Studies:				
Athletic Training	27	26	23	26
Exercise Science	63	75	78	68
Social Science of Sport	57	53	32	26
School of Engineering:				
Biomedical Engineering	315	313	303	377
Chemical Engineering	232	220	235	243
Civil Engineering	226	214	232	243
Computer Engineering	53	40	38	56
Computer Science	82	84	102	156
Computer Science & Engineering	154	160	190	196
Electrical Engineering	157	152	178	215
Engineering Physics	25	26	29	29
Environmental Engineering	69	75	97	90
Management & Engr for Manufacturing	56	54	44	50
Mechanical Engineering	445	463	444	516
Materials Science & Engineering	80	87	103	119
Undecided	80	88	132	177
School of Fine Arts:				
Art:				
Art History	27	26	17	16
General Program Art	211	182	185	162
Dramatic Arts:				
Acting	40	39	36	39
Design & Technical Theater	25	30	32	30
Puppetry	7	7	7	6
Theatre Studies	33	27	33	24
Music:				
Music	53	51	55	47
General Program Music	58	52	59	43
Music Education (FA)	17			
Pre-Teaching Music Education	34	39	45	40
Digital Media & Design:				23
Continuing Studies:				
Individualized Major	781	841	796	652

Revised July 2016

Standard 4: The Academic Program (Undergraduate)

For Fall Term, as of Census Date	3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
College of Liberal Arts & Sciences:				
African American Studies	1	3	5	5
American Studies	49	49	44	27
Anthropology	88	123	112	78
Applied Mathematical Sciences	32	28	34	44
Biological Sciences	1,260	1,301	1,319	1,345
Chemistry	190	212	222	231
Coastal Studies	53	52	59	69
Cognitive Science	44	59	82	74
Communication Sciences	489	477	578	546
Ecology & Evolutionary Biology	56	68	68	61
Economics	566	617	689	793
Engineering Physics	-	1	3	8
English	666	632	586	550
Environmental Science	90	103	97	95
Environmental Studies				5
Exploratory (ACES)	3,189	3,239	2,981	2,883
Geography	35	29	29	25
Geoscience	26	32	32	37
History	441	430	401	332
Human Development & Family Studies	534	572	554	595
Individualized Major	58	62	66	56
Journalism	86	73	78	85
Latin American Studies	8	11	10	14
Linguistics / Philosophy	8	12	13	7
Linguistics / Psychology	32	28	20	17
Maritime Studies	17	21	27	24
Mathematics/Actuarial Science	223	258	263	287
Mathematics/Physics				1
Mathematics/Statistics	19	35	37	37
Mathematics	164	200	186	175
Literatures, Cultures & Languages:				
Classics/Ancient Med. Studies	29	25	14	17
French	32	30	29	18
German	11	10	9	8
Italian Literary & Cultural Studies	14	13	7	10
Spanish	64	48	38	38
Molecular & Cell Biology	275	292	265	325
Structural Biology & Biophysics	25	28	19	26
Philosophy	50	49	52	49
Physics	57	70	80	95
Physiology & Neurobiology	282	316	357	411
Political Science	772	750	709	650
Pre-Allied Health	1			
Pre-Communication Sciences	259	318	307	326
Pre-Journalism	115	133	150	106
Pre-Individualized Major (ACES)	48	56	56	48
Pre-Kinesiology (ACES)	342	318	312	286
Pre-Pharmacy (ACES)	554	585	533	465
Pre-Teaching (ACES)	410	381	345	313

For Fall Term, as of Census Date	3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
Psychology	1,338	1,443	1,397	1,384
Sociology	257	267	256	186
Social Sciences			1	
Speech, Language, and Hearing Sciences				52
Statistics	38	35	46	43
Urban & Community Studies	80	89	68	56
Women's Studies	14	10	13	16
School of Nursing:				
Nursing	483	462	465	622
School of Pharmacy:				
Pharmacy Studies	190	186	196	203
Total	21,078	21,705	21,561	21,880
Total Undergraduate	21,154	21,772	21,625	21,935

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

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

For Fall Term, as of Census Date	3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
Master's				
? College of Agriculture & Natural Resources:				
Agricultural & Resource Economics	15	21	22	34
Allied Health Profession	18	19	19	13
Animal Science	16	13	12	11
Natural Resources Management & Engineering	16	15	14	12
Nutritional Sciences	7	5	9	11
Pathobiology	8	6	3	4
Plant Science	9	9	13	17
School of Business:				
Accounting (MS degree)	178	163	150	136
Business Administration (MBA)	988	856	755	671
Business Analytics & Project Management		28	80	139
Executive MBA	50	54	49	40
Financial Risk Management (MS degree)	27	59	84	127
Int'l Studies and Business Administration	57	48	49	55
Neag School of Education:				
Curriculum & Instruction	155	187	186	173
Educational Leadership	48	49	52	49
Educational Psychology	162	157	145	143
Kinesiology	68	49	50	40
Physical Therapy	-			
School of Engineering:				
Biomedical Engineering	58	60	56	75
Chemical, Materials, & Biomolecular Engineering	26	25	29	23
Civil & Environmental Engineering	69	60	55	56
Computer Science & Engineering	28	27	31	37
Electrical & Computer Engineering	35	29	34	36
Engineering	16	26	36	72
Mechanical Engineering	41	44	50	59
School of Fine Arts:				
Art	19	17	17	19
Digital Media & Design				6
Dramatic Arts	41	45	48	43
Music	19	21	18	11
Continuing Studies:				
Homeland Security Leadership	32	36	21	8
Human Resource Management	49	46	55	56
Humanitarian Services Administration	25	24	19	12
Occupational Safety & Health Management	7	6	4	2
Health Center:				
Biomedical Science	-			
Clinical & Translational Research	11	7	9	10
Dental Science	38	44	44	35
Public Health	107	103	95	91

Revised July 2016
Standard 4: The Academic Program (Graduate)

For Fall Term, as of Census Date	3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
College of Liberal Arts & Sciences:				
Anthropology	3	3	2	1
Biological Sciences:				
Ecology & Evolutionary Biology	11	11	10	11
Molecular & Cell Biology	71	83	78	58
Physiology & Neurobiology	12	10	7	5
Chemistry	10	8	11	5
Communication Sciences	53	42	43	11
Economics	34	28	12	19
English	18	20	9	4
Family Studies	16	18	21	20
Geography	4	3	3	3
Geology & Geophysics	5	7	9	9
History	14	8	6	8
International Studies	21	20	22	23
Judaic Studies	6	6	2	2
Linguistics	-			
Literatures, Cultures & Languages		29	29	28
Marine Science	5	10	9	13
Mathematics	67	68	81	83
Medieval Studies	6	8	4	2
Modern & Classical Languages	28			
Philosophy	2	6	10	7
Physics	8	8	5	4
Political Science	12	11	13	5
Polymer Science	-	1		
Psychology	3	2	2	
Public Administration (MPA degree)	64	65	66	76
Sociology	-			
Speech, Language and Hearing Sciences				41
Statistics	26	42	53	52
Survey Research	4	5	9	19
School of Nursing:				
Nursing	128	106	98	108
School of Pharmacy:				
Pharmaceutical Science	-	1	1	1
School of Social Work:				
Social Work	379	420	440	454
Total	3,453	3,407	3,368	3,398

Doctorate

	3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
? College of Agriculture & Natural Resources:				
Agricultural & Resource Economics	19	21	29	24
Animal Science	10	14	12	12
Natural Resources Management & Engineering	17	15	15	12
Nutritional Sciences	27	26	20	19
Pathobiology	11	15	20	19
Plant Science	17	12	14	15
School of Business:				
Business Administration (Ph.D.)	60	55	52	51

For Fall Term, as of Census Date	3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
Neag School of Education:				
Curriculum & Instruction	24	20	15	12
Educational Leadership	40	42	34	41
Educational Psychology	102	99	105	111
Kinesiology	24	28	34	37
Physical Therapy	58	60	67	71
School of Engineering:				
Biomedical Engineering	23	28	34	36
Chemical, Materials, & Biomolecular Engineering	114	113	110	121
Civil & Environmental Engineering	34	43	53	59
Computer Science & Engineering	70	73	81	83
Electrical & Computer Engineering	91	95	95	102
Mechanical Engineering	64	68	65	77
School of Fine Arts:				
Music	41	41	34	31
Health Center:				
Biomedical Science	149	145	148	147
Public Health	15	16	15	19
College of Liberal Arts & Sciences:				
Anthropology	51	44	44	47
Biological Sciences:				
Ecology & Evolutionary Biology	51	51	49	46
Molecular & Cell Biology	95	92	99	109
Physiology & Neurobiology	27	31	31	31
Chemistry	122	127	134	130
Communication Sciences	67	72	80	79
Economics	43	50	50	48
English	71	74	69	81
Family Studies	35	31	35	30
Geography	21	29	26	31
Geology & Geophysics	12	11	8	10
History	46	40	40	41
Linguistics	38	37	36	36
Literatures, Cultures & Languages		48	55	54
Marine Science	33	30	31	25
Mathematics	56	59	59	55
Medieval Studies	9	7	6	9
Modern & Classical Languages	50			
Philosophy	31	24	16	24
Physics	72	76	72	73
Political Science	56	52	62	51
Polymer Science	29	27	28	25
Psychology	150	151	150	152
Sociology	43	43	49	47
Speech, Language and Hearing Sciences				11
Statistics	41	39	38	37
School of Nursing:				
Nursing	55	55	58	77
School of Pharmacy:				
Pharmaceutical Science	46	52	51	56

Revised July 2016

Standard 4: The Academic Program (Graduate)

For Fall Term, as of Census Date	3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
School of Social Work:				
Social Work	25	24	23	27
Total	2,385	2,405	2,451	2,541

First Professional

	3 Years Prior Fall 2010	2 Years Prior Fall 2011	1 Year Prior Fall 2012	Current Year Fall 2013
? Law J.D./LL.M.	672	672	623	591
Pharm.D.	203	188	191	191
Medicine (M.D.)	352	355	359	368
Dental Medicine (D.M.D.)	178	176	169	174
Total	1,405	1,391	1,342	1,324

Other

	3 Years Prior Fall 2010	2 Years Prior Fall 2011	1 Year Prior Fall 2012	Current Year Fall 2013
? Graduate Certificate Programs	31	31	30	26
Sixth-Year Diploma, Education	139	114	108	110
Visiting Scholars				
Total	170	145	138	136
Total Graduate	7,413	7,348	7,299	7,399

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)

	3 Years Prior (FY 2011)	2 Years Prior (FY2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)
Undergraduate: Storrs				
College of Agriculture & Natural Resources:	28,656	30,004	31,186	31,229
Agricultural & Resource Economics	3,871	3,749	4,115	3,745
Allied Health Profession	6,520	7,149	7,621	7,471
Animal Science	4,367	4,416	4,817	4,640
Engineering	3,705	4,093	4,101	4,535
Nutritional Sciences	5,822	5,730	5,860	5,828
Pathobiology	1,160	1,356	1,381	1,525
Plant Science	3,128	3,431	3,162	3,394
Other (Ratcliffe Hicks)	83	80	129	91
School of Business:	32,640	31,459	29,586	31,420
Accounting	7,671	7,451	7,493	7,911
Finance	5,404	5,283	4,734	5,210
Management	4,197	4,159	3,931	4,077
Marketing	5,211	5,127	4,758	5,006
Operations & Information Management	4,755	4,273	3,747	4,089
Other (BADM)	5,402	5,166	4,923	5,127
Continuing Studies:	1,880	1,804	1,803	1,280
College of Liberal Arts & Sciences:	350,421	360,321	351,450	357,684
Biological Sciences:	34,092	37,158	38,854	40,691
Biology	10,962	11,412	11,843	12,458
Ecology & Evolutionary Biology	3,843	4,456	4,539	4,096
Molecular & Cell Biology	11,327	11,957	12,553	13,613
Physiology & Neurobiology	7,960	9,333	9,919	10,524
Psychology	27,452	28,156	27,597	27,701
Physical Sciences:	83,149	86,445	88,267	95,750
Chemistry	20,523	21,653	22,158	23,763
Integrative Geosciences	3,782	3,650	3,696	4,001
Marine Sciences	1,107	922	934	837
Mathematics	31,591	34,034	35,010	38,490
Physics	12,784	12,572	12,825	14,563
Statistics	13,362	13,614	13,644	14,096
Social Sciences:	112,531	112,067	106,669	108,055
Anthropology	12,662	13,711	10,838	11,523
Communication Sciences	18,925	19,628	22,432	17,034
Economics	17,138	16,118	15,998	18,600
Geography	8,634	8,908	8,330	9,092
Human Developmant & Family Studies	13,109	13,630	12,981	12,725
Linguistics	6,413	6,455	6,256	6,152
Political Science	16,110	15,099	13,834	12,943
Public Policy	930	681	529	603
Sociology	16,361	14,873	12,550	11,454
Speech, Language, & Hearing Sciences	-	-	-	4,827
URBN)	2,249	2,964	2,921	3,102
Humanities:	79,869	82,223	77,338	75,443
English	28,893	28,406	26,197	26,190

History	13,822	14,801	13,838	12,307
Journalism	2,662	2,966	2,570	2,727
Literatures, Cultures, & Languages	24,137	25,538	25,114	23,551
Philosophy	8,633	8,520	7,924	9,093
Other	1,722	1,992	1,695	1,575
Other (INTD, WS)	13,328	14,272	12,725	10,044
Neag School of Education:	11,383	11,541	10,412	10,034
Curriculum & Instruction	2,217	2,260	2,079	1,937
Educational Leadership	273	358	312	240
Educational Psychology	2,964	2,694	2,533	2,670
Kinesiology	3,886	4,219	3,619	3,321
Other (EGEN)	2,043	2,010	1,869	1,866
School of Engineering:	32,899	34,104	35,483	39,353
Biomedical Engineering	-	-	-	2,123
Chemical & Biomolecular Engineering	4,919	4,661	5,023	2,517
Civil & Environmental Engineering	6,678	7,139	7,277	7,621
Computer Science & Engineering	5,624	6,395	7,448	9,477
Electrical & Computer Engineering	3,774	3,771	4,510	4,844
Materials Science & Engineering	-	-	-	3,145
Mechanical Engineering	6,532	7,176	6,594	6,363
Other (BME, MEM, ENGR)	5,372	4,962	4,631	3,263
School of Fine Arts:	17,629	16,346	16,564	16,295
Art & Art History	5,891	5,283	5,714	4,722
Digital Media & Design	-	-	-	1,141
Dramatic Arts	4,821	4,588	4,648	4,347
Music	6,851	6,337	6,052	5,874
Other	66	138	150	211
School of Nursing:	9,778	9,433	9,840	10,626
School of Pharmacy:	8,614	7,804	7,157	7,405
Biomedical Sciences	-	216	576	798
Place Holder Credit Hours	7,431	7,255	7,100	6,579
Total	501,331	510,287	501,157	512,703

Undergraduate: Non-Storrs Locations

College of Agriculture & Natural Resources:	779	805	1,299	1,387
Agricultural & Resource Economics	30	60	21	27
Allied Health Profession	10	31	438	439
Engineering	79	51	48	30
Nutritional Sciences	630	639	768	864
Plant Science	30	24	24	27
School of Business:	5,910	5,873	6,765	7,253
Accounting	1,107	1,011	1,131	1,200
Finance	726	762	996	1,309
Management	1,086	915	1,388	1,305
Marketing	1,149	1,236	1,332	1,248
Operations & Information Management	1,257	1,185	1,131	1,272
Other (BADM)	585	764	787	919
Continuing Studies:	304	585	330	292
College of Liberal Arts & Sciences:	89,973	92,527	94,896	87,011
Biological Sciences:	5,209	5,396	5,878	5,664
Biology	4,476	4,492	4,788	4,596
Ecology & Evolutionary Biology	267	439	575	584
Molecular & Cell Biology	134	145	231	164

Physiology & Neurobiology	332	320	284	320
Psychology	7,857	7,993	8,335	8,659
Physical Sciences:	20,149	20,963	22,492	19,643
Chemistry	4,608	4,689	5,171	4,436
Integrative Geosciences	347	480	408	448
Marine Sciences	685	728	842	922
Mathematics	9,777	10,536	11,279	9,396
Physics	2,104	1,966	2,016	2,049
Statistics	2,628	2,564	2,776	2,392
Social Sciences:	30,052	31,611	31,844	29,253
Anthropology	4,146	4,545	4,419	3,882
Communication Sciences	2,817	3,186	3,234	3,019
Economics	3,726	3,837	4,337	4,271
Geography	1,926	1,954	2,387	2,141
Human Developmant & Family Studies	6,542	6,739	7,546	7,148
Linguistics	441	708	537	501
Political Science	4,448	4,296	3,840	2,939
Public Policy	93	45	93	-
Sociology	4,249	4,591	4,068	4,143
URBN)	1,664	1,710	1,383	1,209
Humanities:	23,127	23,077	23,032	21,847
English	10,828	11,088	10,880	10,310
History	6,926	6,729	6,810	6,101
Journalism	123	117	114	57
Literatures, Cultures, & Languages	1,497	1,573	1,697	1,914
Philosophy	3,696	3,552	3,489	3,453
Other	57	18	42	12
Other (INTD, WS)	3,579	3,487	3,315	1,945
Neag School of Education:	378	526	287	246
Educational Leadership	258	363	138	111
Kinesiology	120	163	149	135
School of Engineering:	948	1,091	1,362	6,214
Biomedical Engineering		-	-	4,982
Computer Science & Engineering	504	636	833	750
Other (BME, MEM, ENGR)	444	455	529	482
School of Fine Arts:	3,843	4,110	4,221	3,750
Art & Art History	1,524	1,500	1,404	855
Digital Media & Design	-	-	-	315
Dramatic Arts	1,455	1,326	1,296	1,020
Music	864	1,284	1,521	1,560
School of Nursing:	1,320	1,383	1,612	2,007
School of Pharmacy:	72	-	-	-
Total	103,527	106,900	110,772	108,160

Graduate: Storrs

College of Agriculture & Natural Resources:	2,088	2,094	2,170	2,478
Agricultural & Resource Economics	363	429	421	672
Allied Health Profession	280	318	283	329
Animal Science	245	227	213	260
Engineering	272	295	298	339
Nutritional Sciences	431	387	367	392
Pathobiology	218	190	243	226
Plant Science	279	248	345	260
School of Business:	3,799	3,583	2,983	2,265
Accounting	587	742	551	372

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Standard 4: The Academic Program (Credit Hours)

Finance	883	644	533	347
Management	702	675	599	538
Marketing	462	492	399	324
Operations & Information Management	660	569	472	419
Other (BADM)	505	461	429	265
Continuing Studies:	690	695	507	342
College of Liberal Arts & Sciences:	24,442	24,363	24,680	25,477
Biological Sciences:	4,125	4,005	3,805	3,725
Biology	-	1	-	-
Ecology & Evolutionary Biology	957	779	800	798
Molecular & Cell Biology	2,552	2,596	2,484	2,364
Physiology & Neurobiology	616	629	521	563
Psychology	2,828	2,541	2,668	2,736
Physical Sciences:	6,949	7,273	7,350	7,352
Chemistry	2,000	1,912	2,113	2,111
Integrative Geosciences	192	218	231	180
Marine Sciences	313	271	231	202
Mathematics	1,749	1,878	1,879	2,083
Physics	942	991	1,002	934
Statistics	1,542	1,824	1,690	1,689
Other	211	179	204	153
Social Sciences:	7,251	7,323	7,819	8,593
Anthropology	502	546	571	537
Communication Sciences	1,934	1,945	2,133	619
Economics	1,272	1,335	1,262	1,462
Geography	366	413	418	528
Human Developmant & Family Studies	1,055	976	1,043	895
Linguistics	496	458	469	509
Political Science	897	844	963	742
Public Policy	-	57	69	225
Sociology	675	710	873	868
Speech, Language, & Hearing Sciences	-	-	-	2,180
URBN)	54	39	18	28
Humanities:	3,128	3,118	2,818	2,911
English	1,120	1,153	928	1,006
History	618	615	525	560
Literatures, Cultures, & Languages	718	808	884	780
Philosophy	469	366	332	406
Other	203	176	149	159
Other (INTD, WS)	161	103	220	160
Neag School of Education:	12,883	13,589	13,893	13,906
Curriculum & Instruction	2,255	3,150	3,019	2,751
Educational Leadership	2,169	2,265	2,122	2,369
Educational Psychology	5,339	5,228	5,340	5,277
Kinesiology	1,105	897	1,104	1,040
Physical Therapy	2,015	2,049	2,308	2,469
School of Engineering:	8,677	9,236	9,524	10,297
Biomedical Engineering	-	-	-	1,366
Chemical & Biomolecular Engineering	2,044	2,220	2,142	819
Civil & Environmental Engineering	1,292	1,185	1,247	1,416
Computer Science & Engineering	1,244	1,308	1,560	1,542
Electrical & Computer Engineering	1,548	1,750	1,598	1,849
Materials Science & Engineering		-	-	1,362
Mechanical Engineering	1,400	1,512	1,579	1,817

Other (BME, MEM, ENGR)	1,149	1,261	1,398	126
School of Fine Arts:	2,254	2,400	2,113	1,969
Art & Art History	450	397	414	384
Digital Media & Design	-	-	-	219
Dramatic Arts	935	1,103	1,002	870
Music	869	900	697	496
School of Nursing:	2,260	2,048	2,238	2,547
School of Pharmacy:	7,302	7,009	7,074	7,170
School of Law:	-	38	-	-
School of Social Work:	63	78	90	116
Health Center (taking courses at Storrs):				
Biomedical Sciences	1,214	1,363	1,374	1,370
Total	65,672	66,496	66,646	67,937

Graduate: Non-Storrs Locations

School of Business:	16,228	15,074	15,365	16,341
Accounting	3,094	3,171	2,754	2,373
Finance	3,897	3,657	4,214	4,557
Management	3,051	2,343	2,532	2,621
Marketing	3,009	2,622	2,154	2,111
Operations & Information Management	2,898	2,997	3,462	4,197
Other (BADM)	279	284	249	482
Continuing Studies:	-	21	24	24
College of Liberal Arts & Sciences:	1,485	1,813	1,760	1,909
Psychology	-	-	-	4
Physical Sciences:	68	168	163	201
Chemistry	-	-	-	3
Marine Sciences	68	168	163	198
Social Sciences:	1,414	1,645	1,597	1,704
Communication Sciences	-	-	48	-
Public Policy	1,414	1,645	1,549	1,704
Humanities:	3	-	-	-
English	3	-	-	-
Neag School of Education:	1,661	1,781	1,726	1,807
Curriculum & Instruction	1,377	1,557	1,482	1,659
Educational Leadership	173	143	181	85
Educational Psychology	111	81	63	63
School of Engineering:	201	272	261	504
Biomedical Engineering	-	-	-	252
Chemical & Biomolecular Engineering	-	-	15	-
Civil & Environmental Engineering	-	144	87	48
Computer Science & Engineering	3	-	-	-
Electrical & Computer Engineering	9	14	15	6
Materials Science & Engineering	-	-	-	60
Mechanical Engineering	66	54	144	87
Other (BME, MEM, ENGR)	123	60	-	51
School of Nursing:	279	279	360	468
School of Law:	16,461	16,728	15,690	14,674
School of Social Work:	9,623	10,001	10,861	10,885
(taking courses at Health Center):	2,684	2,692	2,653	2,620
Total	48,622	48,661	48,700	49,232

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard Five: Students

UConn enrolls a highly competitive and very diverse student body. Students are encouraged and afforded the opportunity to proceed to timely degree completion. UConn's graduation rates are among the best for all public national universities, particularly our four-year completion rates. Strong and increasing student services exist in academic enrichment and support, co-curricular programs and services and residential life have been integral to this success. The University provides support to its students at all degree levels and campuses.

Admissions

Guided by University policy regarding admissions criteria and enrollment targets, prospects who meet qualifications are strategically identified to build applicant pools of quality, size and diversity. Our admission programs comply with legislative requirements regarding equality of educational opportunity. UConn is available to all qualified applicants on a financial need-blind basis.

Admissions standards ensure students' qualifications and expectations are compatible with institutional objectives and that admitted students demonstrate a reasonable potential for success in the program to which they are admitted. Admission to the University's main campus in Storrs is highly competitive and, therefore, requires higher academic standing and admissions test scores than admission to the regional campuses.

Clearly identified admission and retention policies and procedures are accessible to all current and prospective students electronically and via other publications. These are widely disseminated through the University's website; published in the undergraduate catalog, recruitment brochures, applications and individual mailings; made available in guidance and community college counseling offices, statewide high school and community college fairs and visits.

Admissions are also offered to undergraduate programs at our five regional campuses to traditional-aged students, returning adults, professionals in the workforce, transfer students and lifelong learners. Students can begin almost any major at our regional campuses, and complete some majors at the regional campuses but all other majors at our Storrs campus. Additionally, some graduate degrees (MBA, MPA, MSW) and certificate programs are available at our regional campuses.

Student Body Size and Composition

Enrollment has grown 10.8%, from 28,083 in Fall 2005 to 31,119 in Fall 2014, while the proportion of minority students enrolled at UConn has increased from 17.3% to 25.6% during the same period of time.

The University has become more selective in its admissions processes as demands for admission have increased. UConn actively works to integrate specifically recruited populations into the larger student body and assure comparable academic experiences. UConn's recruitment programs include initiatives targeted towards attracting high caliber African American, Hispanic, Asian, Native American, and other underrepresented students.

Selected minority students take part in a summer program offered by the [Center for Academic Programs](#) (CAP) designed to introduce them to rigors of university life and develop skills to succeed. CAP students take required courses in English and mathematics in addition to a general skills program. During subsequent semesters, staff provide counseling and support and serve as liaisons between the students, faculty and support services.

The [Office of Enrichment Programs](#) enables high-achieving students to pursue academic and co-curricular programs that support retention of highly qualified students by promoting excellence via individualized and international educational opportunities. The [Honors Program](#) admits about seven percent of each incoming class. Selection is by invitation, and is based upon academic achievement, standardized test scores, and co-curricular activities. Honors scholars participate in smaller, discussion-oriented, frequently interdisciplinary classes, and independent study and research culminating in a required honors thesis project. Student life for Honors scholars is marked by extensive co-curricular programming, lectures, social activities and required participation in a living learning community during freshman year, followed by optional honors housing for upper-class students.

Advanced Standing

Academic department standards dictate that credit is not awarded for high school level work; however, there are three programs through which University credit is awarded for work completed in high school: the College Board Advanced Placement Program (AP), International Baccalaureate Program (IB), and the Early College Experience (ECE) Program. The decision to award AP and IB credit is made by the dean of the school or college offering the course. The department in which the credit is offered determines the credit standard. Superior Connecticut high school students may also receive credit for freshman- and sophomore-level UConn courses taken during high school as part of ECE. Course content is determined, and examinations must be approved, by the appropriate University department. Schools and colleges can choose whether or not to allow this credit to count toward the degree. The University does not award credit for prior experiential or non-collegiate sponsored learning. (See Standard Four for an explanation of the Bachelor of General Studies experiential credit policy.)

Student Financial Aid

The [Office of Student Financial Aid Services](#) administers federal, state and institutional financial aid programs (grants, scholarships, loans, and employment) in accordance with designated guidelines. The staff is dedicated to assisting students and families successfully navigate the annual student aid process.

The mission of the department is accomplished by:
- evaluating a student/family's ability to pay/contribute toward the cost of higher education,
- distributing student aid resources in an equitable manner, and
- providing a balance of gift aid (grants & scholarships) and self-help aid (loans & student employment), the extent to which annual financial aid budget allocations allow.

Need-based financial aid packages are awarded according to financial need, which is defined as the difference between the Cost of Education, Expected Family Contribution (EFC) and the estimated financial aid resources available to the student. Generally, students with the greatest financial need

(lowest EFC) who meet the on-time application deadline receive more favorable financial aid award packages.

The Office of Student Financial Aid Services awards need-based grant funds from various sources (federal, state, institutional) to eligible students with demonstrated financial need. Need-based grant funding includes the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal TEACH Grant, state scholarships and grants (including the Connecticut Governor's Scholarship), Tuition Waivers, UConn Grant and UConn Tuition Remission Grant.

The Office of Student Financial Aid Services distributes merit-based aid and coordinates various scholarship and non-need-based grant and award programs. UConn merit scholarships recognize outstanding academic achievement, independent of need.

Appraisal
Applications are up 68%, average SAT scores have climbed forty-five points, the percent of freshmen from the top ten percent of their high school class has climbed by thirteen percentage points, and incoming freshman enrollment is up by ten percent.

While the number of transfer students is comparable to ten years ago, articulation agreements with two-year institutions in Connecticut have translated into more successful transitions and outcomes.

Diversity recruitment programs have also been a success. Between fall 2005 and fall 2014, the number of minority freshmen at UConn's Storrs campus increased by 72%. The percent of incoming minority freshmen among all incoming Storrs freshmen increased from 20% to 31%.

Between fall 2005 and fall 2014 the number of minority freshmen at regional campuses increased by 75%. The percent of minority students among incoming freshmen at the regional campuses increased from 34% to 41% over this decade.

Funding for merit-based and need-based grants has increased by $24.4 and $23.2 million over the last nine years, respectively. Student loans over the same period have increased by 62%.

Projection
UConn will continue to apply strategic techniques to the distribution of financial aid that optimize benefits to the student, university, community, and state.

UConn's goal is to continue enhancing the impressive quality and diversity of our incoming freshman classes at Storrs, who currently boast a mean SAT in the mid-1200s (Critical Reading & Math), half of whom are in the top 10% of their high school class. Based on the plan set forth by NextGenCT, UConn's Storrs and regional campuses are in the midst of growth, which will add nearly 5000 undergraduate students at Storrs, and an additional 1000 students at the regional campuses over a decade ending in 2024.

To achieve this, the Undergraduate Admissions Office has enhanced marketing initiatives and outreach to growing out of state and international markets to further enhance quality and diversity of entering freshman and transfers. Currently, the admissions staff conducts and attends over 2,000 high school visits and college fair programs in 18 states and 10 countries.

The effectiveness of the increased emphasis on Honors and enrichment programs is evidenced in increasingly strong cohorts entering the Honors Program that, on average, rank in the top four percent of their high school classes and score about 1400 on the SAT. Concerted efforts to recruit underrepresented minorities result in approximately twenty percent of the 500 incoming Honors students per year falling in these categories.

Student Services and Co-Curricular Experiences

UConn has a strong academic and social enrichment and support structure, under the auspices of the Center for Undergraduate Education and the [Division of Student Affairs](#). There is a Retention and Graduation Task Force that develops data-informed recommendations to improve student retention and graduation.

Retention Assessment

The Retention and Graduation Task Force conducts and reviews internal and external research, databases and survey results and trends. Task Force deliberations regarding these data and subsequent actionable recommendations have driven numerous initiatives, including: enhancing female enrollment and persistence in STEM disciplines; a centralized, conveniently located information desk that assists students and tracks interactions to identify prominent issues and solutions, and an assessment of non-cognitive characteristics relating to student persistence.

Freshman and Transfer Student Orientation

Orientation helps students acclimate to UConn and is recognized as a key resource for retention and graduation success. Incoming freshmen and parents as well as transfers schedule an orientation visit that consists of placement tests, campus tours, academic advising and registration where they learn about academic expectations, opportunities and support services.

First Year Programs

The University has an extensive [First Year Experience](#) (FYE) program at the main and regional campuses. The mission of the FYE program is to assist with the transition from high school to college and aid in retention of students by providing guidance, opportunities, and resources for students to engage with the University. FYE also offers an introductory one-credit "college experience" course. FYE courses have an instructor-to-student ratio of 19:1. The courses are taught by experienced faculty and/or staff with the support of at least one trained student mentor. In 2014 – 2015 approximately ninety-eight percent of the entering class, excluding Honors students, but including athletes, transfer, and students in the CAP program enrolled in a FYE seminar course.

Living/Learning Communities (LCs)

In fall 2014, 1,431 first-year students participated in a [Learning Community](#) and 2,513 students including sophomores, juniors and seniors. These numbers include the Honors Program. These communities allow small clusters of residents to live, study and learn together and involve academic major-based or interdisciplinary programs that are specialized to reflect a specific educational theme or interest. Learning communities provide participants with direct and frequent contact with faculty or staff, and offer special educational programs and events outside of the classroom.

UCONN Connects

UCONN Connects provides one-on-one support to help students on academic probation. Each semester, faculty, staff and student facilitators are paired with students to help them experience greater success. UCONN Connects offers workshops, evaluations and mid-semester grade reports. Peer Education engages student leaders who have been selected and trained to offer and/or coordinate services to their peers through a variety of campus programs.

Academic Advising and Counseling

Advising services provide students with the best and most coherent pathway to courses that lead to a desired degree. Advising in all schools and colleges is provided by select members of the faculty or by professional academic advisors. Freshmen and sophomores are assigned either to a particular advisor or to a central office in the school or college. The College of Liberal Arts and Sciences Academic Services Center provides information and advice regarding the curricula, majors, and academic policies and regulations. It also helps students find appropriate resources to address academic concerns. Other schools, including the School of Business, also have student advisory centers.

As noted earlier, an Advising Task Force, established by the Vice Provost for Academic Affairs in 2014 studied the issue of advising, and its observations and recommendations are summarized in their report. Recently, an Advising Office has been established with a Director charged with centralizing some services and devising an assessment plan for academic advising at the University.

Specialized Academic Assistance

Among areas most commonly problematic for students are writing and math. The W (Writing) Center within the CUE (Center for Undergraduate Education) offers tutoring and other services for students. The English department also has a writing center to help students. These centers offer one-on-one attention and thoughtful answers to questions. Regional campuses also have assigned writing coordinators to provide this assistance.

The Quantitative Learning Center (Q Center) elevates the proficiency of students taking quantitative intensive courses. It provides peer tutoring, review sessions, and the creation of innovative learning tools. It assists Q faculty to incorporate best practices in their teaching and serve as a clearinghouse for information about Q resources and discussion of Q issues.

The Student Support Services (SSS) program provided academic support and programming to over 1,200 UConn students at the Storrs and regional campuses; a total of 311 incoming freshmen participated in the 2015 summer pre-collegiate programs. In the summer, SSS students gained early exposure to the Academic Achievement Center through a workshop series focused on study skills and introduced them to tutoring services.

The Center for Academic Programs (CAP) provides opportunities for underrepresented, minority; low income and first-generation college students whose admission to the fall semester is contingent upon successful completion of the Student Support Services Program. Once students enroll, they must self-identify to participate in an array of counseling and services provided that offer academic and personal support. UConn also has programs designed to enhance the presence and success of minority students in the areas of science, technology, engineering, and mathematics: the National

Science Foundation (NSF) funded Louis Stokes Alliance for Minority Participation (LSAMP), Alliance for Graduation Education Preparation (AGEP), and the Science Engineering Preparatory Program (STEP). These grant-funded initiatives annually bring an additional million dollars of services to minority and first-generation students studying in these strategic priority areas.

For students with physical and other disabilities, the [Center for Students with Disabilities](#) coordinates academic counseling with the CLAS Academic Advisory Center or academic advisors provided by the other schools and colleges. It consults with them about accommodations that have to be made because of the student's physical limitation.

The University is committed to ensuring student athletes receive assistance to achieve academic success. The Counseling Program for Intercollegiate Athletes (CPIA) provides appropriate counseling, advisement, and tutoring to optimize education, retention, eligibility and graduation. The program coordinates diagnostic assessment for special learning styles to best address academic needs of the 725 student-athletes and provides them with the necessary skills and information to make a successful transition from high school to college. Counselors meet regularly with a student and act as a liaison between the academic advisor, coach, and academic support personnel.

Enrichment Programs

To support academic engagement and the maximization of the collegiate experience for every UConn student, the Provost's Office created the [Division of Enrichment Programs](#). Directors of these administrative units collaborate with one another and with units across the University to provide students with opportunities for academic excellence, active and collaborative learning, close student/faculty interaction, and programs to maximize learning within and outside of the classroom. The Director of the Honors Program, one of the six Enrichment Programs, oversees the Division.

The [Individualized Major Program](#) serves undergraduate students who are interested in a major that is not offered at the University of Connecticut. This program, graduating approximately one hundred students per year, provides students the flexibility to create a personalized major. The program's flexibility is valuable to students who wish to incorporate substantial amounts of independent research, study abroad or internship in their majors. This Program is available only to undergraduates in the Colleges of Liberal Arts & Sciences and Agriculture & Natural Resources. Acceptance into the Program follows submission of a formal proposal and approval by faculty advisors and an admissions committee.

[The Office of National Scholarships](#) (ONS) recruits and mentors high-achieving students who wish to compete for prestigious national and international scholarships, including the Rhodes, Marshall, Goldwater and Udall scholarships. The ONS raises student and faculty awareness of scholarship opportunities, networks with faculty to identify promising prospects, and works with qualified and committed individuals in the process of preparing their submissions.

UConn offers over three hundred study abroad programs in sixty-five countries on six continents. Reflecting on the importance of a strong [Education Abroad](#) program for the recruitment and retention of ambitious and high-achieving students, UConn has expanded its offerings, as well as the proportion of students studying abroad, significantly in recent years. An increasing number of

exchanges, semester and year-long programs, and summer and intersession programs are offered to students majoring in all schools and colleges.

The Office of Undergraduate Research helps students identify research opportunities with faculty and administers funding programs for academic year and summer research. The University Scholar Program accepts up to thirty juniors annually. Admission to the program is highly competitive. Each University Scholar is given freedom (with some exceptions) from University and departmental credit and distribution requirements to engage in a particularly challenging and rigorous program of study, generally involving coursework in multiple fields and graduate work. The centerpiece of the University Scholar experience is a three-semester long individualized research or creative project, conducted under the auspices of the student's committee.

Student Academic Services at the Regional Campuses

Some variation exists in the ways that advising services are implemented at different campuses. Advising occurs at each campus, and each regional campus has a writing coordinator to provide assistance to students. However, the Q Center at Storrs provides more support to Storrs students than is available at regional campuses. The Avery Point campus provides an example for the five regional campuses. The Learning Center provides academic support and access to technology while faculty or a professional staff member provides academic and career advising. Stamford has an advising center and various program advisors who deal directly with the advising office liaison to the regionals. The Storrs CLAS Academic Services Center provides the following for regional campuses: information about all changes in requirements, new student (and advisor) handbooks annually; a current website that includes FAQs, forms and requirements, administers all issues that require a dean's signature for all regional campus CLAS students (e.g. substitutions, graduation issues, changing from one catalog to another, etc.); conducts advisor training and/or information sessions, sends representatives to open houses, helps with summer orientations; and organizes annual campus transfer sessions when students move from a regional campus to Storrs. To support student academic success, regional campuses provide tutoring, supplemental instruction, individual and group study space, and access to technology.

UConn enrolls, particularly at the main campus, an overwhelmingly full time, although increasingly diverse, traditional-aged, residential student body. A wide array of student services reflect this demographic and are integral to student well-being and success.

The University of Connecticut's Division of Public Safety includes the Police and Fire Departments which work to ensure the safety of students, faculty and staff while on campus or at another physical instructional location. The Department also provides members of the campus community with the federally-mandated Annual Security and Fire Safety Report.

The Center for Career Development (CCD) at the University of Connecticut is dedicated to excellence through offering the highest levels of service to students across all schools, colleges, campuses, and disciplines. The CCD supports the intellectual growth of students by providing programs and experiences that promote self-awareness and engagement as they identify a course of study and pursue opportunities to become contributing members of their communities. Through partnership with employers, alumni, faculty, and staff, the CCD connects students to quality career development resources, internships, experiential learning, and post-graduate opportunities.

Division of Student Affairs

Student Affairs supports the educational mission of the University and enables student success through services and programs that extend learning, support health and wellness and enhance personal development. The Division fosters an inclusive community, student engagement and active and responsible citizenship.

The Dean of Students position and Dean of Students Office were reestablished at the University in 2014 to focus greater attention on the health, safety and success of all students. This office serves as an advocate for students and as a centralized resource for connecting students with appropriate University and community programs, offices and individuals. The office supports students in resolving educational, personal and other University concerns that affect the quality of their academic or community life and personal goals. In addition, the Associate Vice President for Student Affairs/Dean of Students' portfolio knits together administrative units that directly support student welfare including Student Health Services/Counseling and Mental Health Services, Community Standards, Residential Life and Off-Campus Student Services.

Student Health Services, Counseling and Mental Health Services, and Wellness and Prevention Services provide outstanding educational programs, student development opportunities, and best-practice clinical services that promote the lifelong physical and emotional well-being of our students.

Community Standards manages the *Responsibilities of Community Life: The Student Code* (See Exhibit 5.1) and works to challenge and support students in their development to become positive, contributing members of this academic community and society. Community Standards also directs the activities of the Student Care Team. This student behavior and threat assessment team, involving Community Standards, UConn Police, and Counseling and Mental Health Services, was established in 2013 and is charged with reviewing factors related to previous student conduct, current status, and any threats posed to themselves and others. The Student Care Team's work includes Storrs and the regional campuses.

The Department of Residential Life accommodates 12,500+ students – over seventy percent of the undergraduate student body – in its more than one hundred residential buildings. There is a wide variety of residence hall types, ranging from standard double rooms to studio apartments. Residence Life plays a vital role in welcoming students to UConn and with promoting their on-going success through quality facilities, personnel, services and programs that align with University priorities and promote student development and success.

The Student Activities department at the Storrs campus has an enormous impact on the positive quality of life UConn students enjoy, particularly given the campus' rural location and the high percent of students residing on campus. Student Activities engages students in educationally purposeful activities that enrich their college experience, promote their growth and development and build a stronger University community. Featured programs and services within this department include leadership development, community outreach/service, Fraternity and Sorority Life, Club Sports, and the Cultural Centers.

Student Activities also coordinates campus-wide programs and events and supports over 600 registered student organizations on campus. This includes organizational advisement, registration, financial and event planning, training and advisor support.

The University's five Cultural Centers: The African American Cultural Center, Asian American Cultural Center, Puerto Rican / Latin American Cultural Center, Rainbow Center, and the Women's Center are positioned within the Student Activities department. These Centers participate in faculty and staff professional development activities, direct campus-wide educational programs, and advocate for and provide direct support services to students.

Student Governance

There are two main student governance boards at the University, the Undergraduate Student Government (USG) and the Graduate Student Senate. The USG is the officially recognized student government for undergraduates, and administers the student activity fund. USG allocates student fees received under its agency relationship with the University in accordance with state law. USG business is carried out under the authority of the Student Senate whose members are elected by the student body.

The Graduate Student Senate (GSS) provides a similar function to USG for graduate students at the University. Representatives of this student population also serve on the University Senate and other committees/task forces throughout the University.

The Student Activity and Service Fee Advisory Committee, which includes students and staff, is charged with reviewing fees in the following categories on an annual basis: General University Fund (GUF) Fees, Student Activity Fees, and Additional Service Fees. Public Hearings allow the committee to consider the student voice and the viability and impact of these fees.

The Student Union is the center of student life on campus and provides an engaging and inviting environment that serves as the central gathering and programming place for the community. SUBOG, the Student Union Board of Governors, is a student-run programming board on campus that hosts events that include, but are not limited to: major concerts, well-known comedians, respected speakers and campus community activities. As the major programming body on campus, SUBOG programs for a range of social, cultural and recreational interests.

At UConn's five regional campuses students are represented by the Associated Student Government (ASG). The ASG encourages, coordinates, and supports student activities and involvement in the regional campus community and sponsors programs and provides funding to student organizations. At the School of Law, students' governance is conducted by the elected members of the Student Bar Association which serves similar functions.

Students elect two members of the Board of Trustees and students, along with other members of the general public, may attend meetings of the Board and make comments during the public comment period at each meeting. Students have been included on all Strategic Planning Implementation Task Forces, serve on the University Senate, and serve on key advisory boards for the University.

Student Records

The Office of the Registrar has the overall responsibility for student records in accordance with federal guidelines and law. The University follows the Family Educational Rights and Privacy Act of 1974, as amended, to protect the privacy of educational records, establish the students' rights to inspect their educational records, provide guidelines for correcting inaccurate or misleading data

through informal and formal hearings, and permit students to file complaints with the Family Policy Compliance Office of the U.S. Department of Education concerning alleged failures of the institution to comply with this Act. In compliance with this Act, the University of Connecticut publishes its FERPA notification annually.

The Registrar is the University's primary compliance officer for student record issues. The University abides by specific time frames that have been identified for the retention and disposition of student related documents. For instance, all final grade sheets must be permanently retained, curriculum authorization must be maintained for three years and then destroyed, and class schedules need not be retained and are destroyed after the semester. The University follows the State of Connecticut regulations regarding collection, retention and destruction of student records (See Exhibit 5.2).

Athletic Opportunities at the University of Connecticut

The [Division of Athletics](#) offers twenty-four varsity sports with approximately 725 student-athletes. The programs compete at the Division I level and hold the student-athletes to the same educational and academic expectations as the general student body. In addition to the standards established by the University, the Division of Athletics must comply with a multitude of NCAA regulations pertaining to all facets of the operation including academics, eligibility, financial aid, ethical conduct, recruiting, and amateurism.

Appraisal
Over the past decade, UConn has enrolled more students, who are more diverse and qualified, and the University has retained and graduated them at very high rates. In fact, UConn's graduation rates rank among the best with other public national universities, particularly our four-year completion rates, which have increased by fourteen percentage points over the past eleven years.

The retention and graduation rates of our minority students has also increased due to collective efforts of our faculty and staff. Four-year graduation rates, in particular, have increased by nineteen percentage points over the past eleven years.

UConn also compares favorably to its identified peer group and to other New England State Universities in freshman retention and six year graduation.

The University of Connecticut has established Undergraduate Education as one of the six Areas of Emphasis in its Academic Plan. The establishment of an Enrichment Programs Division to support academic engagement, academic excellence, student-faculty contact, and individualized learning inside and outside of the classroom for all UConn students furthers this vision. Operational actions have also furthered this goal, such as students being able to register for General Education classes they need, and the Office of the Provost securing funding in recent years to cover additional sections of needed courses to ensure that students can maintain their progress to graduation.

Projection
Initiatives aimed at improving the students' educational experience, retention and graduation include innovative teaching and learning methods discussed at ongoing Faculty Learning Community meetings and identification of "gateway" (often STEM introductory) courses that consistently appear to be causing student difficulty in an effort to implement solutions to improve learning and performance in these important courses.

Retention and graduation of transfer students and students who come from the regional campuses are areas of focus. There will be increased attention to service learning as a mechanism to enhance student engagement and an expansion of these efforts to the regional campuses. The planned relocation of the Hartford regional campus from suburban West Hartford to downtown Hartford will facilitate this outcome.

Student demand for on-campus housing grows apace with enrollment increases at the University. In spring 2015 UConn purchased the Nathan Hale Inn (NHI) and converted its use to serve as both a residence hall and an on-campus hotel. Currently, 150 undergraduates are housed in this facility, and it is expected that the NHI will be converted to serve only as a residence hall when a new hotel is built on-camps or elsewhere in the Storrs community. In fall 2016 the new Next Generation residence hall will open and accommodate 725 students in a new Living Learning Community. The facility's innovative design will blend academic program, faculty offices, an innovation center and ample study and co-curricular programming space to enhance learning on both sides of the classroom door.

The privately sponsored [Mansfield Downtown Partnership](#) has developed Storrs Center adjacent to campus, with special focus on UConn's demand for additional high quality off-campus housing and student-centered services including shops, restaurants and space for social interaction. The Oaks at Storrs Centers has increased the off-campus housing stock by approximately 1000 beds, and this new neighborhood has lessened students concerns with Storrs' rural location and once limited student entertainment and service options.

Regional campuses offer student activities and services that include programs addressing academic success, health and wellness, diversity initiatives and special interest clubs and student government. The University Senate's Student Welfare Committee will lead efforts to assess the student experience at the regional campuses and will make recommendations to the Senate, Academic Affairs and Student Affairs to enhance these programs and services.

UConn has a highly professionalized and effective student services program. Its student related facilities, which have benefited greatly from the UCONN 2000 program, are high quality. However, the campus' need for an appropriately sized and modern design Student Recreation Center has not been addressed until now. In September 2015 the University announced plans to construct a new $100 million, 200,000 square foot Student Recreation Center in the center of campus. As recommended in UConn's Campus Master Plan, the new facility will be located on Hillside Road, on the site of the current Connecticut Commons residential complex. Design and development of the Recreation Center will commence in fall 2015 with the new facility opening in the summer of 2019.

The Division of Student Affairs launched a [new strategic plan](#) in 2016 following discussion with its stakeholder groups (See Exhibit 5.3). The plan focuses on enhancing student health, well-being and safety; promoting student engagement in educationally purposeful activities; creating a more welcoming and inclusive community, enhancing diversity, and aligning its work with UConn's Academic Plan.

Standard Five Exhibits

5.1 – Responsibilities of Community Life - The Student Code
5.2 – Higher Education Retention Records
5.3 – Division of Student Affairs Strategic Plan

Standard 6: Students
(Admissions, Fall Term)

Credit Seeking Students Only - Including Continuing Education

Storrs & Regional Campuses		3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
Freshmen - Undergraduate	?				
Completed Applications	?	23,278	28,584	31,363	29,089
Applications Accepted	?	15,909	17,578	18,965	19,467
Applicants Enrolled	?	4,580	4,622	4,415	4,859
% Accepted of Applied		68.3%	61.5%	60.5%	66.9%
% Enrolled of Accepted		28.8%	26.3%	23.3%	25.0%
Percent Change Year over Year					
Completed Applications		-	22.8%	9.7%	-7.3%
Applications Accepted		-	10.5%	7.9%	2.6%
Applicants Enrolled		-	0.9%	-4.5%	10.1%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?				
Average SAT		1165	1146	1148	1156
Rank		79	75	75	76
Transfers - Undergraduate	?				
Completed Applications		2,645	3,044	2,905	2,889
Applications Accepted		1,625	1,969	1,768	1,771
Applications Enrolled		999	1,180	1,150	1,041
% Accepted of Applied		61.4%	64.7%	60.9%	61.3%
% Enrolled of Accepted		61.5%	59.9%	65.0%	58.8%

Graduate Programs - All Locations**

Master's Degree	?				
Completed Applications		4,710	4,959	4,977	5,061
Applications Accepted		1,826	1,960	2,138	2,273
Applications Enrolled		1,196	1,334	1,298	1,438
% Accepted of Applied		38.8%	39.5%	43.0%	44.9%
% Enrolled of Accepted		65.5%	68.1%	60.7%	63.3%
Doctoral Degree	?				
Completed Applications		4,263	3,954	4,279	3,988
Applications Accepted		987	837	1,029	988
Applications Enrolled		477	459	526	551
% Accepted of Applied		23.2%	21.2%	24.0%	24.8%
% Enrolled of Accepted		48.3%	54.8%	51.1%	55.8%

	3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
Storrs & Regional Campuses				

Professional Programs*** ❓

Professional Degree - Law

Completed Applications	2,376			
Applications Accepted	597			
Applications Enrolled	186			
% Accepted of Applied	25.1%	-	-	-
% Enrolled of Accepted	31.2%	-	-	-

Professional Degree - Pharm.D.

Completed Applications	168			
Applications Accepted	97			
Applications Enrolled	94			
% Accepted of Applied	57.7%	-	-	-
% Enrolled of Accepted	96.9%	-	-	-

Professional Degree - Medicine (M.D.)

Completed Applications	3,089	2,930	2,683	2,729
Applications Accepted	205			
Applications Enrolled	89	90	89	90
% Accepted of Applied	6.6%	0.0%	0.0%	0.0%
% Enrolled of Accepted	43.4%	-	-	-

Professional Degree - Dental Medicine (D.M.D.)

Completed Applications	1,192	1,171	1,235	1,313
Applications Accepted	77	81	94	89
Applications Enrolled	43	45	40	43
% Accepted of Applied	6.5%	6.9%	7.6%	6.8%
% Enrolled of Accepted	55.8%	55.6%	42.6%	48.3%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Applications, admissions, and enrollments for doctoral and master's degree students were summarized to both (1) comply with the NEASC requested "general categories" of the admissions process and (2) accommodate the admissions policies and practices currently and historically in place at UConn's Graduate School. Applications are for a specific fall admit term and include both the fall and preceding summer applications for any graduate field of study in the two NEASC-requested degree levels – master's and doctoral. Admissions are for the same specific fall admit term (but also count the preceding summer admits) and include formal notifications of admission to the student or the default value of "admission" if the student has no admit record but has matriculated (paid the deposit) for that specific admit term. Enrollments for the same specific fall term are registrations for that fall in credit-bearing courses in a graduate field of study as of the University's official IPEDS census (tenth day). Students applying/admitted/enrolled to/in the same field of study in both degree program levels are counted in the higher degree level; students applying/admitted/enrolled to/in two different fields of study are counted in both fields. The applications, admissions, and enrollments in terms of degree level are counted separately at each point in the admissions process; some students applying for a doctoral program may end up enrolling in a master's level of the program, and vice versa. The counts also include applications for new fields of study or new degree levels by students already enrolled in a graduate program at UConn; the Graduate School admissions process does not track separately the applications and admissions of students with no previous UConn graduate program experience.

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*
Storrs & Regional Campuses	(FY 2011)	(FY2012)	(FY 2013)	(FY 2014)
	Fall 2010	Fall 2011	Fall 2012	Fall 2013

***Professional Programs are defined by NEASC to include the following UConn degree programs: Doctor of Pharmacy (Pharm.D.), Law, Dentistry and Medicine. The admissions data are shown separately by program because each program manages its own admissions process and policies.

Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2011) Fall 2010	2 Years Prior (FY2012) Fall 2011	1 Year Prior (FY 2013) Fall 2012	Current Year* (FY 2014) Fall 2013
UNDERGRADUATE ?					
First Year	Full-Time Headcount ?	4,980	5,087	4,836	5,194
	Part-Time Headcount ?	93	98	87	86
	Total Headcount	5,073	5,185	4,923	5,280
	Total FTE ?	4,894.5	4,991.7	4,755.7	5,106.3
Second Year	Full-Time Headcount	4,630	4,851	4,906	4,850
	Part-Time Headcount	125	132	116	167
	Total Headcount	4,755	4,983	5,022	5,017
	Total FTE	4,688.9	4,869.6	4,922.7	4,878.8
Third Year	Full-Time Headcount	5,302	5,120	5,288	5,247
	Part-Time Headcount	298	336	347	321
	Total Headcount	5,600	5,456	5,635	5,568
	Total FTE	5,426.5	5,208.3	5,411.2	5,332.9
Fourth Year	Full-Time Headcount	4,903	5,273	5,125	5,208
	Part-Time Headcount	823	875	920	862
	Total Headcount	5,726	6,148	6,045	6,070
	Total FTE	5,218.2	5,574.3	5,447.6	5,499.6
Unclassified	Full-Time Headcount ?	152	159	167	149
	Part-Time Headcount	575	541	509	511
	Total Headcount	727	700	676	660
	Total FTE	327.7	323.5	321.5	312.6
Total Undergraduate Students					
	Full-Time Headcount	19,967	20,490	20,322	20,648
	Part-Time Headcount	1,914	1,982	1,979	1,947
	Total Headcount	21,881	22,472	22,301	22,595
	Total FTE	20,555.9	20,967.3	20,858.7	21,130.2
	% Change FTE Undergraduate	NA	2.0%	-0.5%	1.3%
GRADUATE ?					
	Full-Time Headcount ?	4,972	5,124	5,196	5,263
	Part-Time Headcount ?	3,181	2,929	2,759	2,616
	Total Headcount	8,153	8,053	7,955	7,879
	Total FTE ?	5,518.0	5,569.3	5,556.1	5,545.0
	% Change FTE Graduate	NA	0.9%	-0.2%	-0.2%
GRAND TOTAL					
Grand Total Headcount		30,034	30,525	30,256	30,474
Grand Total FTE		26,073.9	26,536.6	26,414.8	26,675.2
% Change Grand Total FTE		NA	1.8%	-0.5%	1.0%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

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

http://financialaid.uconn.edu/; http://admissions.uconn.edu/; http://grad.uconn.edu/financial-resources/; https://www.law.uconn.edu/admissions

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)

? Student Financial Aid

	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	Most Recently Completed Year (FY 2013)	Current Budget*** (FY 2014)	Next Year Forward (goal) (FY 2015)
Total Federal Aid	$180,018,440	$187,504,907	$176,728,191	$182,589,227	$188,926,519
Grants	$21,456,451	$20,801,072	$22,184,288	$23,308,394	$24,303,019
Loans	$157,134,499	$165,370,063	$156,602,911	$158,630,506	$163,360,000
Work Study	$1,427,490	$1,333,772	$1,376,105	$986,385	$1,263,500
Total State Aid	$11,950,000	$12,700,000	$9,455,369	$9,444,869	$9,280,000
Total Institutional Aid	$111,012,420	$117,265,497	$128,543,732	$136,732,102	$145,335,482
Grants****	$111,012,420	$117,265,497	$128,543,732	$136,732,102	$145,335,482
Loans	NA	NA	NA	NA	NA
Total Private Aid	$39,138,773	$37,800,000	$40,686,737	$45,769,886	$49,306,002
Grants	$24,600,000	$24,800,000	$26,201,248	$29,196,745	$30,506,002
Loans	$14,583,773	$13,000,000	$17,296,242	$18,626,732	$20,060,000

Student Debt

Percent of students graduating with debt*

Undergraduates	63%	62%	62%	62%	62%
Graduates	NA	NA	NA	NA	NA

For students with debt:

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

Undergraduates	$23,237	$23,822	$24,373	$24,600	$25,700
Graduates	NA	NA	NA	NA	NA

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

Undergraduates	NA	NA	NA	NA	NA
Graduate Students	NA	NA	NA	NA	NA

Cohort Default Rate

	NA	NA	NA	NA	NA

Percent of First-year students in Developmental Courses

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

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

***"Current Budget" refers to the latest completed fiscal year for the report submission to the Commission.

****Excludes Work Programs, federal & state sources

Trend data are for Storrs-based programs at the main and regional campuses. See the following URL for financial aid trends at the UConn Health Center's Schools of Medicine and Dental Medicine: http://studentservices.uchc.edu/fastfacts/pdfs/facts_financialaid.pdf .

The URL for students served by Health Center financial aid: http://studentservices.uchc.edu/financial/guidelines.html.

Standard Six: Teaching, Learning, and Scholarship

Faculty and Academic Staff

Faculty are central to the success of any university. Such success is enhanced as the qualifications, numbers, and productivity of the faculty improve. Institutional success, however, must also be judged in the context of the institution's mission and the demands that our mission makes on faculty. Investments made in UConn by our state have provided unparalleled resources to the University, and its faculty, for research, teaching and program development.

With regard to teaching, the University offers graduate, professional, and extended and continuing education programs, and has a particularly important responsibility to undergraduates. We take that role seriously, particularly in the context of the research university mission. As such, the University seeks to help students achieve their career goals in such professional areas as agriculture, allied health, applied genomics, business, education, engineering, family studies, nursing, performing arts, social work and pharmacy; on the other hand, the University is committed to promoting intellectual growth, personal development, and responsible citizenship through an education grounded in the liberal arts and sciences and enhanced by meaningful co-curricular activities.

The vast majority of full-time faculty in 2015 (91%) hold the Ph.D. or appropriate terminal degree for their field. Regularly conducted evaluations of undergraduate courses consistently show strong and positive ratings for faculty teaching across all schools and colleges. As discussed below, a new evaluation metric was implemented in 2013 using an on-line delivery method. Since that launch, teaching evaluations are completed more efficiently and returned to faculty in a much shorter timeframe and the Provost's Office has been proactive in commending those faculty with the strongest evaluations with excellence in teaching letters and have also encouraged lower performing faculty to seek support from the Center for Excellence in Teaching and Learning.

Scholarship is the underpinning of vital teaching. UConn's faculty is clearly an active and productive scholarly body. Details of scholarship productivity of academic units have been collected in Annual Reports to the Provost for the past twenty years. The cumulative reports show a high level of scholarly activity.

Scholarship and research are also reflected in the grant-getting activities of UConn's faculty. In 2014, for example, the faculty submitted nearly 1500 grants proposals and received funding for just under 1000 of those proposals. Longitudinal data from the Office of the Vice President for Research can be in Exhibit 6.1.

University of Connecticut faculty serve, both nationally and internationally, as officers of professional societies, editors of professional journals, and members of professional review panels. They also apply their knowledge and research in local communities, the state, and the nation. Metrics on internal service activities (e.g., administration, committee work, and faculty governance) as well as external service activities (e.g., extension, outreach, committee memberships, consultancies, and community service) have been compiled annually by means of the faculty coding sheets for the Academic Planning Model, which has been compiled annually since 1992. Here, as with grant-getting, there are some parts of the University that have a more obvious

external service mission than others. Thus, for example, the Neag School of Education collaborates with the Connecticut Departments of Education and Mental Health, the Schools of Engineering and Business have numerous ties to business and industry, and the School of Nursing, together with the Spanish program in Liberal Arts and Sciences, offer training to physical and mental health professionals in the state. The College of Agriculture, Health and Natural Resources maintains a well-developed extension program, including such active offices as the Center for Land Use Education and Research (CLEAR) and its work with municipalities on policy planning. The School of Social Work is a major collaborator with the State Department of Social Services and the Department of Mental Health and Addiction.

Faculty Composition, Size and Qualifications

The use of our talented faculty at the University of Connecticut is a complex undertaking, given the comprehensive nature of the university, the existence of nine major instructional sites (including UConn Health but excluding the Co-operative Extension centers), and the complexity of instructional, research, service and outreach programs. Please refer to Exhibit 6.2 for a detailed depiction of the types and deployment of faculty. The present percentages of categories of faculty including adjuncts remain similar to 1995.

Composition

Faculty categories are well-defined in both the *By-Laws of the University of Connecticut* and the AAUP contract that applies to the Storrs and regional campuses (but not the Schools of Law, Medicine & Dentistry; faculty at UConn Health are unionized under a separate AAUP contract). Because the University of Connecticut is a comprehensive institution with an important research and outreach mission, as well as a strong emphasis on undergraduate education, there are different types of faculty, the most common being tenured or tenure-track, instructor and in-residence, as well as special designations such as research, clinical, and extension. In addition, there are adjunct faculty and graduate teaching assistants. Exhibit 6.2 depicts the numbers of faculty by rank and the various other instructional staff categories at all University of Connecticut locations. Please note that the large vast majority of classroom instruction is provided by full-time faculty, with the assistance of graduate student teaching assistants and adjunct lecturers.

Teaching assistants are generally students pursuing, graduate study and are usually doctoral students. The classroom instruction provided by graduate teaching assistants is mainly in core courses with large enrollment and multiple sections. These include core courses in the departments of Mathematics, Statistics, Economics, Sociology, the School of Business, and required general education courses in English composition. Training in teaching and pedagogy is available through the Center for Excellence in Teaching and Learning (CETL) for new teaching assistants, and CETL has a special intensive training program for foreign teaching assistants. It is worth noting a new Teaching Assistant training and mentoring program was launched in 2015 as part of the Provost's Academic Plan project competition. The funded proposal augments and enhances existing programs and seeks to provide intensive support for graduate students serving an array of teaching roles. More generally, since the last accreditation process, the University's support structure for teaching and learning has been substantially reorganized and emphasized in all components of faculty support and review.

While not all adjunct lecturers have doctoral degrees, most do, or are otherwise professionally qualified. In every case and at all University locations, an adjunct's credentials must be approved by

the department responsible for delivery of the course. Many of the adjunct lecturers teach at the regional campuses, and many have continued for years under this arrangement. Certain professional schools, notably law and business graduate programs, and the Professional Science Masters programs within CLAS, regularly use adjuncts to teach specialized upper level elective courses. In addition, particularly in the health fields (including the Schools of Medicine, Dentistry and Pharmacy), there are a large number of clinical faculty with adjunct appointments who provide instruction through preceptorships.

As mentioned above, there are a variety of types of faculty appointments at the University. The largest category of faculty at Storrs and regional campuses are tenured (59.3 percent[9]), which is appropriate for a nationally recognized flagship and research institution dedicated to principles of academic freedom. The Academic Affairs central administration and Deans are wary of using too many teaching assistants and adjuncts in their faculty resource deployment, because these groups typically do not perform the advising, service and outreach functions carried out by full-time faculty. However, these administrators have had to balance providing instruction to large numbers of students who need a significant learning experience with the University's mission as a research institution that needs large numbers of research-productive faculty. The national teaching load, and the norm at our university for research productive tenured and tenure track faculty is typically two courses per semester, or less.

One method for balancing the desire for most teaching to be carried out by full-time instructional faculty with the need to provide lower teaching loads to research faculty has been the use, on a selected basis, of in-residence, non-tenure track, faculty. The term "in-residence faculty" technically means that an individual has all the attributes of a "regular" full-time faculty member, but is not tenured or tenure-track. This designation is allowed under both the *By-Laws of the University of Connecticut* and the [AAUP collective bargaining contract](#) (See Exhibit 6.3).

The most common "in-residence faculty" position is most frequently found in parts of the University with high undergraduate teaching demand, including the School of Business and the College of Liberal Arts and Sciences. These positions appoint a faculty member to a renewable one year "teaching-service" position with a higher teaching load than research faulty (a three-four baseline load across the academic year), lesser research and higher service expectations. Under this practice, it is possible for such in-residence faculty to obtain three-year renewable contracts after they have been at the University for five years. In addition, under the most recent AAUP contract, departments, schools and colleges developed annual review, reappointment and promotion criteria for those faculty moving through an in-residence track toward longer-term appointments.

There have been varying degrees of acceptance of the use of in-residence faculty across academic units at the University. A general consensus exists among the academic administration and the faculty that overuse of in-residence faculty should be avoided because the University of Connecticut is a research institution that needs a strong core of tenured research faculty. Nonetheless, undergraduate demand will likely require the hiring and development of such faculty for the foreseeable future. But the reader should also note that the new contractual arrangements make the long-term prospects for such faculty clearer and more secure than compared to our last NEASC review process. In fact, under the current AAUP contract, most of our long-term teaching in-residence faculty have similar employment protection as our tenure track faculty after devoting five or more years and achieving strong teaching results.

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[9] Source: http://oire.uconn.edu/Faculty_Staff/Fall14_Faculty_web.pdf

Size

Exhibit 6.2 shows the on-going growth in the size of the faculty in the most recent years. Depending on the budgetary environment, we expect to continue this expansion of faculty hiring as described in the NextGenCT program. That said, we also expect that student enrollments will remain steady during the next five years, so maintaining the student-faculty ratio which currently stands at 16:1 is a priority. In 2011, the student-faculty-ratio was 18:1. Following discussion with the Board of Trustees, a faculty hiring initiative was launched. Through the hiring plan and refilling positions from retirement and resignation, 477 faculty, in all ranks, were hired from 2011 – 2014. The University's stated goal, approved by the Board of Trustees, is to achieve a ratio of 15:1, which will bring UConn to a level comparable to its research peers and aspirants.

Qualifications

Faculty qualifications at the University of Connecticut are consistent with its status as a leading public research university. In 2015, ninety-three percent of full-time faculty at Storrs/Regionals and at the Health Center hold the Ph.D. or appropriate terminal degree for their field. Full-time regional campus faculty are required to meet the same standards of preparation and qualifications as their Storrs counterparts. Although the courses taught by regional campus faculty are predominantly freshman- and sophomore-level courses, each campus now offers a limited number of four-year degree programs, which have increased the opportunity for faculty to teach upper level courses in specific disciplines. Also, they often teach a course at the Storrs campus as part of their regular teaching assignments. In selected areas, where appropriate, "professionally qualified" faculty are utilized. An example of this type of faculty member is a MBA/CPA teaching accounting courses, or an accredited forensic scientist teaching a forensic DNA typing course.

Faculty Recruitment

The recruitment of faculty is initiated at the department level after approval to fill a position has been obtained from the Dean and Provost. The search process is organized by the department in consultation with Human Resources and the Office of Institutional Equity. This process typically includes national advertising in appropriate publications, notices to relevant departments at other research universities, notices to professional organizations supportive of underrepresented groups, and other contacts. New programs have been launched in recent years to increase diversity in search pools. The Search Committee reviews the applicants' credentials and identifies the most promising candidates. The short list of candidates invited for campus visits is approved through the Office of Institutional Equity. In addition to meetings with the Search Committee, Department Head, and Dean, the on-campus interview typically includes a public lecture by the candidate, and/or a demonstration of teaching ability, and meetings with faculty and graduate students. The Search Committee, in consultation with other faculty, recommends the top interviewee for hire to the Department Head, who negotiates with the Dean and others concerning salary and possibly other start-up resources such as space or equipment. An offer is then made to the top candidate, after approval by the Provost's Office and the Office of Institutional Equity, spelling out the terms of appointment and any start-up resources. The terms and conditions of every appointment are stated or confirmed in writing, and a copy of the appointment is supplied to the faculty member. Beginning with appointment to the rank of full-time instructor, the tenure probationary period does not exceed seven years. Until the faculty member has tenure status, he or she is informed each year in writing of his or her reappointment in conformity with published Promotion, Tenure and

Reappointment rules. It is possible to provide for one year renewable contracts for in-residence faculty, with the possibility of three year appointments after five years.

Diversity

Consistent and persistent efforts have been made to ensure a diverse faculty. Of full-time faculty in fall of 2015, for example, women constituted 40 percent of the faculty and 47 percent of tenured faculty, as compared to 14 percent of full-time faculty in 1965, 18 percent in 1975, 20 percent in 1985, 26 percent in 1995, and 27 percent in 2005[10]. Minorities (including non-U.S. citizens) constituted 25 percent of full-time faculty (Black 3.0 percent, Hispanic 4.7 percent, Asian-American 16.75 percent, Native American 0.25 percent) as of fall 2015. This compares with 5.1 percent minority faculty in 1975, 7.0 percent in 1985, 12.7 percent in 1995, and 17 percent in 2005.

Despite many years of effort, the University's attempts to achieve a diverse faculty have achieved mixed results. Recruitment has proven a challenge, given national factors such as relatively small numbers of minorities with advanced degrees in some fields and local factors such as the location of Storrs. Retention of those underrepresented faculty at the University has been a challenge, possibly because of the "rural" New England character of the Storrs environs. It is hoped that the recent opening of Storrs Center will make the town more attractive to diverse constituencies.

Academic Freedom

Academic freedom is a cornerstone of the University and is forcefully articulated in the *By-Laws of the University of Connecticut* and AAUP contract. All members of the faculty, whether tenured or not, are entitled to academic freedom set forth in the 1940 Statement of Principles on Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors (see the *By-Laws*, XIV.B). The faculty member is entitled to full freedom in research and in the publication of results, subject to the adequate performance of his or her other academic duties, but research for pecuniary return is based upon an understanding with the authorities of the University. The faculty member is entitled to freedom in the classroom in treating his or her subject and in conducting a class.

Contractual Security, Salary, and Benefits of Faculty

Upon hiring, every faculty member receives a copy of an offer letter that specifies the terms and conditions of his/her employment, including salary, rank, and tenure status and probationary status (if applicable). All of the faculty at Storrs and the regional campuses are represented by the AAUP union (See Exhibit 6.3). AAUP faculty representatives have negotiated contractual security, salary and benefits with the University administration. The faculty of the School of Law are not represented by a collective bargaining agent. However, in practice, the University extends the same terms and conditions of employment to Law School faculty as to AAUP members at Storrs and the regional campuses. In regard to security, salary and other benefits, state statutes and the *By-Laws of the University of Connecticut* bestow a number of rights.

As a result of competitive hiring and the recurring salary raises provided for in the collective bargaining contract, the faculty salary average is superior to that of most institutions locally in the

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[10] See Exhibit 6.4

New England region (other than some private elite institutions) and comparable with peers nationally for most schools and colleges within the University[11].

Faculty Workload

Faculty at the University of Connecticut perform a vast variety of functions. The workload for individual faculty is established on an individual basis, according to the terms of the University Policy on [Faculty Professional Responsibilities](#), taking into consideration such factors as generally nationally recognized disciplinary teaching loads, the type and percentage of faculty appointment, and faculty productivity and activities in teaching, research and service/outreach. In addition, AAUP and the University Senate are routinely consulted on issues of faculty workload to assure appropriate methods of shared governance.

Teaching Assistants

Graduate students are employed in a variety of ways but mostly (in the educational domain) leading discussion sections, acting as Instructors of Record (IOR), laboratory teaching support, or grading. The selection of teaching assistants is a departmental or programmatic decision. For the first three categories of work, training sessions are provided by either the graduates' home department or CETL. CETL has a [Teaching Assistant Program](#), with full time staff. In addition to pedagogical education, CETL provides cultural and language classes to international students, as noted in Standard Four.

Contractual Updates on Graduate Assistants

Approximately 2300 graduate students, of the approximate 7000 total graduate students, at the University of Connecticut are appointed as graduate assistants. As of July 1, 2015, the relationship between graduate assistants at Storrs and regional campuses and the University is governed by the terms of a collective bargaining agreement. The new collective bargaining agreement governs terms and conditions of the work associated with graduate assistant appointments, while retaining the University's right "to exercise sole authority on all decisions involving academic matters" (Article 3, Section 2)*. (See Exhibit 4.2.)

Faculty and Staff Resource Guide Web Site

The responsibilities of faculty and criteria for their recruitment, appointment, evaluation and promotion are clearly and consistently defined in the *By-Laws*, the AAUP contract and the [Faculty and Staff Resource Guide](#). These documents are equitable, consistently applied and periodically reviewed.

The University of Connecticut [website](#) has a special "[Faculty and Staff](#)" version. The general UConn website has a "Faculty Resource" link from the main faculty/staff page. This website has extensive information and links on every subject pertaining to faculty training, support, rights and responsibilities. The annual new faculty orientation acquaints faculty with the existence and contents of both of these resources.

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[11] See [Chronicle of Higher Education DATA](#)

The faculty grievance procedure is detailed in section XV.Q. I of the *By-Laws of the University of Connecticut* as well as in Articles Eleven and Twelve of the AAUP Contract. Under the *By-Laws*, if a member of the faculty believes there is cause for grievance which cannot be resolved by ordinary means, the complainant may request the Committee of Three (IX.G.2) to appoint a hearing committee. Complaints regarding PTR may be brought to the Committee of Three only at the end of a sequence of peer review procedures. If this Committee is unable to mediate the complaint informally, it may appoint an ad hoc hearing committee of three or five faculty. The hearing committee makes a report of its findings and recommendations to the President of the University, and the collective bargaining agent is also informed of the findings. Within thirty days of receipt of the hearing committee's report, the President must inform the hearing committee and the collective bargaining agent of his decision, with a copy to the grievant. If not satisfied with the President's action, the grievant may, within thirty days of receiving the President's response, address a written appeal to the Board of Trustees.

Responsibility for Evaluation of Content and Delivery, Program Improvement

Review of faculty takes place at department, school/college, and Provost levels each year of pre-tenure. The elements of research, teaching, and service/engagement are considered. These review processes include teaching evaluations that involve the OIRE formats and other departmental assessments. It is also worth noting that, led by the University Senate's Faculty Standards Committee, the University launched a newer teaching evaluation tool four years ago. The tool was new in terms of the methodology used to create the instrument that was designed by our faculty and also its entirely on-line administration.)

Content of courses tend to be faculty and discipline specific but there is a strong oversight of the General Education courses by the General Education Oversight Committee (see Standard Four). Program improvement outside the General Education area tends to be focused at the department level and is not closely monitored by other bodies. However, all courses are approved by Curriculum and Courses Committees at departmental or school/college levels and implementing assessment mechanisms in General Education courses is a priority of the institution. The Graduate School reviews all new graduate program proposals, although not individual courses. Opportunities to help individuals or groups of faculty formulate new programs or courses are provided through the Center for Excellence in Teaching and Learning as requested.

Programmatic reviews, initiated at Provost-level, by external consultants have provided valuable feedback to the academic programs for improvement. Professional external reviews are often required of programs wishing to be accredited. For example, during the 2015-2016 academic year, 4 departments completed a self-study and 3 took part in a rigorous external review (the final review will take place in fall of 2016).

Professional Development

The University provides substantial opportunities for the continued growth of its faculty as teachers, scholars, and practitioners. Professional development opportunities are also available to the staff. CETL and its dedicated instructional design staff offer a wide range of workshops, seminars, and consultations to assist faculty in improving teaching effectiveness, the use of technology in teaching and learning, and course management. The Office of the Vice President for Research (OVPR) has engaged in a wide-ranging restructuring in the past two years. This has included a revision of its internal grants program; the initial of recurrent grant writing workshops,

and the reformulation of Sponsored Programs Services to help improve prospects for external funding by providing faculty with information on federal, state, and private funding opportunities. The Human Resources department also provides regular training sessions for faculty and staff on a variety of topics. The Provost's Office has a special professional development program for academic department heads and associate deans that occurs throughout the academic year.

The University provides for support of ongoing scholarly development through its sabbatical leave policy. The OVPR and the AAUP make funds available for faculty travel to conferences, workshops, and short courses.

Appraisal
UConn utilizes a variety of types of faculty in order to complete its mission of teaching, research and service. The qualifications of the faculty are appropriate to the types of activities the individual faculty member carries out. The utilization of teaching assistants, as a method of graduate student training, and part-time adjunct faculty is part of the appropriate deployment of the faculty resources. The University's faculty continue to be top-quality and terminally qualified, with strong contributions to teaching, research and service, and UConn has made progress to reduce its student-to-faculty ration from 18:1 in 2011 to 16:1 in 2015.

Projection
While the student-to-faculty ratio has decreased in recent years and is within national norms overall, the University remains mindful of the ratio as enrollments have increased over the last several years. Thus, the University must continue to strive to increase the number of its faculty.

Teaching and Learning

Instructional Techniques and Delivery Systems

The facilities in the University's classrooms are among the finest in the country, thanks in large part of the foresighted investments of our State in its flagship University. There are over one hundred high-technology classrooms across all campuses with the ability to transmit courses between any or all campuses through interactive video and also streaming. It is the intention to make all new and currently non-high-tech rooms 'technology ready' in the near future. This latter development will enable any instructor to take advantage of digital projection from a laptop, DVD, or tape in any teaching classroom. Seminars and workshops are provided by the Center for Excellence in Teaching and Learning across the University to educate and train faculty and teaching assistants in the effective use of technology, such as HuskyCT, an exciting tool for providing internet web pages to support instruction that is widely-used by the faculty and students.

Academic Advising

The University's advising system is school- and college-based but there are University wide structures, policies and practices in place to ensure quality advising for all students regardless of the location of instruction or the mode of delivery. The most significant change has been the addition of a Vice Provost for Academic Affairs with oversight and coordination for academic advising. Under the direction of the Vice Provost a number of initiatives related to advising have been implemented. The initiatives include the creation of the Outstanding Advisor Award for faculty and professional advisors; and the development of an Advising Council with representation

from all academic advising units as well as offices that provide services related to advising, such as First Year Programs, Career Services, Office for Students with Disabilities, and the Financial Aid Office. In addition, as mentioned in Standard Four, a Task Force on Advising including of faculty, department heads, advisors, and staff was created during 2013 – 2014 by the Vice Provost for Academic Affairs to draft a plan to increase effectiveness and assessment in advising in this area, and a comprehensive report was completed. Recommendations from the report are already being implemented, including hiring a full-time Director of Advising, the development of an advising assessment system, and the staffing of a central advising office.

A number of University-wide structural changes have also affected advising. The dedication of the Rowe Center for Undergraduate Education (CUE) building has brought many of the offices connected to advising under one roof. Beyond the convenience, this arrangement provides for students, the opportunity for ACES, Career Services, First Year Programs, Education Abroad, and the Honors Program to collaborate on a regular basis has proven invaluable. The fact that the Wilbur Cross Building, which includes related student services such as the Registrar, Dean of Students Office, Financial Aid and the Center for Students with Disabilities, is also physically nearby has only increased the opportunities for campus offices to coordinate advising efforts and for students to resolve advising and enrollment issues in a timely and effective manner.

All faculty pursue scholarship and/or creative activities designed to ensure that they are current in the theory, knowledge, skills, and pedagogy of their discipline or profession. The institution, through the office of the Provost, the appropriate school or college, and/or a faculty member's department and/or program, defines the scholarly expectations for its faculty based on Article XIV.C. of the *By-Laws of the University of Connecticut*. Such expectations are made clear in general terms during the orientation that takes place at the beginning of a faculty member's first semester at the University. For tenure-track faculty, specific expectations in regard to research, teaching, and service are made clear in the offer letter and each year during the Promotion, Tenure, Reappointment (PTR) process, which provides evaluations by department committees and the Dean of the school or college. Expectations of Associate Professors seeking promotion are included in Article XIV of the *By-Laws*, as well as school or departmental policies. As the University seeks to raise its profile and to hire faculty with national and international reputations, the Provost's Office is pursuing more rigorous PTR standards through negotiations with the AAUP.

Research Administration

Concordant with the University of Connecticut's designation as Carnegie Foundation Research University-Extensive, a designation shared by only four percent of the nation's institutions of higher learning, its faculty and students undertake exploration and discovery to create new knowledge and applications. In addition to traditional department and college support, these efforts are also promoted by more than ninety-five interdisciplinary academic centers and institutes. The Office of the Vice President for Research administer a number of internal programs to fund research, including the annual Research Excellence Program (grants above $200) and the Scholarship Facilitation Fund (grants under $2000).   Policies and procedures related to research, including the new Code of Conduct and Guidelines for State Compliance, are developed and communicated by the Office of Research Compliance. Training in ethical decision making in the responsible conduct of research is available at the department, college, and university levels, and has been recently augmented by the creation of an Office of Audit, Compliance and Ethics. Faculty input on research policies and practices is exerted through the Research Advisory Council (RAC), the Executive Committee of the Graduate School, the Graduate Faculty Council, the Institutional Review Board

(IRB), the Institutional Animal Care & Use Committee (IACUC), and the Institutional Bio-safety Committee (IBC).

Institutional Support

Scholarship, research, and creative activities receive appropriate encouragement and support from the institution. Such support can take various forms, from salary increases based on meritorious accomplishments, to sabbatical leave, to opportunities for grants in support of specific research or pedagogical initiatives, such as those provided by the Research Foundation, the Office of Sponsored Programs, the Humanities Institute, and CETL. The University also provides funding for travel and other research opportunities, Teaching Fellow Awards, and aid in the submission of applications for federal, state, and private grants. Our successes in research and scholarship are reflected in the external funding record of University of Connecticut faculty.

Appraisal
It is well known that many new faculty have limited knowledge of good pedagogy. We know and current research has found that faculty development can result in change in pedagogy, delivery, and evaluation[12]. Acquisition of stronger teaching skills through faculty development takes time and effort. Moreover, differentiated levels of interventions and supports are required, resulting in various rates of improvement for faculty. Through the efforts of CETL, GEOC, the Vice Provost for Academic Affairs, and the leaders in the schools/colleges, together with the regional campus administrators, the University of Connecticut is gradually moving towards a learner-centered model, providing active learning programs, interactive classes, and trying to match teaching styles to learning styles. UConn intends to make technology available in all classrooms at all campuses and to train faculty in its effective use. The University has also made a significant effort to expand its on-line and hybrid course offerings in the past five years and to offer more concerted support for faculty to pursue innovative methods in their classrooms through the work of CETL.

The University has clearly established that quality advising is an important priority. However, despite obvious improvements in the overall system, challenges still remain. The regional campuses do not always have all of the resources available at the Storrs campus and in some cases individual departments and advisors still are not providing an adequate level of academic advising. The focus over the next few years will be to focus on the importance of advising and to use assessment to better identify where the challenges reside and provide training and/or alternative advising strategies, which may include greater use of professional advisors, to ensure that all students, regardless of major or campus, have a positive advising experience. In addition, all the schools and colleges continue to work to ensure a consistent quality of and attention to advising by all faculty and professional advisors across the University.

A common theme echoed by faculty across the campus is that the rising enrollments of recent years have placed increased demands on faculty and graduate teaching assistant workloads. The University responded by hiring additional faculty to address higher enrollment. University-wide monitoring and action that have accommodated expansion of enrollment in entry-level courses have largely been successful.

Besides the need to accommodate increased student demand for courses, expanding student populations result in increased demands on faculty time as well as the need for more advisors,

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[12] See Inside Higher Ed (February, 2016)

counselors, resident assistants, and staff across the university. We have to carefully monitor lecture and laboratory sections, and be aware of the additional demands faculty have for office hours, electronic communication, preparation and distribution of course materials and grading. The growing student expectation that courses will include electronic blackboard/discussion board components, as well as the necessity of mastering strategies for successful learning in large class situations, place further demands on faculty and teaching assistants to design and implement such value added elements. Associated activities such as advising, over-enrollment problems, and increased committee assignments also divert time from research. Many of these additive time demands occur at a time when some faculty have less clerical support than in the past, transferring even greater numbers of routine tasks to the faculty member. In the face of increasing demands on faculty time and declining support staff, the University must reaffirm its commitment to faculty workloads that will promote research and scholarship.

Recent reorganization initiatives in the OVPR bode well for the future pre- and post-award support for faculty and graduate students. The launch of more concerted grants programs by OVPR have also filled a clear need among the faculty, as they routinely fill the allotted slots and have had to offer more programs as follow-up. In addition, OVPR led a restructuring of the faculty-based Research Advisory Council (RAC) in 2013-2014 that provides for greater faculty involvement in OVPR policy-making. All these efforts bode well for the future of research support at the University.

Projection
Maintaining State of Connecticut funding to support the addition of a significant number of new faculty hires is the highest priority of the Administration. And with the implementation of NextGenCT, hiring in STEM and related fields will remain a priority for the next several years. If successful, these efforts will help restore time to the faculty to dedicate to advanced courses and research. The University of Connecticut cannot attain its aspirations without an increase in our faculty and that proper ratio of student and faculty is a high priority.

Standard Six Exhibits

6.1 – Longitudinal Storrs Research Data, 2015
6.2 – Full-Time Teaching Faculty by Rank and Gender
6.3 – American Association of University Professors Collective Bargaining Agreement
6.4 – 2014 Faculty Data

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

		3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty									
Professor	Male	337	2	341	2	351	4	364	4
	Female	110	3	115	3	124	-	135	1
Associate	Male	244	2	253	3	250	3	262	1
	Female	157	5	163	5	169	4	187	2
Assistant	Male	163	7	164	5	173	3	220	2
	Female	169	9	179	8	182	8	188	6
Instructor	Male	16	1	13	1	14	1	18	1
	Female	15	2	10	2	11	2	8	2
Other	Male	20	-	22	1	25	3	22	3
	Female	35	4	35	4	42	3	42	3
Total	Male	780	12	793	12	813	14	886	11
	Female	486	23	502	22	528	17	560	14
Total Faculty									
Professor		447	5	456	5	475	4	499	5
Associate		401	7	416	8	419	7	449	3
Assistant		332	16	343	13	355	11	408	8
Instructor		31	3	23	3	25	3	26	3
Other		55	4	57	5	67	6	64	6
Total		1,266	35	1,295	34	1,341	31	1,446	25
Salary for Academic Year		FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	78,125	112,642	78,125	85,708	78,125	85,708	81,621	78,261
	Mean	141,504	143,417	140,833	137,186	138,705	127,532	146,111	139,689
Associate	Minimum	63,501	85,870	63,000	77,933	63,501	77,933	63,501	63,501
	Mean	95,177	109,258	93,886	105,343	93,401	103,518	98,031	76,167
Assistant	Minimum	45,000	45,000	45,000	45,000	45,000	45,000	45,000	46,616
	Mean	75,191	74,825	74,498	74,791	74,649	74,397	77,380	69,630
Instructor	Minimum	25,000	51,024	42,000	51,024	43,000	51,024	41,388	52,920
	Mean	70,932	58,652	68,722	58,652	68,573	58,652	72,614	61,198
Other	Minimum	25,614	50,840	26,298	50,000	25,226	45,000	30,296	34,442
	Mean	80,416	68,058	79,184	55,820	73,854	66,025	79,508	66,526

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

NOTE: Faculty data reported to NEASC for Standard 5 follow NEASC specifications and include all full-time and part-time regular payroll teaching faculty with unmodified titles at the main (Storrs) or regional campuses, including academic administrators with faculty pay titles and visiting, clinical and in-residence faculty if they are teaching. The data, compiled annually for each November 1, exclude faculty on leaves without pay, unpaid and retired faculty, non-teaching faculty with research or extension modified titles (e.g. research professor, associate extension professor), adjuncts and special payroll lecturers paid by the course, teaching graduate assistants, and non-faculty staff who contribute to the instructional delivery of courses. Faculty members at the main and regional campuses are counted with their academic discipline. The NEASC faculty data cannot be directly compared to the University's federal IPEDS or other summary reporting of faculty counts and characteristics. Contact Office of Institutional Research for further clarification of the NEASC data on faculty. Salary information is the base annual salary rate recorded in the Human Resources/Payroll System for the NEASC-defined faculty. Characteristics of the faculty on the Health Center payroll are separately maintained by the Health Center Department of Personnel.

Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)

		3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)	
?		FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate									
Professor		403	4	411	4	430	4	453	5
Associate		366	7	382	8	378	7	403	3
Assistant		302	8	297	5	315	6	362	4
Instructor		2	-	3	-	4	-	4	-
Other		15	1	17	2	21	2	22	1
Total		1,088	20	1,110	19	1,148	19	1,244	13
Highest Degree Earned: Master's									
Professor		16	-	17	-	16	-	15	-
Associate		25	-	23	-	25	-	28	-
Assistant		18	3	29	3	23	2	34	2
Instructor		25	3	18	3	17	3	15	3
Other		25	3	26	3	31	3	27	4
Total		109	9	113	9	112	8	119	9
Highest Degree Earned: Bachelor's									
Professor		-	-	-	-	-	-	-	-
Associate		1	-	1	-	2	-	1	-
Assistant		1	1	1	1	-	1	-	1
Instructor		1	-	1	-	2	-	5	-
Other		4	-	4	-	4	-	3	-
Total		7	1	7	1	8	1	9	1
Highest Degree Earned: Professional License									
Professor		28	1	28	1	29	-	31	-
Associate		9	-	10	-	14	-	17	-
Assistant		11	4	16	4	17	2	12	1
Instructor		3	-	1	-	2	-	2	-
Other		11	-	10	-	11	1	12	1
Total		62	5	65	5	73	3	74	2
?									
Fall Teaching Load, in credit hours									
Professor	Maximum	1,224	80	1,216	453	1,216	354	1,180	345
	Median	29	36	24	53	24	47	25	51
Associate	Maximum	1,053	126	1,224	180	1,170	75	1,137	105
	Median	30	72	30	83	33	66	33	75
Assistant	Maximum	1,372	372	1,592	366	1,468	375	1,484	327
	Median	48	66	48	41	48	27	48	72
Instructor	Maximum	300	126	576	96	1,304	111	948	141
	Median	65	98	48	66	56	83	60	135
Other	Maximum	1,400	72	1,656	348	1,600	102	1,604	93
	Median	44	36	42	74	39	65	35	50

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

NOTE: Faculty data reported to NEASC for Standard 5 follow NEASC specifications and include all full-time and part-time regular payroll teaching faculty with unmodified titles at the main (Storrs) or regional campuses, including academic administrators with faculty pay titles and visiting, clinical and in-residence faculty if they are teaching. The data, compiled annually for each November 1, exclude faculty on leaves without pay, unpaid and retired faculty, non-teaching faculty with research or extension modified titles (e.g. research professor, associate extension professor), adjuncts and special payroll lecturers paid by the course, teaching graduate assistants, and non-faculty staff who contribute to the instructional delivery of courses. Faculty members at the main and regional campuses are counted with their academic discipline. The NEASC faculty data cannot be directly compared to the University's federal IPEDS or other summary reporting of faculty counts and characteristics. Contact Office of Institutional Research for further clarification of the NEASC data on faculty. Characteristics of the faculty on the Health Center payroll are separately maintained by the Health Center Department of Personnel.

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)	
	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ❓								
Professor	5	-	4	-	7	1	16	1
Associate	4	1	5	-	14	-	21	2
Assistant	68	7	90	1	74	2	103	1
Instructor	5	2	5	-	7	-	5	-
Other	7	-	4	2	15	4	4	1
Total	89	10	108	3	117	7	149	5
# of Faculty in Tenured Positions ❓								
Professor	434	3	446	3	464	1	485	2
Associate	364	6	377	7	369	7	380	-
Assistant	8	-	8	-	7	-	7	-
Instructor	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total	806	9	831	10	840	8	872	2
# of Faculty Departing ❓								
Professor	1	2	4	-	5	-	4	-
Associate	6	-	5	-	8	1	11	-
Assistant	37	1	37	4	36	-	35	2
Instructor	9	-	7	-	2	-	2	-
Other	2	-	1	-	5	1	5	-
Total	55	3	54	4	56	2	57	2
# of Faculty Retiring ❓								
Professor	7	-	12	-	12	3	16	1
Associate	5	1	7	-	5	1	7	2
Assistant	-	-	2	-	-	1	1	-
Instructor	1	-	-	-	2	-	-	-
Other	-	-	2	-	-	-	2	-
Total	13	1	23	-	19	5	26	3

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

NOTE: Faculty data reported to NEASC for Standard 5 follow NEASC specifications and include all full-time and part-time regular payroll teaching faculty with unmodified titles at the main (Storrs) or regional campuses, including academic administrators with faculty pay titles and visiting, clinical and in-residence faculty if they are teaching. The data, compiled annually for each November 1, exclude faculty on leaves without pay, unpaid and retired faculty, non-teaching faculty with research or extension modified titles (e.g. research professor, associate extension professor), adjuncts and special payroll lecturers paid by the course, teaching graduate assistants, and non-faculty staff who contribute to the instructional delivery of courses. Faculty members at the main and regional campuses are counted with their academic discipline. The NEASC faculty data cannot be directly compared to the University's federal IPEDS or other summary reporting of faculty counts and characteristics. Contact Office of Institutional Research for further clarification of the NEASC data on faculty. Characteristics of the faculty on the Health Center payroll are separately maintained by the Health Center Department of Personnel.

Standard 5: Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)								
? College of Agriculture & Natural Resources:								
Agriculture & Resource Economics	9	-	11	-	12	-	10	1
Allied Health Sciences	13	2	13	2	16	3	18	1
Animal Science	14	-	16	-	16	-	17	-
Extension	2	-	1	-	1	-	2	-
Natural Resources & the Environment	11	-	13	-	12	-	13	-
Nutritional Sciences	10	7	12	-	11	-	12	-
Pathobiology & Veterinary Science	12	-	12	-	11	1	13	-
Plant Science & Landscape Architecture	18	-	18	-	19	-	20	1
School of Business:								
Accounting	21	2	21	2	20	2	22	1
Finance	20	-	22	-	23	1	23	2
Management	18	-	16	-	15	-	16	-
Marketing	17	2	19	2	20	1	22	1
Operations & Information Management	24	-	23	-	22	-	22	-
Continuing Studies:								
Continuing Studies	-		-	-	-	-	-	-
NEAG School of Education:								
Curriculum & Instruction	21	3	22	1	23	-	25	-
Educational Leadership	11	-	8	-	12	-	17	-
Educational Psychology	34	-	34	-	34	-	35	-
Kinesiology	25	1	25	1	24	1	24	1
School of Engineering:								
Biomedical Engineering	-	-	-	-	-	-	4	-
Chemical & Biomolecular Engineering	30	-	32	-	30	-	20	-
Civil & Environmental Engineering	25	1	24	1	24	1	29	1
Computer Science & Engineering	21	-	21	-	24	-	26	-
Electrical & Computer Engineering	23	-	23	-	25	-	30	-
Materials Science & Engineering	-	-	-	-	-	-	14	-
Mechanical Engineering	26	1	29	2	26	2	26	1
School of Fine Arts:								
Art & Art History	24	1	24	1	22	-	26	-
Digital Media	-	-	-	-	6	-	8	-
Dramatic Arts	16	-	16	3	17	3	22	2
Music	22	1	22	1	23	1	21	-
College of Liberal Arts & Sciences:								
Anthropology	14	1	18	-	17	-	17	-
Ecology & Evolutionary Biology	35	1	35	-	35	-	34	-
Molecular & Cell Biology	35	-	37	-	37	1	41	-
Physiology & Neurobiology	17	-	17	-	19	-	22	-
Chemistry	37	-	35	-	40	-	39	-
Communication	28	1	31	-	19	-	18	-
Economics	24	-	26	-	27	-	32	-
English	68	-	68	-	66	-	68	-

Revised July 2016

Standard 5: Faculty (Faculty by Department/Unit)

Department								
Geography	13	-	14	-	15	-	15	-
History	42	-	46	1	45	1	49	-
Human Development & Family Studies	28	2	28	2	31	2	31	1
Journalism	7	-	7	-	7	-	8	-
Linguistics	11	-	11	-	11	1	13	-
Marine Sciences	18	-	19	1	20	-	22	-
Mathematics	50	2	48	2	49	2	56	2
Literatures, Cultures, & Languages	37	-	36	-	40	-	41	-
Philosophy	13	-	12	-	11	-	16	-
Physics	29	-	30	-	31	-	34	-
Political Science	35	-	34	-	38	-	40	-
Psychology	52	-	52	1	57	1	59	1
Public Policy	6	1	10	-	9	-	11	-
Sociology	29	-	28	-	28	-	31	-
Speech, Language, & Hearing Sciences	-	-	-	-	17	-	18	1
Statistics	15	-	15	-	16	-	17	-
School of Nursing:								
Nursing	34	-	36	5	35	3	37	4
School of Pharmacy:								
Pharmaceutical Sciences	19	-	20	-	22	-	21	-
Pharmacy Practice	19	3	22	3	24	1	27	-
School of Law:								
Law	47	1	48	1	52	1	55	1
School of Social Work:								
Social Work	31	2	28	2	28	1	27	-
Total	1,260	35	1,288	34	1,334	30	1,436	22

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

NOTE: Faculty data reported to NEASC for Standard 5 follow NEASC specifications and include all full-time and part-time regular payroll teaching faculty with unmodified titles at the main (Storrs) or regional campuses, including academic administrators with faculty pay titles and visiting, clinical and in-residence faculty if they are teaching. The data, compiled annually for each November 1, exclude faculty on leaves without pay, unpaid and retired faculty, non-teaching faculty with research or extension modified titles (e.g. research professor, associate extension professor), adjuncts and special payroll lecturers paid by the course, teaching graduate assistants, and non-faculty staff who contribute to the instructional delivery of courses. Faculty members at the main and regional campuses are counted with their academic discipline. The NEASC faculty data cannot be directly compared to the University's federal IPEDS or other summary reporting of faculty counts and characteristics. Contact Office of Institutional Research for further clarification of the NEASC data on faculty. Characteristics of the faculty on the Health Center payroll are separately maintained by the Health Center Department of Personnel.

Standard Seven: Institutional Resources

Human Resources

The Storrs and regional campuses employ 4,801 staff, of which 1,489 are full-time faculty. The Storrs and regional campuses employ 3,123 full-time non-faculty staff. In addition, 679 adjunct lecturers teach one or more courses at the Storrs and regional campuses. 90% of Storrs and regional campus staff are covered by collective bargaining agreements. The American Association of University Professors (AAUP) and [University of Connecticut Professional Employee Association (UCPEA)](#) cover the majority of UConn's staff (See Exhibit 6.3 and 7.1, respectively). Graduate Assistants are covered by the Graduate Employees Union – United Auto Workers (GEU-UAW) (See Exhibit 4.2).

The *By-Laws* outline basic requirements to qualify for tenure-track faculty positions, and the UCPEA classification system outlines the qualifications and experience necessary for staff positions across the University.

All policies related to [Human Resources](#) and [Labor Relations](#) are available on their websites and the University's Policies and Procedures [website](#). The Faculty and Staff Labor Relations website includes [links](#) to all current collective bargaining agreements.

All terms of employment are included in employee offer letters. The University strives to compensate faculty, staff, and administrators adequately and in line with our [peer institutions](#). Procedures for advancing through the [promotion and tenure process](#) are outlined in the University's *By-Laws* and on the Office of the Provost's website. All faculty and staff are evaluated on a yearly basis. The UCPEA contract provides procedures for annual evaluations. Faculty and staff are encouraged to pursue professional development through additional training, conferences, and networking.

Financial Resources

UConn is financially stable, and has maintained this stability over the past ten years. During this time UConn has also improved its educational quality on every level. The number of applications for admissions has nearly doubled, and the quality of applicants has increased each year. In each of the last three years, for example, the freshman class the University has enrolled has been more academically qualified and diverse than the previous class. The incoming class of 2018 was the most accomplished in the history of the University. Our student body includes more honor students, valedictorians, and salutatorians than at any other point in our history. In 2015 the University awarded 8,080 degrees[13], an increase in 33% since 2005[14].

UConn has maintained its financial stability in large part because of its diversified streams of primary revenue. The University derives its financial resources from various sources, including state legislative appropriations, student tuition and fees, grants, contracts, gifts, and revenue from auxiliary enterprises. Because the University's revenues are not sole sourced, our financial

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[13] Source: Exhibit 4.6
[14] Source: Exhibit 7.2

operation is fundamentally stable, despite fluctuations in each of the revenue streams. In fiscal year 2014 the University faced a deficit resulting from a reduction in state appropriations and rising fringe benefit costs, over which the University has no control. However, because other revenue sources were not so volatile, the University was able to reallocate $22.0 million from one-time funds to balance the Storrs and Regional campuses budget. In fiscal year 2015 the University ended the year with a $1.2M surplus. UConn is again projecting a surplus for fiscal year 2016.

The Executive Vice President for Administration and Chief Financial Officer (EVPACFO) leads several units, such as Budget Office, Accounting Office, Office of the Bursar, and Capital Planning, in the University's financial planning and execution. The EVPACFO presents regularly to the Financial Affairs Committee of the Board of Trustees and provides an in-depth Budget Workshop every June where the Board of Trustees is presented with an annual budget for review and approval. The EVPACFO also holds open forums with students regarding any possible tuition increases, and the EVPACFO, the Provost, and the Vice President for Student Affairs hold open forums each year to discuss fee proposals. The Budget Office and the Office of the Provost lead annual budget hearings with the schools and colleges, identifying financial needs and long-term projections. (A new EVPACFO arrived in January of 2015, and his early efforts have improved long-term financial planning and modeling and contingency planning.)

The University's finances are internally audited by the Finance & Budget Division, and the State of Connecticut's Office of the Auditors of Public Accounts audits the University's finances annually (See Standard 7 Exhibits). All University financial policies are available on the University's Policy or EVPACFO websites.

Revenues

In fiscal year 2016, the annual operating budget at UConn was $1.29 billion (excluding UConn Health).[1] See Figure 7.1. Sources of recurring revenues have continued to exhibit strength, with increases in operating revenues in every year.

Total revenues have increased from $850 million in 2006 to $1,348 million in 2015 (see Table 7.1 below). The largest source of revenue is from state appropriations, including fringe benefits, which increased from $286 million in 2006 to $351 million in 2015. The State of Connecticut also provides debt service on the University's interest payments for its general obligation bonds, which offsets a significant portion of interest expenditures each year. Total nonoperating gifts revenue remained steady at approximately $22 million per year from 2006 to 2015.

Figure 7.1: Total Revenues and Expenses, $ in millions
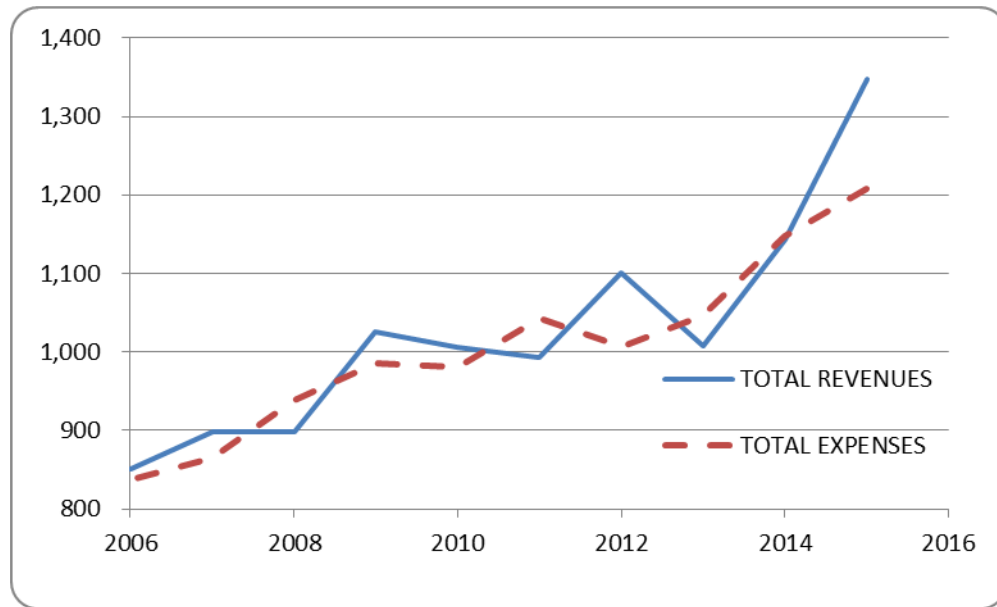
Table 7.1: Total Revenues, $ in millions

	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
Operating revenues:										
Student tuition and fees, net	308	280	262	251	234	224	215	200	184	177
Grants and contracts	171	163	160	160	165	147	133	121	112	107
Sales and services of educational departments	21	19	16	17	16	15	17	15	15	16
Sales and services of auxiliary enterprises, net	201	195	185	182	179	162	149	133	127	119
Other sources	12	10	8	6	6	11	11	11	11	10
Total operating revenues	**713**	**667**	**631**	**616**	**600**	**559**	**525**	**480**	**449**	**429**
Nonoperating revenues:										
State appropriation	351	308	288	283	329	325	328	328	306	286
State debt service commitment for interest	46	42	41	40	40	39	38	40	36	33
Gifts	24	22	20	24	21	18	22	25	25	21
Investment income	1	1	1	1	1	1	4	10	12	9
Total nonoperating revenues	**422**	**373**	**350**	**348**	**391**	**383**	**392**	**403**	**379**	**349**

Other changes in net position:										
State debt service commitment for principal	56	80	-	115	-	62	105	-	65	62
Capital allocation	132	-	20	18	-	-	-	8	-	-
Capital grants and gifts	25	22	7	3	2	2	4	7	3	10
Other changes in net position		1	-	-	-	-	-	-	2	-
Total other changes in net position	**213**	**103**	**27**	**136**	**2**	**64**	**109**	**15**	**70**	**72**
TOTAL REVENUES	**1,348**	**1,143**	**1,008**	**1,100**	**993**	**1,006**	**1,026**	**898**	**898**	**850**

The University's second largest revenue stream is student tuition and fees. Total enrollment in fiscal year 2015 was 30,564, a 10% increase over enrollment in 2006. See Figure 9.2 below. In 2013 the University adopted a four-year tuition increase plan. In-state tuition increased for Fiscal Years 2013 – 2016 were 5.5%, 6.25%, 6.5% and 6.75%. The increase in enrollment of all students, undergraduate and graduate, combined with the tuition and fee increases resulted in net revenue of $262 million in 2013, $280 million in 2014 and net revenue of $308 million in 2015-2016. The 30,564 students enrolled in 2015 are taught by 1,489 full-time faculty members. Our six-year graduation rate is 83%, far above the national average of 59%. The average time to a degree at UConn is 4.2 years, which is also among the best in the nation.

In December of 2015, the Board of Trustees approved a new four-year tuition plan to help alleviate a budget shortfall. For in-state students, tuition will increase $700 in the fall 2016 semester. Then it will increase over the following years by $775 in 2017-18; by $850 in 2018-19; and by $950 in 2019-20. Out-of-state and international students' tuition will go up by $950 for 2016-17, and then again by $1,050 for 2017-18; by $1,150 for 2018-19; and by $1,250 for 2019-20.

Figure 7.2: Student enrollment

HEADCOUNT ENROLLMENT IN FALL OF EACH FISCAL YEAR
TEN YEAR COMPARISON
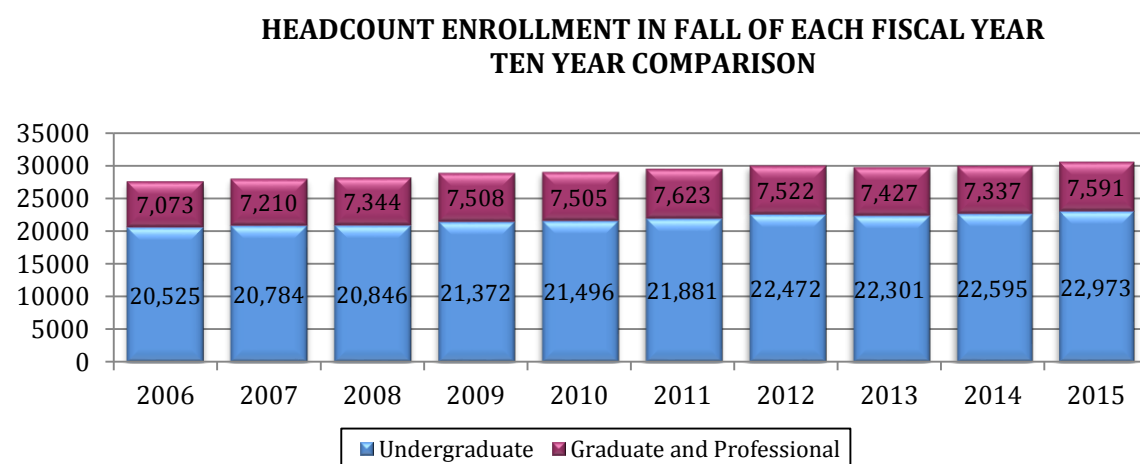
Next Generation Connecticut

Next Generation Connecticut (NextGenCT) represents one of the most ambitious state investments in economic development, higher education and research in the nation. NextGenCT is comprised of both capital and operating budget components, including adding $1.6 billion in capital funds for new and renovated facilities for research and teaching labs, classrooms, academic support, dormitories, dining, parking, water, steam lines, information technology, equipment and various infrastructure upgrades. The plan includes state operating support totaling $137 million through fiscal year 2024, of which $15 million in operating funds were initially appropriated for fiscal year 2015. While the operating funds have not kept up with the original plan, capital funds for NextGenCT continue as scheduled.

Expenses

The University's largest operating expense is instruction. Instruction costs in 2006 were $246 million and grown significantly over the last few years. The increase is due largely to hiring of additional faculty as part of the faculty hiring plan and NextGenCT. In 2015 the University's instruction costs were $382 million, representing a 55% increase in the last ten years. See Table 7.2 below.

Research expenses also increased in the last ten years, from $56 million in 2006 to $73 million in 2015. These expenditures are related primarily to sponsored research revenues and are impacted by the timing of salaries and purchase of supplies and commodities that can be charged to grants. Our research expenditures have closely tracked the increase in research revenues over the same time period.

Operations and plant maintenance expenses were approximately $66 million per year from 2006 to 2011. In fiscal year 2013, UConn performed a review of the categorization of functional expenses and significant reclassifications were made. The majority of this reclassification moved public safety expenses from institutional support to operations and maintenance of plant. In fiscal year 2015 our operations and plant maintenance expenses were $115 million. Generally, operation and plant maintenance expenses are stable from year to year because the University generates its own electricity on site with our Cogeneration Plant, including steam and chilled water for heating and cooling the University at its Storrs campus.

Auxiliary enterprises expenditures have increased from $122 million in 2006 to $210 million in 2015, due primarily to contractual salary increases but also including other increases in supplies and other commodities.

1.1.1.1   Table 7.2: Total Expenses, $ in millions

	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
Operating expenses:										
Instruction	382	353	302	291	292	272	284	279	256	246
Research	73	80	75	74	75	72	64	60	60	56
Operations and maintenance of plant	115	105	95	100	71	67	71	64	60	66
Auxiliary enterprises	210	197	186	164	159	145	144	135	127	122
Depreciation and amortization	96	95	92	89	90	90	90	101	88	86

Other	284	268	249	239	290	276	279	244	221	201
Total operating expenses	**1,160**	**1,098**	**999**	**957**	**977**	**922**	**932**	**883**	**812**	**777**
Nonoperating expenses:										
Interest expense	46	46	47	47	49	48	49	51	48	43
Transfer of reserves to State General Fund	-	-	-	-	15	8	-	-	-	-
Other nonoperating expense, net	2	2	-	2	-	2	4	3	1	4
Total nonoperating expenses	**48**	**48**	**47**	**49**	**64**	**58**	**53**	**54**	**49**	**47**
Other changes in net position:										
Disposal of property and equipment, net		1	-	-	1	1	1	1	3	1
Other changes in net position	-	-	-	-	-	-	-	-	-	11
Total other changes in net position		**1**	**-**	**-**	**1**	**1**	**1**	**1**	**3**	**12**
TOTAL EXPENSES	**1,208**	**1,147**	**1,046**	**1,006**	**1,042**	**981**	**986**	**938**	**864**	**836**

Appraisal

The University of Connecticut is a financially stable institution with very high quality educational programs and research. UConn has enjoyed a long history of financial stability during which it has successfully balanced current financial needs and investments for long-term growth while improving the educational quality for students and faculty alike.

UConn has achieved this stability by becoming more self-reliant in generating diverse operating revenues due to decreases in state support. The State of Connecticut has faced significant financial and economic challenges in the wake of the 2008 financial crisis. Consequently, financial support from state appropriations has declined as a percentage of our overall budget from a high of 37% in 2008 to 29% in 2015. In fiscal year 2015 the University experienced an $11.1 million decrease in State support due to an appropriation rescission and an associated reduction in fringe benefit support.

In the face of these challenges, UConn has continued to maintain a stable budget for its growing operations through increases in student tuition, expanded summer school opportunities, growth in research and other external sources such as gifts, grants, and fundraising. UConn has been able to increase cash balances, maintain a good rating of its bonds, and by all measures manage a stable budget that will allow the University to continue its excellent, and growing, operations in future years.

Projection

The University's Unrestricted Net Position, excluding pension adjustments, has grown from $94 million in 2006 to $159 million in 2015. The Restricted Net Position has similarly grown from $61 million to $219 million in 2015. Unrestricted Net Position represent funds that can be used for targeted improvements in the services that the University provides. The negative portion of unrestricted net position in FY 2015 is the direct result of adopting *Governmental Accounting Standards Board No. 68, Accounting and Financial Reporting for Pensions* (GASB 68). This new standard significantly changed the University's accounting polices related to pensions and require the University to report its share of the State's pension liability for the first time. Though the

impact of this change was not reflected in prior years, $578 million was recorded as a negative cumulative adjustment to beginning net position for the year ended June 30, 2015. Fringe benefit expenses also increased nearly $11 million during FY 2015 due to GASB 68. While this accounting change did not affect the overall operating budget of the University, future cash flows and unrestricted net position may be impacted as current costs of funding pension benefits increase.

Both the Storrs and regional campuses, like other research-intensive universities, face flat or declining funding from among most major extramural sources of funding for our research, scholarship, and creative activities. The University is already taking measures to address these challenges by focusing on research and philanthropy as two potential areas of growth.

In 2013 the University hired a new Vice President for Research to help the President and Provost establish a coherent vision for its research enterprise and to develop a stronger infrastructure to assist faculty, staff, and students in identifying grant opportunities and successfully pursuing them. Additionally, the University is engaged in an ongoing review of the research infrastructure across all campuses to ensure the most efficient administrative operations and to facilitate all forms of disciplinary and interdisciplinary research, scholarship, and creative work.

The University of Connecticut Foundation (Foundation) supports the mission of both UConn and the University of Connecticut Health Center. The Foundation's endowment assets, which stood at $244 million at the end of fiscal year 2009, were valued at $368 million as of June 30, 2015, and the Foundation reported that the $81 million in charitable contributions by donors in 2014 marked the highest level of giving to the University in the 50-year history of the Foundation. We are confident that with new leadership at the Foundation this trend will continue, providing additional discretionary funds to UConn.

Table 7.3: Total Net Position, in $ millions

	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
Net investment in capital assets	1,208	1,187	1,217	1,163	1,145	1,132	1,143	1,188	1,200	1,229
Restricted	219	117	68	157	75	149	129	55	96	61
Unrestricted, excluding pension adjustments	159	131	154	169	175	163	147	136	122	94
Unrestricted, related to pension adjustments	(588)									
Total net position	**998**	**1,435**	**1,439**	**1,489**	**1,395**	**1,444**	**1,419**	**1,379**	**1,418**	**1,384**

The University has well-established practices, policies and procedures related to its fiscal management, planning and integrity. Beginning with the Board of Trustees (and its Financial Affairs Committee), financial planning and management is led internally by the Executive Vice President for Administration and Chief Financial Officer whose staff supports all central budgetary needs and priorities. In addition, decentralized units employ financial staff to maintain day-to-day financial operations and evaluation.

Following discussion, the Board reviews an annual budget each June, and Office of the Auditors of Public Accounts present to the Joint Audit and Compliance Committee of the Board of Trustees

regularly. The University's budget process is extensive, exhaustive and collaborative, and the University uses current and long-term budget predictions to plan for immediate and future needs.

Information, Physical, and Technological Resources

Information Resources

The units principally responsible for introducing and managing information resources and information technology services at UConn are the Libraries of the University of Connecticut, University Information Technology Services (UITS), Center for Excellence in Teaching and Learning (CETL), Student Affairs Information Technology (SAIT), and eCampus. In addition, small operations based in individual schools, colleges, and departments provide more focused and finely tailored information services.

Libraries of the University of Connecticut

[The Libraries of the University](#) provide access to academic resources vital to the teaching, learning, and research needs of the community. The Libraries also provide repositories for the dissemination and the preservation of the University's scholarly output. As the principal learning environment outside the classroom, the Libraries provide spaces, products and tools that enable independent learning, research, and scholarship.

The Libraries of the University of Connecticut serve as gateways for the delivery of information resources to the local academic community and to the citizenry of the State of Connecticut. These include the University Libraries, which serve all the undergraduate and graduate programs on the main campus and the five regional campuses; and two professional school libraries: the UConn Health in Farmington and the School of Law Library in Hartford. With 3.9 million print volumes and well over 110,000 electronic and print journals, the Libraries of the University of Connecticut form the most comprehensive public research collection in the state.

The University Libraries maintain nine physical locations: four on the Storrs campus and one at each of the five regional campuses. The Homer Babbidge Library, the flagship of the University Libraries, is located in the center of the Storrs campus. The Babbidge Library houses extensive research collections as well as study and learning space with seating capacity for 3,300 visitors. Homer Commons, featured on Level 1, offers 100+ workstations; electronic classrooms; digital-media creation stations; printing, digitizing and scanning services; IT help; Writing and Quantitative tutoring; and a center for Languages and Cultures. Other notable features of the Babbidge Library include a Scholars Collaborative; a graduate student commons; the Connecticut State Data Center; two public exhibit galleries; two video theaters; three hands-on training rooms; and a popular café. The Homer Babbidge Library is open one hundred and fourteen hours per week during academic terms and provides quiet research and study space twenty-four hours per day during finals weeks.

On the Storrs campus, the University Libraries also include spaces in the Fine Arts complex, the Pharmacy/Biology building, and the University Archives & Special Collections at the Thomas J. Dodd Research Center. Each of the University's five regional campuses maintains a library. Regional campus libraries hold undergraduate-focused core collections as well as specialized research collections tailored to the needs of graduate programs located at those campuses. The Storrs and Regional Campus libraries share a single catalog and each library serves as a gateway to the collection as a whole.

The University Libraries permanent staff at the University Libraries (Storrs and Regional Campuses) is now 93 FTE, down from 113 in 2006. Approximately 51 FTE student staff work in the University Libraries on a temporary part-time basis. The University Libraries use its collections allocations to purchase, lease or borrow materials; subscribe to resources; support resource access; and participate in consortia partnerships. The allocation for library materials at the University Libraries has remained relatively constant for the past five years from $6,699,741in 2010 to $6,727,799 in 2014.

Additional information about Library holdings – and services available throughout the Library system – are described in Exhibit 7.3.

University Information Technology Services

[University Information Technology Services (UITS)](#) facilitates, coordinates and/or implements information technologies that effectively enable the success of our institutional missions. This is accomplished by identifying systems, services, and capabilities that will have a substantive impact on the community and delivering them robustly and at scale. These systems, services, and capabilities include personal computing; research computing; technology enhanced teaching and learning applications; telecommunications; enterprise infrastructures, including servers and storage; and numerous web, reporting, and administrative applications. UITS is a large division within the university, comprised of multiple service areas with more than 200 dedicated professionals and students working in concert to deliver effective technology solutions for the community.

The Center for Excellence in Teaching and Learning

[The Center for Excellence in Teaching and *Learning* (CETL)](#) is comprised of five units including sub-units that support faculty (including instructional teaching assistants), staff, graduate students, and undergraduate students. Faculty Development Programs support faculty and teaching assistants predominantly in areas of pedagogy. The Educational Technologies unit provides technologically oriented and aligned learning solutions and support to enhanced learning outcomes. The sub-units in Educational Technologies include the Instructional Resource Center (IRC), Interactive Television (iTV), and Media Design Services. The University Testing Center is designed to provide a secure location for computer-based classroom testing for any class/course at the University. Undergraduate students can receive tutoring from the University Writing (W Center) and Quantitative Centers (Q Center), which are a core part of CETL. The CETL Advisory Board includes eight faculty who provide direction and guidance. CETL has a full time Director and a full time staff support specialist and16 full-time staff professionals.

CETL supports all Instructors with their use of technology and how to effectively integrate technology into their instruction. This support is given by phone or in person, using Blackboard, as a platform for innovation-focused professional development. CETL provides professional development and support for the use of personal response systems (clickers), and also offers training for faculty who are interested in using new forms of technology in the classroom.

Student Affairs Information Technology

[Student Affairs Information Technology (SAIT)](#) is responsible for helping students and Student Affairs employees excel in their work through the thoughtful and appropriate use of information technology. This work is done by continually assessing and improving the quality of the service

offered, taking a proactive approach to meeting technology needs and preventing problems, and incorporating best practices gleaned from the technology industry and higher education.

SAIT includes 17 full time employees, organized into five teams. Additionally, approximately 25 students are hired to support the department's work. Much of the work performed by SAIT is management of current systems and processes, troubleshooting, and problem-solving. A small portion of the work performed is special projects in which new IT systems are built or existing systems are expanded or upgraded. The Division's demand for special projects is significantly greater than the project response capability of SAIT. In order to guide SAIT in meeting Division needs, a representative governance committee within the Division exists to review and prioritize special project requests.

eCampus

eCampus, the newest of the technology units, is the gateway for all online undergraduate and graduate courses, post baccalaureate certificates, graduate certificates, and graduate programs at the University of Connecticut. The eCampus courses are both designed and taught by UConn faculty. All eCampus courses provide extensive opportunities for interaction among students and between students and faculty. Faculty interact regularly with students in a variety of ways including e-mail, phone, skype, virtual and face-to-face office hours, discussion boards and chat rooms.

Located in the John G. Rowe Center for Undergraduate Education within the Center for Excellence in Teaching and Learning, eCampus compromises eCampus Program Design, responsible for the support of online programs (post-baccalaureate and graduate certificates or graduate degrees) from concept to implementation focusing on market research, concept generation, and the design, planning and support leading to the shepherding of new online programs through the University's approval process. Further support is provided for the training and support of academic departments in all phases of program implementation.

eCampus' primary point of contact with faculty is pedagogical in nature and focused on course design and best practices in teaching and learning. Educational technology solutions that are identified as a result of this process may be supported directly by eCampus or by one of the other instructional and information technology support areas. For fiscal year 2014-2015 eCampus, employed 12 full time staff who report to the Assistant Vice-Provost of CETL (currently filling the role of Director of eCampus).

eCampus uses both direct and indirect means of providing students with support to ensure their success using information and technology resources associated with online, hybrid/blended and flipped courses. Direct methods include the development and maintenance of introductory and course orientation modules in all eCampus supported courses. Enrolled online students are also provided with web pages designed to prepare them to be students in multi-modal educational settings. In 2014-2015, eCampus offered 12 small group workshops, 10 large group presentations, 4 iterations of the Exploring Online Learning short course, and collaborated on 44 full course design and development projects.

The University requires a secure login and pass code for all distance learning courses. The University encourages Faculty teaching online courses to use formative assessments that build on prior activities and assessments to promote continuity based on the same student participating in all related activities over time. The University also promotes proctored exams (Proctor U, or

University location) for courses that require at least one exam worth more than 10% of the final grade. There are no additional costs associated with Proctor U, formative assessments, or University provided proctoring.

Appraisal
The University Libraries conducted several comprehensive user surveys targeting the Storrs and regional campuses since the last re-accreditation self-study. Locally developed surveys were conducted in 2006 and 2012, and the Association of Research Libraries' LibQual+® surveys in 2008 and 2010. LibQUAL+® overall average scores increased from 4.08 in FY 2004 to 4.13 in 2008 to 4.22 in 2010 on a five point scale. Scores increased in 2010 at all locations, for all twenty-two questions, and for each user group (i.e., undergraduates, graduate students, and faculty). On a nine point scale, UConn's LibQUAL+® overall service quality scores (7.53, 7.56, and 7.87) were the highest in comparison to its eight peers for all users combined, graduate students, and faculty. UConn's score for undergraduates was the second highest among its eight peers.

CETL continues to meet increased demand for individual consultations and Teaching Enhancement Plans to improve faculty teaching performance. CETL support for student learning also continues to be strong through the Q and W Centers.

Student Affairs Information Technology was established in 2005 with the goal of providing a high standard level of IT and customer services to all Division of Student Affairs units. SAIT accomplished this goal and excelled in their work. As a result, the demand for IT services within the Division to help solve problems has grown significantly.

eCampus was formed in 2011 to support the administration's call for more high quality online courses and the faculty's call for increased support and resources to build and develop these courses. eCampus has made great strides and is now the main unit responsible for facilitating the design, development, implementation and ongoing support of online courses and programs and hybrid/blended and flipped courses.

Projection
Looking to the future, the Libraries of the University of Connecticut are well positioned in many key areas that define the success of the academic research library today, including: empowering users and enabling user independence; transitioning library collections from print to digital; engaging and promoting Open Access collections; establishing and maintaining strategic partnerships; and optimizing operations for efficiency and cost effectiveness. In fall 2105, a $950,000 cut was proposed to the University Libraries due to continuing state budget cuts and rescissions; however, following discussions with the Vice Provost for University Libraries and faculty leaders and groups, the funding was restored. The University is committed to maintaining this support for the foreseeable future to provide the books, journals and other scholarly materials critical to our students, faculty and staff.

The Provost's Office has demonstrated a strong commitment to CETL with additional budget resources over the next three years, which will be utilized to launch a series of new initiatives aimed at supporting excellence in innovation in teaching and learning.

SAIT will continue to support the departments within Student Affairs and the unique services provided to students while being mindful of limited resources.

Based on the increase in requests for online, hybrid/blended, and flipped course support, eCampus will continue to play a major role in the University's support of information and educational technology integration with pedagogy for the foreseeable future.

The adoption of a next generation library management system, *Alma*, unites the University Libraries with the School of Law and UConn Health Libraries in a way not possible heretofore. In addition to optimizing capital investment, it enables the libraries to share expertise, achieve processing efficiencies, and provide seamless access to collective resources.

In order to meet the growing demand for learning and collaborative space, the Homer Babbidge Library has engaged in an aggressive reformatting program that has reclaimed significant square footage. However, to become the knowledge hub that is envisioned in the University's Master Plan, more dramatic steps will need to be taken. To this end, the University Libraries has joined with the Connecticut State Library and the four State Universities to envision a shared, off-site, centralized, high density preservation facility designed to safeguard the enduring intellectual and cultural assets of Connecticut. By moving essential but less frequently consulted library materials to a centralized preservation facility, valued space in the campus core would be available for study, research, and learning.

As the Libraries proceed with these initiatives, assessments and evaluations of CETL and eCampus will coincide, ensuring that instructional technology continues to utilize and share with students and faculty the available resources of the Libraries.

Physical and Technological Resources

UConn maintains a significant infrastructure expressly in support of the institutional mission of research, teaching, and outreach. While the Storrs campus is the largest of UConn's campuses, all of the campuses have facilities and infrastructure needs that, while having some unique qualities, are largely similar. Facilities Operations & Building Services (Facilities), under the direction of an Associate Vice President, leads maintenance and renovation efforts of physical resources on all campuses. Units within Facilities include Utility Operations & Energy Management, Trade Services, Building Services, Landscape Services, Locksmith Services, and Academic Renovations.

The University's Office of the Vice Provost for Information Technology and Chief Information Office has overall responsibility for technological resources, including institutional information technology policy, planning, deployment, operation, management and security. This Office oversees University Information Technology and Services (UITS), the central Information Technology (IT) department. This includes the operation of central administrative and academic systems, primary networking and other telecommunications infrastructure, coordination of major software contracts, the main university data center, and the operation of technology centric infrastructure in classrooms and other locations. UITS, in concert with the state, operates the Connecticut Education Network (CEN), a regional, member and state supported infrastructure. It provides primary connectivity between higher education, K-12, and municipal locations as well as providing member access to the Internet and Internet2.

Reporting to the Executive Vice President for Administration and Chief Financial Officer, the Division of Public Safety is composed of the Police Department, Fire Department, Office of the Fire Marshal and Building Inspector, and the Office of Emergency Management.

Physical Resources

On June 7, 1995, the General Assembly adopted Public Act 95-230, An Act to Enhance the Infrastructure of the University of Connecticut, now codified as Sections 10a-109a through 109y of the Connecticut General Statutes. When the final vote was cast for the act now known as UCONN 2000, the renaissance of the University of Connecticut began. This project consisted of a comprehensive planning exercise to develop and follow a campus blueprint of investment to make significant investments in the institutional, roadway, transportation, utility, and technology networks that will support new construction as well as the current resource needs of the University. UConn is completing these investments as it transitions from UCONN 2000 to the Next Generation Connecticut (NextGenCT) program. Over the next decade, NextGenCT builds on prior investment with a larger, more targeted program to greatly expand educational opportunities, research, and innovation in the science, technology, engineering, and math (STEM) disciplines.

To ensure that the investments at the institutional level will be made effectively and will produce a cohesive result, the institution developed a [Master Plan](#) through [Planning Architectural & Engineering Services (PAES)](#). Development of the Plan began in 2014, and the Board of Trustees adopted the Master Plan in 2015. The plan looks at buildings, land, open space, and infrastructure systems to provide the framework for advancing the aspirations and development goals of the institution and its Academic Vision. This comes at a critical moment when a comprehensive and integrated plan can optimize this opportunity, and create an environment where ideas, imagination and creativity can flourish.

PAES also organizes and coordinates institutional space. All University buildings and interior spaces belong to the University and are subject to recommended allocation and assignment by the Provost to meet the University's overall mission, goals and priorities. All University departments can request temporary or permanent space as well as change of space. Central oversight allows for a degree of wider review and helps to ensure that all spaces are both readily available and utilized efficiently. An extremely broad institutional review is currently in progress with University space planners gathering information and making preliminary recommendations.

The physical infrastructure of the institution consists of a mix of newer and older buildings. While there has been a deliberate focus on deferred maintenance, the opportunity for investment at the University has often been heavily targeted towards the creation of new facilities. Facilities will receive a new capital investment asset of 200M a year over a 10-year period. This investment is specifically geared entirely towards the repair and upkeep of existing facilities. Facilities has established a directional plan that focuses on individual self-service and real-time interaction with the campus community. A mobile strategy is currently under development and Facilities is currently working closely with UITS to address systems challenges. The current system for managing institutional space as a key asset is FAMIS. It is currently under review for either upgrade or replacement.

The Space Allocation & Renovation Coordinating Committee is a University wide body that contains representation from varying responsibility related to infrastructure development. This Committee has oversight of significant projects for the express purpose of review and facilitation. The Committee's charge is to streamline the review and approval of University projects and to ensure that projects meet all required policies and standards. In addition to the Space Allocation & Renovation Coordinating Committee, UConn's Environmental Compliance Office coordinates and manages environmental compliance regulatory requirements applicable to the University's diverse operational and construction activities. In addition to this enhanced environmental compliance oversight, the Office of Environmental Policy (OEP) continues to direct "green" campus initiatives, energy and water conservation, and environmental literacy.

The Classroom Coordinating Committee oversees classroom investment. It contains broad institutional representation and makes recommendations for classroom maintenance and sets priorities for attention. The Committee reviews sizing, furniture, lighting, surfaces and technology needs in our classrooms.

The mission of the Division of Environmental Health and Safety (EHS) is to provide comprehensive environmental health and safety services for the University community by developing and administering effective policies and procedures that prevent personal injuries and maintain regulatory compliance in the areas of biological, chemical, occupational, and radiation safety, thereby supporting the University's mission of teaching, research, and service.

Technological Resources

With broad community input, the CIO and UITS produced an IT strategic plan in October 2014 to outline major directions for institutional IT. The plan acknowledges that IT is an important asset for the University and that it represents a key means to achieving the institutional mission of research, teaching, learning, and outreach. This plan contained five key goals.

1. Pursue IT solutions that empower members of the community to successfully, productively, and securely engage in all of their institutional roles as individuals (researcher, teacher, learner, resident, employee, and guest).
2. Pursue IT solutions under the guidance of the institutional academic partners to facilitate effective research, enrich teaching and learning, and enhance institutional competitiveness for extramural funding.
3. Pursue IT solutions in concert with the institutional functional partners to best support the business of the University and increase operational effectiveness.
4. Pursue IT solutions that assist technical partners (broader IT community) at all UConn campuses to successfully provide for the specific needs of their respective communities.
5. Pursue IT solutions that can best be provided centrally and deliver them securely, efficiently, and robustly at scale.

This IT Strategic Plan, which followed shortly after the institutional Academic Vision, was designed to advance IT capabilities at the institution in a complimentary fashion.

Since the interim NEASC report, UITS has updated and developed policies and procedures regarding Access Control, Data Classification Levels, Information Security, Business Continuity & Disaster Recovery, and more.

Appraisal and Projection
New leadership in PAES, Facilities, Public Safety and UITS represents a significant investment by UConn. All four of these key institutional areas have pursued operational and cultural changes.

UConn is committed to improvements in existing operations. The tension between central vs. distributed IT will likely continue as services evolve and as the institution reviews resource allocation. While there is commitment to departmental autonomy, there are inadequate resources for all departments to work independently. The pursuit of Security Cameras by Public Safety and, Electronic Locks by Facilities are examples of departmental initiatives being pursued centrally through partnerships with Public Safety, Facilities, and UITS.

The Master Plan changes the way institutional investments in infrastructure are approached and implemented. A comprehensive view of institutional space and a coordinated, campus centric, view of investment will ensure that resources are applied effectively.

UConn's development of its new Academic Vision, Master Plan, and IT Strategic Plan in relative succession allow the University to pursue ongoing strategic planning on a unified front. The Master Plan and IT Strategic Plan are offshoots of the Academic Vision, aligning the University's physical and technological resources and initiatives with the University's academic goals and priorities. This unified approach is evident in the Board of Trustees approval of the Comprehensive Plan for Next Generation Connecticut: Investment Principles FY 2015 – FY 2024 (See Standard Seven Exhibits) in February of 2016. This plan merges elements of the Academic Vision, Master Plan, and other strategic planning documents to create a single approach to accomplish the goals of Next Generation Connecticut over the next decade.

Standard Seven Exhibits

7.1 – University of Connecticut Professional Employees Association Collective Bargaining
   Agreement
7.2 – Degrees Conferred
7.3 – University Libraries: Additional Information
7.4 – IT Strategic Plan
7.5 – IT Governance PPT
7.6 – Campus Master Plan
7.7 – District Guidelines
7.8 – Classroom Design Standards
7.9 – Comprehensive Plan for Next Generation Connecticut: Investment Principles FY 15-24
7.10 – UConn Storrs Financial Report, June 30, 2015
7.11 – UConn Health Financial Report, June 30, 2015
7.12 – State of Connecticut Auditors' Report – University of Connecticut – Fiscal Years Ended June
   30, 2012 and 2013 (Includes Auditors' Management Letter with Recommendations)
7.13 – State of Connecticut Auditors' Report – University of Connecticut Health Center – Fiscal Years
   Ended June 30, 2013 and 2014 (Includes Auditors' Management Letter with
   Recommendations)

Standard 7: Library and Other Information Resources
(Library)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)
	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)
Expenditures/FTE student				
Materials	$ 418	$ 415	NA	NA
Salaries & Wages	$ 575	$ 570	NA	NA
Other operating	$ 90	$ 90	NA	NA
Collections				
Total print volumes	4,150,000	4,200,000	NA	NA
Electronic books	500,000	520,000	NA	NA
Print/microform serial subscriptions	3,800	3,700	NA	NA
Full text electronic journals	77,000	78,000	NA	NA
Microforms	3,188,239	3,188,239	NA	NA
Total media materials	82,000	84,000	NA	NA
Personnel (FTE)				
Librarians -- main campus	46.0	50.0	NA	NA
Librarians -- branch campuses	41.0	41.0	NA	NA
Other library personnel -- main campus	39.0	39.0	NA	NA
Other library personnel -- branch campus	26.0	26.0	NA	NA
Library Instruction				
[?] Total sessions -- main campus	638	750	NA	NA
Total attendance - main campus	12001	13000	NA	NA
Total sessions -- branch campuses	270	300	NA	NA
Total attendance -- branch campuses	4771	5000	NA	NA
Reference and Reserves				
[?] In-person reference questions	12,369	12,000	NA	NA
[?] Virtual reference questions	2,272	2,300	NA	NA
Traditional Reserves:			NA	NA
courses supported	849	943	NA	NA
items on reserve	5,132	6,054	NA	NA
E-Reserves:				
[?] courses supported	1,233	1,490	NA	NA
[?] items on e-reserve	9,460	10,371	NA	NA
Circulation (do not include reserves)				
[?] Total/FTE student	6	6	NA	NA
[?] Total full-text article requests	3,200,000	3,300,000	NA	NA
Number of hits to library website	35,000,000	36,000,000	NA	NA
Student borrowing through consortia or contracts	54,977	56,000	NA	NA
Availability/attendance				
[?] Hours of operation/week main campus	116	116	NA	NA
Hours of operation/week branch campuses	36-94	36-94	NA	NA
Gate counts/year -- main campus	1,043,451	1,100,000	NA	NA
[?] Gate counts/year -- average branch campuses	237,005	250,000	NA	NA

URL of most recent library annual report: http://lib.uconn.edu/about/policies/

URL of Information Literacy Reports: http://www.literacy.uconn.edu/index.htm

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

See the following URL for the UConn Health Center's Lyman Maynard Stowe Library resources: http://library.uchc.edu/.

Standard 7: Library and Other Information Resources
(Information Technology)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	? Next Year Forward (goal)
	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)
Number (%) of students with own computers	99.9% est.	99.9% est.	99.9% est.	99.9% est.	99.9% est.
? Course management system	Blackboard Learn 9.1, Service Pack 13 - http://huskyct.uconn.edu/				
Number of classes offered					
Classes on the main campus	11,851	na	NA	NA	NA
Classes offered off-campus	1,859	na	NA	NA	NA
Distance education courses	206	na	NA	NA	NA
Number of classes using the system					
Classes on the main campus	5,617	5,881	6,058	7,067	8,127
Classes offered off-campus	1,277	1,448	1,560	1,861	2,140
Distance education courses	335	391	409	491	589
Bandwidth					
On-campus network	10/100/1000/10000	10/100/1000/10000	10/100/1000/10000	10/100/1000/10000	10/100/1000/10000
Off-campus access					
? commodity internet (Mbps)	10,000 Mbps	10,000 Mbps	10,000 Mbps	10,000 Mbps	10,000 Mbps
? high-performance networks (Mbps)	1000 Mbps	10/100/1000/10000	10/100/1000/10000	0/1000/10000/100000	00/1000/10000/100000
? Wireless protocol(s)	802.11a/g/n	802.11a/g/n	802.11a/g/n	802.11a/g/n	802.11a/g/n
Network**					
Percent of residence halls connected to network					
wired	100%	100%	100%	100%	100%
wireless	50%	60%	100%	100%	100%
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	62%	66%	68%	72%	75%
Public wireless ports	2198	2400	2700	3726	4200
Multimedia classrooms (percent)					
Main campus	81%	83%	84%	86%	88%
Branches and locations	86%	88%	90%	92%	94%
IT Personnel (FTE)					
Main campus	248.61	246.75	262.75	246.75	
Main campus additional staff IT-devoted units***	42.18	42.18	56.00	38.00	
Branch campuses	12.50	11.50	12.50	8.50	
Dedicated to distance learning	NA	NA	NA	NA	

Software systems and versions	
Students	ORACLE/PeopleSoft http://www.studentadmin.uconn.edu
Finances	Kuali Financia System http://financesystems.uconn.edu/
Human Resources	http://hr.uconn.edu/
Advancement	alumni/development databases: http://www.foundation.uconn.edu/; external grants and contracts: http://osp.uconn.edu/infoed/
Library	http://www.lib.uconn.edu/
Website Management	http://aurora.uconn.edu/
Portfolio Management	NA
Interactive Video Conferencing	http://itv.uconn.edu/
Digital Object Management	http://digitalcommons.uconn.edu/

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 8: Physical and Technological Resources

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2012)
Revenue ($000)					
Capital appropriations (public institutions)	-$479	$18,000	$20,000		
Operating budget [1]	$1,033,480	$1,028,597	$1,053,949		
Gifts and grants [2]	$23,157	$27,145	$26,671		
Debt	$0	$115,400	$0		
TOTAL	$1,056,158	$1,189,142	$1,100,620	$0	$0
Expenditures ($000)					
New Construction	$32,283	$61,678	$66,316		
Renovations, maintenance and equipment	$64,208	$41,609	$68,872		
Technology	$1,312	$1,975	$2,547		
TOTAL	$97,803	$105,262	$137,735	$0	$0

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	230,343.00	90,496.67	320,840
Laboratory	730,837.00	87,541.58	818,379
Office	985,733.00	186,730.67	1,172,464
Study	331,136.00	105,574.88	436,711
Special	669,817.00	31,817.68	701,635
General	586,221.00	83,140.43	669,361
Support	732,034.00	424,743.09	1,156,777
Residential	1,534,864.00	6,003.13	1,540,867
Other	448,952.00	21,751.45	470,703
Total	6,249,937.00	1,037,799.58	7,287,737

Major new buildings, past 10 years

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Greek Housing Complex	Residence Halls	72,236	$12,706	2004
Waterbury Downtown Campus	Classroom, Office	105,872	$23,238	2004
Towers Dining Hall	Student Dining Facility	20,234	$7,698	2004
School of Pharmacy/Biology Completion	Classroom, Office	221,243	$94,609	2005
Cogen/Heating Plant Upgrade	Energy Generation	29,537	$81,900	2006
Intramural, Recreational and Intercollegiate Fac.	Athletic Facilities	160,748	$48,778	2006
Student Union Addition	Student Center/Office	268,336	$70,755	2007
Floriculture Addition	Teaching & Research	1,500	$6,070	2012
Storrs Hall Addition	Classroom	15,800	$15,115	2012
Water Reclamation Facility	Wastewater Filtration/Reclamation		$28,951	2014
Psychology Addition	Classroom, Office	36,500	$22,500	2014
East Building - Oak Hall	Classroom	133,000	$53,000	2014
West Building - Laurel Hall	Classroom	67,000	$42,000	2014
Avery Point Undergrad-Student Center	Student	16,047	$9,315	2013
Basketball Development Facility	Athletic Facilities		$35,338	2015

McMahon?

Co-OP?

New buildings, planned for next 5 years

Building name	Purpose(s)	Assignable Square Feet GSF	Cost (000)	Year
Engineering Building	Teaching & Research	60,000	$92,500	2016
Innovation Partnership Building	Research & Tech Incubation	125,000	$162,300	2016
Residential Life Facilities - STEM	Residence Halls		$105,000	2016
Residential Life Facilities - Honors	Residence Halls		$23,567	2016

Major Renovations, past 10 years

The list below includes renovations costing $5,000,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Gentry Completion (Addition)	Classroom	42,000	$10,000	2004
Law School Renovation	Classroom	13,475	$5,836	2004
North Campus Renovation	Residence Halls	302,999	$13,807	2004
Towers Renovation	Residence Halls	265,138	$27,248	2004
Lakeside Renovation	Office	15,000	$5,236	2009
Gentry Completion (Renovation)	Classroom	57,995	$10,000	2011
Law School Façade Restoration	Classroom, Office		$20,330	2011
Connecticut Commons Renovation	Residence Halls	150,159	$6,250	2011
Floriculture Greenhouse	Classroom, Research	23,750	$6,832	2013
Heating Plant Upgrade	Energy Generation		$10,000	2013
Young Building Renovation/Addition	Classroom, Office, Labs	71,937	$24,773	2014
Psychology Building Renov./Addition	Research, Classroom	72,300	$25,171	2014
Arjona Building Renovation	Classrooms, Offices			

Renovations planned for next 5 years

The list below includes renovations costing $5,000,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Beach Hall Renovation	Research, Classroom	81,832	$5,292	2015
Stamford Campus Improvements/Housing	Residence Halls		$8,921	2015
Fine Arts Phase II	Classroom		$21,600	2016
Montieth Renovations	Research, Classroom		$26,566	2015
Putnam Refectory Renovation	Residence Halls		$18,009	2017
Res Life - South Campus Phase II	Residence Halls		$16,513	2017
Hartford Relocation Acquisition/Renovation	Reseach, Classroom		$115,000	2017
Gant Math and Physics	Research, Classroom, Offices			
fMRI -Acquisition and Installation	Research		$7,893	2015

Note   (1) includes operating grants and contracts: $155,377 for FY11, $161,455 for FY12, $155,810 for FY13.

(2) only include nonoperating capital gifts and grants.

*"Current Year" refers to the year in which the forms are being completed in conjunction with a report submitted to the Commission; latest available data are for FY 2013.

Data are for Storrs-based programs at the main and regional campuses. See the following URL for facilities development and capital projects at the
UConn Health Center's Schools of Medicine and Dental Medicine: http://fdo.uchc.edu/.

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Position)

FISCAL YEAR ENDS month &day: (06/30)		2 Years Prior (FY 2011)	1 Year Prior (FY 2012) (Restated)[1]	Most Recent Year (FY 2013)	Percent Change	
					2 yrs prior	1 yr-most recent
		ASSETS				
5		CASH AND SHORT TERM INVESTMENTS	$275,129	$265,374	$243,348	-3.5%	-8.3%
6		CASH HELD BY STATE TREASURER				-	-
7		DEPOSITS HELD BY STATE TREASURER	$44,319	$52,346	$74,950	18.1%	43.2%
8		ACCOUNTS RECEIVABLE, NET	$34,033	$33,217	$39,204	-2.4%	18.0%
9		CONTRIBUTIONS RECEIVABLE, NET				-	-
10		INVENTORY AND PREPAID EXPENSES	$15,628	$16,421	$15,062	5.1%	-8.3%
11		LONG-TERM INVESTMENTS	$12,042	$11,723	$12,052	-2.6%	2.8%
12		LOANS TO STUDENTS	$12,345	$12,238	$12,212	-0.9%	-0.2%
13		FUNDS HELD UNDER BOND AGREEMENT	$53,730	$160,524	$41,030	198.8%	-74.4%
14		PROPERTY, PLANT AND EQUIPMENT, NET	$1,399,263	$1,422,789	$1,474,569	-3.3%	3.6%
15		OTHER ASSETS	$818,424	$919,395	$843,213	12.3%	-8.3%
		TOTAL ASSETS	**$2,664,913**	**$2,894,027**	**$2,755,640**	8.6%	-4.8%
		LIABILITIES					
18		ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$134,777	$113,769	$146,723	-15.6%	29.0%
19		DEFERRED REVENUE & REFUNDABLE ADVANCES	$27,139	$27,696	$27,950	2.1%	0.9%
20		DUE TO STATE				-	-
21		DUE TO AFFILIATES				-	-
22		ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
23		AMOUNTS HELD ON BEHALF OF OTHERS	$6,823	$48,300	$3,938	607.9%	-91.8%
24		LONG TERM DEBT	$1,058,650	$1,170,723	$1,081,196	10.6%	-7.6%
25		REFUNDABLE GOVERNMENT ADVANCES	$10,516	$11,076	$11,233	5.3%	1.4%
26		OTHER LIABILITIES	$31,653	$33,360	$32,547	5.4%	-2.4%
		TOTAL LIABILITIES	**$1,269,558**	**$1,404,924**	**$1,303,587**	10.7%	-7.2%
		NET POSITION [2]				-	
29		INVESTED IN CAPITAL ASSETS, NET OF RELATED DEBT	$1,144,923	$1,155,616	$1,222,167	0.9%	5.8%
30		RESTRICTED NONEXPENDABLE	$11,892	$11,574	$11,902	-2.7%	2.8%

FISCAL YEAR ENDS month &day: (06/30)		2 Years Prior (FY 2011)	1 Year Prior (FY 2012) (Restated)[1]	Most Recent Year (FY 2013)	Percent Change	
					2 yrs prior	1 yr-most recent
31	- RESEARCH, INSTRCUTION, SCHOLARSHIPS AND OTHER	$17,915	$19,536	$20,602	9.0%	5.5%
32	- LOANS	$2,818	$2,425	$2,469	-13.9%	1.8%
33	- CAPITAL PROJECTS	$35,204	$121,015	$33,416	243.8%	-72.4%
34	- DEBT SERVICE	$7,229	$7,737	$7,279	7.0%	-5.9%
35	UNRESTRICTED	$175,374	$171,200	$154,218	-2.4%	-9.9%
						-
	TOTAL NET POSITION	$1,395,355	$1,489,103	$1,452,053	6.7%	-2.5%
	TOTAL LIABILITIES AND NET POSITION	$2,664,913	$2,894,027	$2,755,640	8.6%	-4.8%

Note   (1)
Certain assets , liabilities , and components of net position were restated for the FY2012 for accruals related to construction retainage.

(2) The University follows the GASB (Governmental Accounting Standards Board) pronouncements.
The University has two related, but indepedendent , corporated entities: the University of Connecticut Foundation, Inc. and the
University of Connecticut Law School Foundation, Inc. The above numbers do not include these two Foundations financial data.

(3) For the University of Connecticut Health Center Financial Statements, see the following URL: http://controller.uchc.edu/reports/index.html.

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

		FISCAL YEAR ENDS month &day: (06/30)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)
		OPERATING REVENUES			
6		TUITION & FEES	$342,987	$362,156	$377,703
7		ROOM AND BOARD			
8		LESS: FINANCIAL AID	($109,106)	($111,139)	($116,062)
9		NET STUDENT FEES	$233,881	$251,017	$261,641
10		GOVERNMENT GRANTS & CONTRACTS	$153,188	$146,556	$144,613
11		PRIVATE GIFTS, GRANTS & CONTRACTS	$11,367	$13,141	$15,212
12		OTHER AUXILIARY ENTERPRISES	$178,494	$181,974	$185,240
13		ENDOWMENT INCOME USED IN OPERATIONS			
14		OTHER REVENUE - SALES & SERVICES OF EDUCATIONAL DEPARTMENTS	$16,161	$17,348	$15,814
15		OTHER REVENUE - OTHER SOURCES	$6,447	$6,229	$8,114
		NET ASSETS RELEASED FROM RESTRICTIONS			
		TOTAL OPERATING REVENUES	**$599,538**	**$616,265**	**$630,634**
		OPERATING EXPENSES			
19		INSTRUCTION	$292,203	$291,370	$302,202
20		RESEARCH	$74,481	$73,509	$74,948
21		PUBLIC SERVICE	$41,470	$35,478	$39,068
22		ACADEMIC SUPPORT	$98,393	$108,340	$117,679
23		STUDENT SERVICES	$39,755	$35,256	$33,315
24		INSTITUTIONAL SUPPORT	$84,744	$53,465	$63,302
25		FUNDRAISING AND ALUMNI RELATIONS			
26		OPERATION, MAINTENANCE OF PLANT (if not allocated)	$71,365	$100,402	$101,661
27		SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$5,490	$6,107	$7,154
28		AUXILIARY ENTERPRISES	$158,422	$164,388	$167,474
29		DEPRECIATION (if not allocated)	$90,335	$88,478	$91,713
30		OTHER EXPENSES - OTHER OPERATING EXPENSES	$19,740		
		OTHER EXPENSES:			
		TOTAL OPERATING EXPENDITURES	**$976,398**	**$956,793**	**$998,516**
		CHANGE IN NET POSITION FROM OPERATIONS	**($376,860)**	**($340,528)**	**($367,882)**

FISCAL YEAR ENDS month &day: (06/30)		3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)
	NON OPERATING REVENUES			
35	STATE APPROPRIATIONS (NET)	**$328,951**	**$282,370**	**$288,456**
36	INVESTMENT RETURN	**$1,020**	**$898**	**$859**
37	INTEREST EXPENSE (public institutions)	**($8,846)**	**($7,362)**	**($4,831)**
38	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	**$21,168**	**$24,377**	**$19,996**
39	OTHER - TRANSFER OF RESERVES TO STATE GENERAL FUND	**($15,000)**		
40	OTHER - OTHER NONOPERATING EXPENSES	**($297)**	**($1,635)**	**($439)**
	OTHER:			
	NET NON OPERATING REVENUES	**$326,996**	**$298,648**	**$304,041**
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**($49,864)**	**($41,880)**	**($63,841)**
44	CAPITAL APPROPRIATIONS (public institutions)			
45	OTHER	**$892**	**$135,628**	**$26,791**
	TOTAL INCREASE/DECREASE IN NET POSITION	**($48,972)**	**$93,748**	**($37,050)**

Note   (1) Certain reclassifications were made to the Statement of Revenues. Expenses, and Changes in Net Position for the year ended June 30, 2012.

(2) For the University of Connecticut Health Center Financial Statements, see the following URL: http://controller.uchc.edu/reports/index.html.

*"Current Budget" refers to the year in which the forms are being completed in conjunction with a report submitted to the Commission; latest available data are for FY 2013.

Standard 9: Financial Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)			3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)
		DEBT			
		BEGINNING BALANCE	$1,143,137	$1,058,650	$1,170,723
		ADDITIONS	$0	$238,138	$102,776
		REDUCTIONS[1]	($84,487)	($126,065)	($192,303)
		ENDING BALANCE	**$1,058,650**	**$1,170,723**	**$1,081,196**
		INTEREST PAID DURING FISCAL YEAR [1]	$51,160	$48,628	$51,182
		CURRENT PORTION	$80,589	$88,372	$92,274
		BOND RATING	N/A	Aa2	Aa2
		DEBT COVENANTS (PLEASE DESCRIBE):			
		Debt includes: General Obligation Bonds (GO), Revenue Bonds(RB), Self Liquidating Bonds(SL), Capital leases & other loans. Bond rating uses Moody's investors service: no new issue on any bonds on FY11. Aa2 rating for GO on FY12. Aa2 rating for RB on FY13.			

Note   (1)   Principal and interest on GO bonds included above, are paid by the State of CT through its Debt Service Commitment.

        (2)   For the University of Connecticut Health Center Financial Statements, see the following URL: http://controller.uchc.edu/reports/index.html.

	DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.
	The University's debt has various interest rates ranging from 1% to 5%. Interest and principal payments vary by issuance. The debt details can be found http://accountingoffice.uconn.edu. Debt covenants are being met.
	LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.
	N/A
	FUTURE BORROWING PLANS (PLEASE DESCRIBE)
	From time to time, UConn plans to issue bonds.

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission, latest available data are for FY 2013.

Standard 9: Financial Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (6 /30)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Next Year Forward (FY 20)
		(Restated)[1]		
NET POSITION				
NET POSITION BEGINNING OF YEAR, ADJUSTED	$1,444,327	$1,395,355	$1,489,103	
TOTAL INCREASE/DECREASE IN NET POSITION	($48,972)	$93,748	($37,050)	
NET POSITION END OF YEAR	**$1,395,355**	**$1,489,103**	**$1,452,053**	**$0**
FINANCIAL AID				
SOURCE OF FUNDS				
UNRESTRICTED INSTITUTIONAL	$67,062	$73,774	$77,912	
FEDERAL, STATE & PRIVATE GRANTS	**$40,114**	**$35,395**	**$35,282**	
RESTRICTED FUNDS	**$5,170**	**$5,000**	**$5,775**	
TOTAL	**$112,346**	**$114,169**	**$118,969**	**$0**
% DISCOUNT OF TUITION & FEES	31.8%	30.7%	30.7%	
% UNRESTRICTED DISCOUNT OF TUITION & FEES	1.5%	1.4%	1.5%	
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:				
The endowment spending policy managed and adopted by the University of Connecticut Foundation, Inc. (Foundation)'s Board of Directors, in conjunction with the strategic asset allocation policy for the long-term pooled investment portfolio, is designed to provide reliable growth in annual spending allocation levels and to preserve or increase the real value of the endowment principal over time. To meet these objectives, the Foundation utilizes a total return investment approach, with total return consisting of interest and dividends as well as realized and unrealized gains and losses.				

Note   (1) Certain assets , liabilities , and components of net position were restated for the FY2012 for accruals related to construction retainage.

(2) For the University of Connecticut Health Center Financial Statements, see the following URL: http://controller.uchc.edu/reports/index.html.

*"Current Budget" refers to the year in which the forms are being completed in conjunction with a report submitted to the Commission; latest available data are for FY 2013.

Standard Eight: Educational Effectiveness

As a large public university, UConn utilizes a variety of means to assess student learning experiences. Several approaches are institution-wide, while some are specific to a student's major or academic department. Assessment is pervasive across the entire university and is both continuing and episodic, often related to internal Program Review self-studies or in response to external program-specific accreditation agencies.

Assessment has become an increasingly important and necessary focus of the University's administration over the last decade. Since in the interim report in 2011, in particular, the Provost's Office and the newly-reorganized and improved OIRE have re-established and implemented a strong process for Program Reviews and all academic departments have developed assessment plans with clear learning goals and objectives, either through their professional accreditation process or a central requirement lead by the Vice Provost for Academic Affairs.

A major accomplishment was the development of an institution-wide Assessment Plan, completed during the academic year 2015-2016 by the Provost's Office and OIRE, focusing on three major components: general education, major field, and student experiences. Assessment of the general education requirements has focused on determining whether the goals of the general education program as a whole and those of the individual content areas and competencies are being met. Academic departments have employed a variety of methods to assess student learning, and various assessments of student satisfaction and experience has also been conducted to ensure the University maintains an interconnected and developmentally appropriate experience for students. The Assessment Plan also notes the inclusion of a review of student learning outcomes through the Program Review process, which was outlined in Standard Two. The newly developed Assessment Plan is available in Exhibit 1.2.

Departmental assessment plans, which have been developed by faculty groups in each department or program, focus on degree programs, and identifying course objectives and goals, link to the University's overall objectives, as outlined in the 2014 Academic Vision. The departments utilize various forms of assessment (mid-semester course surveys, Student Evaluations of Teaching (SET), capstone projects, course work assignments and projects, final examinations and portfolios, and pre-graduation exams and surveys). The departments and programs review the results of these various assessment practices and modify their course structures, sequences, and overall curriculum in response. (See the Assessment Dashboard on the [OIRE website](#) for examples of departmental assessment plans.)

Much of the recent activity formalizing a solid infrastructure for continued ongoing assessment of student learning outcomes has evolved from improved practices in the areas of Program Review, instructional design, student satisfaction surveys, etc. The institution's approach to Program Review (see Standard Two for background) includes a focus on understanding the connection between the unit's goals and the Mission of the institution. Our Program Review process also requires each unit to provide information on assessment of student learning including the following:

1. Referring to the Learning Outcomes document, describe what the graduates of the program should know and be able to do when they leave the university, and how the unit measures or otherwise assesses actual student achievement.

2. Specify how student outcomes are aligned with the mission and goals of the unit, the school or college (if appropriate), and the university.

3. Describe the measures of student learning used in the program.

4. How do you use assessment of student learning outcomes to make curricular offerings more effective at meeting the goals set for the students? How has it been used in formulating the unit's strategic plan?

5. How will the results of the student outcomes assessment be incorporated in strategic planning and curricular review process?

General Education Assessment

At UConn, the General Education Oversight Committee, a faculty group appointed by the Senate and representative of the Schools and Colleges, oversees general education requirements.

The purpose of general education is to ensure that all UConn undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

In addition, UConn undergraduates need to demonstrate competency in five fundamental areas:

1. technology,

2. information literacy,

3. quantitative skills,

4. second language proficiency,

5. writing.

The development of these competencies involves two parts: establishing entry-level expectations and establishing graduation expectations. The entry-level expectations apply to all incoming students. The graduation expectations may vary for different major fields of study.

Specific criteria for the four Content Areas and five Competencies were developed by the General Education Oversight Committee (GEOC) through nine subcommittees that were formed to oversee these areas. The formation and functions of these subcommittees were mandated by the General Education Guidelines, which were passed by the University Senate on May 6, 2002.

GEOC has recast the content area requirements into learning outcomes, i.e. what students should be able to do upon completing their courses. Expressing the course goals in this way will allow GEOC to determine the extent to which they are being met.

The University Senate Executive Committee (SEC), during the 2015-2016 academic year, charged the Senate Curricula and Courses Committee (SCC) with conducting an in-depth assessment of the University's current General Education system. The General Education Assessment Task Force conducted a comprehensive review of the University-wide General Education program to ensure that its goals were being met and recommend changes. In particular, questions were raised regarding whether the goals of the General Education program are being met; the long term impact of the General Education requirements: whether the current goals for General Education

requirements remain appropriate for the 21st century university or whether revisions in goals were needed; and finally, whether the content areas as currently constructed meet the needs of our evolving society.

Findings from the General Education Assessment Task Force focused on the following aspects of assessment, with preliminary findings.

- Peer and Aspirant Review. The task force found that UConn's general education requirements are largely in line with the requirements of peer and aspirant institutions. The task force did identify a small number of requirements that many peer and aspirants have that UConn does not, and noted a trend in naming general education differently.
- Focus groups. The focus groups with faculty and students provided the task force with valuable, specific information about faculty and student familiarity with the goals, opinions about the success of the current general education system, and suggestions for changes to goals and requirements.
- Online surveys. The online surveys identified clear areas of concern for students, faculty and alumni, while highlighting differences of opinion among the groups. Certain suggestions for changes, taken for the focus groups, emerged.

The General Education Assessment Task Force recommendations based on their assessment process included the following:

- ask the Senate Curriculum Committee to communicate more comprehensively the values and importance of general education to all constituencies involved, including students, faculty and advisors;
- establish a governing body for curricular assessment at the university level that will coordinate the assessment activities of many different units across campus. The body should be faculty led, and work with the Office of the Provost, the Office of Institutional Research and Effectiveness, the Center for Excellence in Teaching and Learning, the Registrar, the General Education Oversight Committee, the University Director of Advising, and USG Academic Affairs to share assessment information, expertise and resources;
- reinforce the broad goals of general education with clearer language and reconsider consequences for requirements;
- offer additional support to faculty that teach general education courses, including TA support for large lectures and resources on how to teach general education courses
- Investigate further the possibility of changing the general education requirements, such as a strengthened communication requirement that would include oral presentations as well as possible training in respectful communication;
- Continue to find ways to address students' desire for training in life skills, while clearly distinguishing such training from the mission of general education.

Academic Departmental Assessment Techniques/Discipline-Specific Assessment

Program-, major-, and department-level assessment policies are also guided by the overall mission of the University. In addition, specific learning goals, objectives, and outcomes for individual disciplines are developed according to the guidelines set forth by NEASC and various discipline-specific accrediting bodies. The discipline specific professional accreditation assessment requirements are often complete and robust with specific outcomes for graduating major.

In addition to discipline-specific requirements, almost all departments employ various assessment techniques, including direct and indirect measures.

Assessment Data Collection and Analysis

Due to the large scale and decentralized nature of UConn programs, most assessment occurs at the program and department level, guided by a central Provost's Office commitment to use assessment information as part of our attempts to document and improve all student learning outcomes. The extensive number of professionally-accredited programs at UConn adds another layer of complexity to the nature of assessment of student learning outcomes. Within this context, the UConn assessment plan provides a comprehensive view of assessment at various levels and makes an effort to integrate both qualitative and quantitative data from a wide variety of campus sources. The plan also provides an opportunity to identify missing links in assessment at the campus level and to close any loops by identifying and developing new assessment tools and techniques.

UConn has a campus-wide, unified, and ongoing strategy to disseminate assessment results to decision-makers at various levels using OIRE. Most assessment data is available on department websites, but OIRE provides results of all comprehensive assessment of programs and departments by school and college in a password-protected web portal.

Office of Institutional Research and Effectiveness

The Office of Institutional Research and Effectiveness is officially responsible for the ongoing review of the University's planning and evaluation efforts. In addition to OIRE, however, the Office of the Provost and the Office of the Executive Vice President for Administration and the Chief Financial Officer continually assess the University's academic, financial and physical planning, often reporting to the University community through public forums, the University Senate, the Board of Trustees, and the State Legislature or Governor.

Following an external site visit and review three years ago, the Office of Institutional Research was completely restructured (and merged with the Office of Institutional Effectiveness) with the following mission: "The primary purpose of the Office of Institutional Research and Effectiveness (OIRE) is to proactively support the University's mission of becoming a top flagship university by providing timely official data and analysis for planning, institutional effectiveness and decision making."

The emphasis of OIRE is to provide strategic analytical support in shaping the long-term institutional policies and programs geared towards resource allocation, new program development, student success, competitive positioning and institutional effectiveness. In addition, OIRE serves as the central repository of official data for state, federal, and other external agencies for reporting purposes. Led by an Assistant Vice Provost for Institutional Research and Effectiveness, OIRE is responsible for NEASC and discipline accreditation, Program Reviews, the review of Centers and Institutes, the assessment of student learning outcomes, implementing HuskyDM, and a new centralized academic data warehouse.

Advising Assessment Plan

Over the last several years, the Provost's Office identified a number of advising challenges with regard to occasional discrepancies in advising practices across various colleges and schools and during transitions such as campus change from the regionals to Storrs. Based on these challenges, the Provost's Office contacted the National Academic Advising Association (NACADA) to request information on best practices for advising and inquire about the process for arranging for an external review of advising practices at UConn. The Vice Provost for Academic Affairs established an Advising Task Force to study advising, identify best practices, and make recommendations about how to improve and implement best practices. Until August 2015, advising at the University of Connecticut was decentralized, with advising programs designed by, and reporting to different

academic schools, colleges and programs at the various campuses. The advantage of a decentralized advising model, when it works effectively, is that programs can respond to student needs and curriculum changes quickly and nimbly. The disadvantage to the model is that it has produced advising processes and standards that vary dramatically across programs. An initial, the external review and Advising Task Force assessment of advising at the University of Connecticut has identified the following areas for improvement:

- Advising and advising processes are inconsistent across campuses and programs;

- Students in transition tend to be more at risk of receiving uneven advising support;

- Students in crisis need holistic advising support, often including the involvement of multiple support services;

- Accurate data is difficult to gather because of inconsistent student record-keeping and data collection processes across programs and campuses;

- Students have reported that there are deficiencies in advisor access, advisor knowledge and advising support.

Accordingly, we established a central advising office with a director and two staff members, and began the process of developing a more thorough assessment plan, beginning with the development of a mission, goals and objectives, which are designed to allow individual programs the ability to produce higher quality advising, while remaining receptive to their own programmatic needs. Assessment of advising has involved collecting and analyzing data from multiple sources and a plan for improving advising practices and systems is currently under development.

Appraisal
The University has made great strides towards improving and institutionalizing systematic assessment practices. During our 2011 interim report, the University was transitioning away from the Online Assessment Tracking System (OATS), which programs and departments had used since the 2006 interim report, because OATS was difficult to use and lacked reliable reporting and monitoring functions. In 2012, the Office of Institutional Effectiveness convened a group of faculty and administrators from across the schools and colleges to discuss decommissioning OATS and developing a decentralized model of assessment. Led by the Provost's Office, this process resulted in the development of an institution-wide Assessment Plan, and many other assessment practices that are embedded within departments and schools and colleges, as can be found in our Assessment Dashboard.

Projection
The University continues to make progress in assessment, as leadership in both departments and programs have noted the clear benefits of reviewing their recent assessment practices and using data to make decisions. The Office of the Provost and OIRE will continue to monitor progress through the Assessment Plan, keeping assessment a central university priority and focus.

Standard Eight Exhibits

None provided.

Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity

Personal, professional and institutional integrity is vital to ensure that the University of Connecticut will act responsibly. This means that the institution will conduct all business with clarity, truthfulness and fairness in dealing with all constituencies internal and external to the institution. The institutional commitment expressed through the policies and practices already in place assure integrity and high ethical standards in the management of the University's affairs and in all of its dealings with students, faculty, staff, its governing Board, external agencies and organizations, and the general public.

Code of Conduct and Ethics Statement

Directed by the Board of Trustees, the University of Connecticut established a Compliance Program administered by the Office of Audit, Compliance and Ethics to help in the University's efforts to adhere to all federal, state and local regulatory requirements. A key ingredient of an effective Compliance Program is the establishment of a [Code of Conduct](#) applicable to all faculty, administrators, and staff. The Code serves to guide the conduct of University activities in support of the University's mission and is designed to serve three key purposes:

- Set the basic standards of workplace behavior that the University expects of all faculty, administrators and staff.

- State publicly the University's long-term commitment to the highest standards of integrity in education, research, health care and service.

- Assure that faculty, administrators and staff understand their shared responsibility for keeping the University in full compliance with all applicable laws, regulations, and policies.

The University of Connecticut Ethics Statement, contained in the Code of Conduct, articulates the University's core values of Knowledge, Honesty, Integrity, Respect and Professionalism. These core values are essential and enduring tenets of the organization and have been articulated over time by generations of faculty, staff, administrators, students, and the State of Connecticut.

University Guide to the State Code of Ethics

The State Code of Ethics for Public Officials (Connecticut General Statutes Section 1-79 et seq.) sets forth principles of ethical conduct that all state employees, including employees of the University, must observe. The Code of Ethics is intended to prevent individuals from using their public position or authority for personal, financial benefit. The Code focuses specifically on conflicts of interest, use of public office for personal financial gain, and relationships with those with whom the University does business. All employees of the University are expected to become familiar with the Code and to comply with all of its provisions. As a state agency, the University developed and implemented its own ethics policy, *The University Guide to the State Code of Ethics*. All employees are provided a copy of this policy when they join the University and are trained annually on its requirements. The policy is not intended to supersede the Code of Ethics for Public Officials, but provides a summary of the statutory provisions as well as sets standards of conduct specific to University faculty and staff.

The University has designated the Director of Compliance as the University's Ethics Liaison responsible for the University's ethics policy as well as coordinating annual training. The Ethics Liaison is available to provide assistance regarding compliance with the State Code of Ethics and serves as the University's contact with the Office of State Ethics.

Compliance

In 2004, the Board of Trustees created the Office of Audit, Compliance and Ethics (OACE). OACE assists faculty, staff and administrators in promoting the highest legal and ethical standards and ensuring that the University meets or exceeds the increasingly numerous and complex federal and state requirements.

The compliance program provides compliance-related information and training to all employees, manages the University policy process and oversees and monitors compliance activities. OACE continues to manage the University's twenty-four hour "REPORTLINE" to receive allegations of violations of policies, rules and regulations. Allegations are thoroughly reviewed and assigned to the appropriate area for investigation. If an investigation results in a finding of a policy violation, management is provided with information and recommendations for appropriate action.

Establishment and Publication of Policies of Integrity

The University has established standards for the review, approval and issuing of official University policies. In October 2011, the University created a [University Policy Protocol](), designed to ensure University policies are well defined, understandable and consistent with the mission and goals of UConn. The University continues to make available all relevant policies online along with appropriate links to make information readily available and user friendly. The [Faculty and Staff Resource Guide]() provides a single source for policies, procedures, operations, and services of the University of Connecticut, collecting all information helpful to faculty and staff in one place.

The Office of Audit, Compliance and Ethics conducts mandatory annual compliance training for all employees. Training topics each year include University policies and procedures, including the University Code of Conduct and the State Code of Ethics. Important policy updates are provided through the University's Daily Digest. OACE posts "Policy of the Week" announcements in the Daily Digest to highlight different policies throughout the year.

Public Disclosures

The Higher Education Opportunities Act (HEOA) requires colleges and universities that participate in federal student financial aid programs to disclose certain information to current and prospective students and University employees. The University developed a comprehensive website to provide these disclosures in one central location: http://www.heoa.uconn.edu. This website includes information specific to accreditation, approval and licensure of University programs; financial assistance for current and prospective students; health and safety policies and annual disclosure reports; student outcomes, such as graduation rates and other student data; and Student complaint processes for within the institution and outside entities.

Academic Freedom

UConn provides a forum for the free expression of ideas. Faculty and students seek to discover new knowledge and are committed to sharing ideas, research findings and the products of intellectual

and creative pursuits. As stated in the *By-Laws of the University of Connecticut*, all members of the faculty are entitled to academic freedom set forth in the 1940 Statement of Principles on Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors. The faculty member is entitled to full freedom in research and in the publication of the results. Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student relationship.

Intellectual Property

Under state law and the *By-Laws of the University of Connecticut*, the University owns all inventions created by employees in the performance of employment with the University or created with University resources or funds administered by the University. The *By-Laws* also outline the management of University inventions intellectual property, including responsibility for filing and prosecuting patent applications.

The University has specific policies dealing with inventions, copyrights and the ownership of such products that are consistent with U.S. Patent law and Connecticut statute. The Office of the Vice President for Research manages these policies and assists faculty with the management and commercialization of intellectual property. The University offers many innovative intellectual property ownership models, including granting exclusive and non-exclusive licenses, which provide broad benefits to both industry and the University.

Conflict of Interest Policies

The University is dedicated to ensuring transparency and appropriate review and management of research and consulting activities. The University seeks to strike a balance between the need for transparency and avoiding conflicts of interest and commitment, while encouraging the University's appropriate interactions with outside entities.

The University has adopted and continuously updates several policies specific to the management of conflicts of interest. These policies include the *University Code of Conduct*, the *University Guide to the State Code of Ethics*, the *Faculty Consulting Policies and Procedures* and the *Financial Conflicts of Interest in Research Policies.*

In addition to policies, the University also has several committees dedicated to the review and management of conflicts of interest. These committees include members from across the University to provide guidance specific to their area of expertise. This collaborative approach to the management of conflicts of interest has provided a more thorough and centralized approach to handling these matters that benefits our faculty and staff.

Privacy

The University has long standing policies related to the privacy rights of students and employees. The University's FERPA policy follows the federal requirements and provides students the right to know about the purposes, content, and location of information kept as part of their educational records. The policy helps prevent improper disclosure of personally identifiable information from student educational records.

The University recently redefined its status as a hybrid-entity for HIPAA purposes, requiring all HIPAA-covered components of the University to follow and utilize a single set of privacy, data

security and breach response policies, processes, notices and forms. In 2014 the University adopted a single policy and procedure manual, entitled the *HIPAA Privacy and Security Practices Manual*. In addition, in 2012, the University created a single Information Security Policy Manual to protect the availability, integrity, and confidentiality of University information technology resources. All privacy and security related policies are reviewed annually.

In addition, the University has taken a proactive approach towards consumer protection related to identity theft. Since 2007, the University has had a *Security Incident Protocol* that includes activating a standing *Security Incident Team* ready to respond to data security issues, identity theft concerns, data breach resolution and mitigation. Also, in 2009, in response to the Red Flags Rule regulations implemented by the Federal Trade Commission (FTC) and other federal agencies, the University implemented a comprehensive *Identity Theft Prevention Program*.

Responsibilities of Community Life: The Student Code

UConn expects students to conduct themselves in a manner that is consistent with its mission and core values. The Student Code describes students' rights and responsibilities as it pertains to student behavior. The Student Code rests on the principles of individual development, community involvement, and fairness.

The Student Code is based on Edward N. Stoner II and John Wesley Lowery's Model Student Code (Journal of College and University Law, Vol. 31, No. 1). The Office of Community Standards manages The Student Code and its processes for the University. The Student Code is reviewed at least every three years under the direction of the Vice President for Student Affairs. Substantive revisions are approved by the Board of Trustees.

Academic Integrity

As noted in Standard Four, the *Academic Misconduct in Undergraduate Education Research Policy* was originally formulated by the University of Connecticut Scholastic Standards Committee. It was adopted by the University Senate on March 31, 2008, and modified by the University Senate in December of 2012. This policy describes the process used in allegations of undergraduate academic integrity issues. The policy is contained in The Student Code as Appendix A. The Office of Community Standards assists faculty in addressing cases of academic misconduct, maintains records of all cases, and manages the academic hearing process.

The *Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research* was updated and approved by the Board of Trustees in March of 2014. The Graduate Faculty Council, in accordance with the provisions of its By-Laws, adopted this policy and approved the procedures set forth for addressing alleged violations. The Dean of The Graduate School coordinates the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with the policy.

The University's Code of Conduct addresses scholarly integrity of faculty and staff in its Research Principles and Standards.

NCAA Compliance

Like NEASC, the NCAA requires a self-study for certification of the Division I athletics program on a ten-year basis. The last self-study was conducted in 2008. The Division of Athletics has policies and

compliance forms for many areas, including a newly established special access policy for the entire division. There are also written procedures for investigating and reporting NCAA violations. The NCAA imposed no "corrective actions," "conditions for certification" or "strategies for improvement" on the University in its certification decision in 2008. Compliance reviews are conducted annually by the Office of Audit, Compliance and Ethics.

The University annually submits mandated reports to the NCAA regarding academic progress and graduation success rates. Academic eligibility of every intercollegiate student-athlete is reviewed each semester. Admission to the University of all student-athletes follows the same procedures as for all other students. Policies exist regarding absences from classes and missed work for student-athletes as well as all other students. The President's Athletic Advisory Committee regularly advises the President on all matters relating to athletics, including institutional control as defined by the NCAA. It should be noted that the University of Connecticut was one of the first in the country to develop a comprehensive plan to comply with the gender equity requirements of Title IX. The Title IX Compliance Plan is reviewed and assessed annually.

Corporate Social Responsibility

The President's Committee on Corporate Social Responsibility exists to provide advice and guidance to the President's Office to help ensure that the University maintains its position as a leader among institutions of higher education committed to the protection and advancement of corporate social responsibility policies that reflect respect for fundamental human rights, environmental sustainability, and the dignity of all people.

In 2013, as part of these ongoing efforts, the President's Cabinet approved a Vendor Code of Conduct to support the University's interest in working with vendors that demonstrate a commitment to these values. The Vendor Code articulates minimal legal standards as well as preferential expectations for vendors the University chooses to partner with.

Non-Discriminatory Policies

UConn is an Equal Employment Opportunity/Affirmative Action Employer in accordance with state and federal laws and regulations. The University of Connecticut envisions itself as a community that welcomes, encourages, and supports individuals who desire to contribute to and benefit from the institution's missions of teaching, research, and service. In this regard, the University is committed to a diverse and inclusive environment, where differences are welcomed and valued.

The Office of Institutional Equity articulates the adopted Equal Employment Opportunity/Affirmative Action Employer policy and its implementation. The statement signed by President Herbst outlines the University's commitment to uphold affirmative action while addressing problems when they appear, recruit employees vigorously and affirmatively, while retaining employees who facilitate the process. In addition, the University prepares an Affirmative Action Plan in compliance with CT Gen. Stat. Sec. 46a-68, which demonstrates the University's continuous efforts in providing equal access to employment opportunities to qualified members of protected classes. The plan articulates the University's strategy to combat discrimination and implement affirmative action in employment, and supports the University's goal of developing a diverse workforce by ensuring equal employment opportunity. Relevant policies include the Policy Statement on Affirmative Action & Equal Employment Opportunity, the Policy Statement: People with Disabilities, and the Policy Against Discrimination, Harassment, and Related Interpersonal Violence.

The University's policies regarding affirmative action with respect to admissions are reaffirmed in the undergraduate and graduate catalogs. The University subscribes to the Statement of Principles of Good Practice of the National Association for College Admission Counseling.

Title IX

Title IX is a federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance. Title IX's prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence. The University of Connecticut does not tolerate sex discrimination, sexual harassment or sexual violence of any kind. Accordingly, the University prohibits discrimination on the basis of sex in employment as well as in admissions, enrollment, and in the provision of all services, programs and activities. To ensure compliance with Title IX (and other federal and state civil rights laws), the University has designated the Title IX Coordinator to monitor compliance with this law and centrally coordinate the University's response to complaints of discrimination based on sex. The Title IX Coordinator ensures that complaints of this nature are addressed by the appropriate University entities and assists complainants in receiving any medical, mental health or other services that may be warranted. The Title IX Coordinator also facilitates any interim measures that may be necessary to protect the complainant in the institutional setting.

New Policies

On August 7, 2013, the University's Board of Trustees approved the Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships. In addition to clarifying the University's expectations for an environment free from all forms of discrimination and discriminatory harassment, the policy also specifically prohibits romantic relationships between faculty or staff and undergraduate students; faculty or staff with graduate students over whom they have authority; graduate students with students over whom they have authority; and supervisors with subordinate employees.

On December 16, 2015, the Board approved the Policy Against Discrimination, Harassment, and Related Interpersonal Violence, which replaced the above-mentioned policy. The Policy more clearly articulates the University's commitment to maintaining a safe and non-discriminatory learning, living and working environment for all members of the University community – students, employees and visitors. The new policy will replace three existing, separate policies (Sexual Assault Response Policy; Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships; Title IX Notice) under one coordinated, easier-to-read policy.

Diversity and Civility Programming

The University offers several programs throughout each academic semester to continue ongoing dialogue around diversity and civility. Examples of programs offered include a Human Rights Film Series, A True Colors Conference and Husky Ally Safe Zone Training.

Non-Retaliation Policy

UConn encourages individuals to bring forward information and/or complaints about violations of state or federal law, University policy, rules or regulations. The University has an obligation to protect the integrity of its discrimination complaint investigation process, and is accountable for

the workplace and well-being of all parties (Complainants, Respondents, and Witnesses) who cooperate in internal discrimination investigations. Accordingly, the University's Non-Retaliation Policy (and federal and state laws) prohibits retaliation against any individual who, in good faith, reports or who participates in the investigation of alleged violations. The Office of Institutional Equity investigates allegations of retaliation for filing a complaint of discrimination or discriminatory harassment, for participating in an investigation of a complaint of discrimination or discriminatory harassment, or for filing a request for an accommodation by a person with a disability. All other retaliation complaints are investigated by the Office of Audit, Compliance and Ethics.

Conferences, Institutes and Workshops

The University sponsors conferences, institutes, workshops and other educational programs that enrich the lives of Connecticut's citizens. The workshops/conferences span a wide spectrum from technical to social sciences and education issues dealing with trans-disciplinary topics reflecting the rich research/education culture present at UConn.

Integrity Policies Relation to Workforce and Collective Bargaining Agreements and the Office of Faculty and Staff Labor Relations

In addition to federal and state law, the *By-Laws of the University of Connecticut* and policies issued by the University, most of the faculty and staff are governed by collective bargaining agreements (CBAs). Two of these agreements are University-negotiated and approved by the University Board of Trustees and the State legislature. These include the labor contracts with the American Association of University Professors (AAUP) and the University of Connecticut Professional Employees Association (UCPEA). Some University employees are in statewide classified bargaining units that are governed by agreements negotiated by the State Office of Labor Relations under the Office of Policy and Management (OPM). These include agreements covering maintenance and service workers, police and fire personnel, and clerical employees. Managerial and confidential staff, faculty at the School of Law and most student employees are not covered by collective bargaining.

The University also employs Graduate Assistants who are graduate students that provide teaching and/or research support to the University that is part of their academic program. Graduate Assistants receive compensation, a tuition waiver, subsidized health insurance and other benefits. In April of 2014, the Connecticut State Board of Labor Relations certified an affiliate of the United Auto Workers, the Graduate Employee Union ("GEU-UAW"), as the exclusive representative of the University's Graduate Assistants for purposes of collective bargaining. The first contract went into effect for the 2015-2016 academic year.

The AAUP collective bargaining agreement recognizes the authority of the *By-Laws of the University of Connecticut* and the prerogatives of the Board of Trustees, along with the principle of shared governance (Article 4). Collegiality and academic freedom are specified and upheld (Articles 3 and 4), as well as a commitment by the University and the AAUP to uphold with integrity the principles of non-discrimination (Article 5), diversity and affirmative action (Articles 5 and 6). University management commits to exercising its rights, responsibilities and prerogatives consistent with the specific terms and provisions of the CBA (Article 7). Standards of integrity require that the University honor due process for faculty to protect against "discrimination, prejudice and distortion in their records pertaining to evaluation for promotion, tenure and any other University personnel matter" (Article 8). The University honors with the strictest integrity the

implementation and practice of the procedures of the CBA, such as contractual grievances (Articles 10, 11), the content of personnel files (Article 12), appointment and evaluation procedures (Articles 13, 15), reduction of staff (Article 14), salary and benefits (Articles 18, 19, 24, 25, 26, 29), disciplinary procedures (Articles 13, 24, 26, 27) and the rights of the AAUP (Articles 9, 16, 17).

The professional employees' association, UCPEA, is likewise governed by a CBA which recognizes that standards of integrity are integral to the provisions of the union contract. The CBA recognizes the professional freedom of staff (Article 4), principles of non-discrimination (Article 5), maintenance of salary, benefits, job security, union rights and security, and just cause in disciplinary matters.

Grievance procedures for faculty and staff, which are outlined in the several collective bargaining agreements, are adhered to in the administration of contractual requirements. Labor Relations ensures the equitable application of these procedures. Staff members in collective bargaining units have access to union advocates and stewards at each step of the grievance process, up to and including arbitration by an outside arbitrator. Unrepresented staff follow the procedures of the *By-Laws of the University of Connecticut*. In Article XV "University Staff", Sections E, F and G provide detailed procedures for terminations, dismissals, suspensions and terminal salary that govern University practices in relevant professional staff cases. Appeals and grievances may also be filed by unrepresented faculty, managerial and confidential staff using the steps of the *By-Laws*. This class of employees may retain personal legal counsel if they choose. The administration continues to apply *By-Law* procedures uniformly to all cases brought before them and oversees implementation with legal counsel where appropriate.

Ombuds Office

The UConn [Ombuds Office](#) was established in 2013. The Ombuds Office Charter affirms that, to the extent permitted by law, the Ombuds Office provides resources and assistance to individuals seeking the informal resolution of workplace problems in a confidential, informal, and independent manner. The response of the Ombudsman is tailored to the dynamics of the situation and the nature of the concerns. The Ombudsman will listen, make informal inquiries or otherwise review matters received, offer resolution options, make referrals, and informally mediate disputes independently and impartially. The Ombudsman assists individuals in reaching resolutions that are consistent with the stated ideals, objectives and policies of the University.

Appraisal
Since the 2006 self-study, higher education has fallen under increased scrutiny, particularly as it relates to the integrity of its programs, services and conduct of its faculty and staff. The University has committed significant efforts to not only promoting its commitment to integrity, but to a holistic approach to managing all aspects of University life that balances the success of our students and faculty with the obligation to exemplify our values and ethical standards.

Under the authority of the Vice President for Research, the University has formed a conflict of interest committee that addresses not only potential conflicts of interest in research, but all forms of conflicts of interest that may compromise the reputation of the institution and its faculty and staff. The committee includes representatives from the faculty, Office of Research Compliance, Office of Audit, Compliance and Ethics, Procurement and the Faculty Consulting Office. Controls have been instituted that ensure each area of potential conflict is identified and appropriately managed. Policies and procedures have been strengthened to clearly articulate the responsibilities of both the employees and the institution.

The University has made great strides in the dissemination of critical information to faculty, staff, students, prospective students, parents and the general public. Examples include the University's enhancement of its policy webpage and the creation of a comprehensive Student Consumer Information webpage.

Projection
The University has created many comprehensive training programs on policies of integrity. The administration will look for more efficient mechanisms for educating faculty and staff on the myriad of policies and procedures that impact their daily lives.

Not unlike other institutions across the country, the University recently experienced challenges related to campus culture around diversity and civility. The University immediately investigated the concerns, took appropriate action and implemented recommendations. These events did not reflect the community we strive to be – one that is welcoming, civil, inclusive, and that celebrates the great achievements that can be realized through our diversity. Moving forward, key administrative units at the University launched new initiatives to bolster and extend diversity, civility, and community development programs across campuses.

Transparency
The University received full accreditation for the first time in 1938 when the Internet was not even a concept, and mainstream computers had yet to make an appearance. Today, the University website is the primary portal of communication, and the University is committed to maintaining cutting-edge technology in providing access to that information. Now, an emergency alert system enables the University to communicate information to faculty, staff, and students in real time through email, texts, and voicemail. Online courses allow students to watch lectures, receive assignments, and exchange ideas with classmates from afar. Massive course catalogs, once printed annually, have been shifted online, to the benefit of the environment and ease of access.

Our audiences for information are diverse – students, faculty, staff, alumni, parents, donors, media, legislators, and citizens – and their tools and expectations for accessing information are diverse. Within the administration, no single department or division is responsible for disseminating information. Offices from campus planning to public safety are required to provide information to the community. Other key offices include the Office of the Provost; Office of Financial Aid; Division of Enrollment Planning and Management; Office of Audit, Compliance and Ethics; Office of Institutional Equity; University Communications; Office of the Registrar; and The Graduate School.)

Some expectations surrounding the dissemination of information are unregulated. Grant funding from federal and state agencies ensures that faculty members are able to pursue research that will enable us to meet the challenges of a changing global society. As stewards of information, faculty members publish their findings, present at professional conferences, and participate in public dialogue on issues. Other expectations surrounding the dissemination of information are legislated, such as crime reports and Board of Trustee meetings.

Public Disclosure and Public Disclosure Laws

The University of Connecticut is adamant about complying with legislation pertaining to public disclosure. Our policies reflect federal and state legislation such as the federal Family Educational Rights and Privacy Act (FERPA) and the Connecticut Freedom of Information Act (FOIA). Under FOIA, all documents other than those specifically exempted are subject to public disclosure. These laws and regulations ensure that the University is transparent in its operations so as to keep the

public informed. In order to fully comply with all legal disclosure requirements and to be responsive to requests for information from the public in a complex, decentralized environment, the Office of Audit, Compliance and Ethics serves as the central point of requests and dissemination of such information.

The Office maintains the Freedom of Information Act guidelines in print and online. Its website outlines the procedures to be followed when asked to provide any information or documents in UConn's possession under FOIA. That includes guidance on how to request information, background about records availability, and agendas and minutes of boards and subcommittees.

Institutional Communications

The University is dedicated to going above and beyond mere compliance with the law in terms of public disclosure and has endeavored through a number of modalities to make activities, issues, events and research on all of its campuses as transparent as possible. The University President gives an annual State of the University address that is disseminated out to the community through a video feed and the President's remarks and statements are posted on her website. The membership, agendas and minutes of the Board of Trustees and its meetings are accessible on the University website.

The Provost's Office provides an optimal gateway for accessing information about faculty, academic programs, University services, and other important information. Information available through the Office includes the annual University Fact Sheet, which is produced by University Communications. The Fact Sheet is distributed annually at numerous venues and events and includes data about the University at-a-glance. The data range from statistics about the entering class – including gender, ethnicity and average SAT scores – to tuition, retention, and graduation rates; the breakdown of degrees awarded to the exiting class; and the geographical size of the campuses located throughout the state.

Faculty listings can be found on departmental webpages and through the online faculty/staff directory. Each department is responsible for publishing a list of its current faculty; a number of departments supplement this information with vitae, publications, photographs, and other key designations and information. Departmental websites also include information on student outcomes and placement. For example, the Department of Speech, Language and Hearing Sciences contains Student Outcomes data. Moreover, the Student Consumer Information website, in accordance with the Higher Education Opportunities Act (HEOA), highlights general UConn information, financial assistance, health and safety and student outcomes and privacy.

UConn's Accreditation website contains correspondence between UConn and NEASC and also provides information on the professional accreditations of applicable schools and programs.

Electronic Assets

The University has a commitment to maintain state-of-the-art technology in providing access to its public information. Since the last accreditation, several updates to the main University website have occurred and have been complemented by new tools and resources such as apps and social media accounts. The Office of University Communications maintains institutional level social media accounts on Facebook, Twitter, Instagram and LinkedIn. The accounts are complemented by hundreds of specialized accounts on the platforms for targeted audiences within the realm of public safety, students, alumni, departments, schools, colleges and regional campuses. In 2014, the main University website, http://uconn.edu, was rebuilt to ensure ADA compliance as well as complete functionality across all mobile devices. This site launch was augmented by an ADA compliance

audit of all main University websites – a critical consideration in a large complex and decentralized environment. Since the last NEASC accreditation, other web-based resources have also been launched such as the MyUConn app for students, providing a mobile portal to all student-based academic resources and special websites for important topics to help collect relevant information in one repository, such as http://uconn.edu/public-notification.

Clear communication and consistency is essential to the University. As such brand standards, including use of the new logo system, launched in 2013, is required in all print and electronic communications. An internal and external resource for the entire University community and public, the new resource website (http://brand.uconn.edu) offers a full suite of guidelines and downloadable files to support brand compliance and consistency.

Office of University Communications

The Office of University Communication is responsible for strategic marketing and news placement to elevate the University's profile and enhance its reputation among local, regional, national, and international audiences.

A critical part of University Communications work is targeted work with media. The Office includes the official University Spokesperson – a role that is responsive and proactive in providing information to the media. Critical to this role is notifying the media about the items on the agendas for Board of Trustees meetings and providing background materials on those agenda items. In 2014, the University also formally established a Deputy Spokesperson to ensure responsiveness and consistent back up as needed throughout the year.

In addition to the University Spokespersons, the office has a staff of writers, videographers, and photographers who support media work by capturing the news for the University's official news site, UConn Today, which is updated daily. To ensure broad dissemination of information, this site is completely rebuilt every 2-3 years, with the most recent rebuild occurring in fall 2015. While a central repository of information runs out of the Office of University Communications, this site is open to key constituents across the University so that there are multiple access points to input information. This content is disseminated to target audiences through traditional and social media. A new more robust distribution system to faculty, staff, students, parents, alumni and media is also expected to launch in early 2016.

Among the publications produced by University Communications are the annual Fact Sheet, Admissions Viewbook and Preview Piece, and the Athletics Viewbook. As part of its marketing efforts, University Communications designs the logos that represent UConn to audiences near and far. University Communications also handles a wide range of publications including four-color brochures and newspaper advertisements. As part of that work, the University frequently conducts perception surveys on engagement, pride, and brand awareness among alumni and the general public. The information is valuable in shaping communications through marketing efforts and the Alumni magazine, distributed in print to nearly 200,000 alumni, and available online to a wider audience at http://magazine.uconn.edu.

Individual schools and colleges are additionally served by their own internal communications and marketing experts, and the Office of the Vice President for Communications coordinates regular and comprehensive meetings of this communications and marketing council to ensure effectiveness and cohesion of messaging.

On the ground, communications includes signage. At UConn, construction sites are ringed with banners that inform internal and external audiences about the work that has been undertaken to further elevate the University.

Public Disclosure

Division of Enrollment Planning and Management

The University's [Division of Enrollment Planning and Management](#) uses a data-driven combination of recruitment tools in print and online, through direct mail and email, to disseminate information to prospective students. The information covers the admission process and deadlines, tuition cost and financial aid, admission for international and transfer students, individual schools and colleges, regional campuses, and other areas of special interest. These publications are updated annually online to reflect changes to academic majors, admission requirements, deadlines and tuition costs. Facts and figures are verified through academic departments and the Office of Institutional Research and Effectiveness.

Critical online publications and documentation include the following catalogs: Undergraduate, graduate, Law School, School of Social Work, as well as Schools of Medicine and Dental Medicine. These documents offer clear, accurate and complete information for prospective students, faculty, staff and the public. Current catalog descriptions are consistent with the University's mission statement and set forth responsibilities of students and the institution. Each catalog provides both general and specific information regarding the University structure, its academic calendar and degree programs, major and minor requirements, course prerequisites and requirements, rules regarding registration and withdrawals.

Efforts are made annually to ensure that all institutional publications are consistent and accurately portray conditions and opportunities available at the institution. In a large complex decentralized environment, the Office of the Provost and Office of the Registrar play critical roles in ensuring this accurate information. Regular and ongoing Department head meetings, Deans Council meetings, Regional campus director meetings, Faculty Senate Meetings, and various other committees ensure interdisciplinary collaboration and communication throughout the University.

While the University has a centralized undergraduate admissions application process, [with one central website](#), it also has the regional campuses located throughout the state of Connecticut that also serve our undergraduate students. Each regional campus has its own website which provides detailed information about its programs, offerings, and faculty. These websites serve as supplementary information to the admissions information and the schools and colleges information.

Office of Student Financial Aid Services

The financial aid application is independent from the admission application process. Knowledge about navigating the financial aid process – especially regarding deadlines – is essential to a successful experience. The University conveys that information in print and online. The [Office of Student Financial Aid Services](#) informs students about the documents that will be needed to complete the Free Application for Federal Student Aid (FAFSA) and basic definitions, such as what is included in the Cost of Attendance (COA). The Office of Student Financial Aid Services registered with the National Endowment for Financial Education to allow UConn students access to a non-commercial financial literacy website called [CashCourse](#).

Student fees and charges and the University's refund and withdrawal policies are all outlined on the Office of the Bursar website. The annual Fact Sheet published by University Communications also includes the cost information and the typical graduation rate.

Office of the Registrar

The [Office of the Registrar](#) annually publishes the online undergraduate catalog, referenced above, which serves as a contract between the University and each year's incoming class. The catalog provides detailed information about the University, academic requirements, course prerequisites, and information about academic services. Although the catalog is no longer distributed in print, it can be easily printed. Previous publications are easily accessible on the website. The online information allows students to view the courses along with their scheduling information. Information entered in the Student Administration system by the staff of the Office of the Registrar allows students to view the courses currently offered along with their scheduling information. Other details such as mode of instruction and the frequency of future offerings are also available. The University Senate has a policy to monitor all courses. The Registrar runs an annual report that identifies all courses not offered within the past five years. At an academic Department Head's discretion, these courses are hidden from sight of registering students to ensure clear communication and ensure catalogs do not maintain information about courses that are no longer available. It is important to also note that the graduation rate is published in each undergraduate catalog. Students are able to view their unique academic progress toward graduation through this Student Administrative System based on data entered by the Office of the Registrar.

Appraisal
UConn provides an abundance of information to its prospective and current students, and its webpages serve as vital resources for its faculty, staff, students, alumni, and guests. Meeting minutes from the Board of Trustees, the University Senate, and other committees are available online. Contact information for all faculty and staff are available on departmental webpages and the University Directory. Our undergraduate and graduate catalogs are also available exclusively online (although the undergraduate catalog is formatted for printing). The Student Consumer Information website provides visitors with pertinent information in one location.

In essence, almost all University information is electronically disseminated. For example, faculty, staff and graduate students receive a Daily Digest everyday with information on scholarly events, pertinent deadlines and reminders, and institutional updates. Undergraduates receive a separate Daily Digest.

Projection
The University exists in an increasingly open society characterized by technology-driven innovation. The University must remain committed to current technology as an underpinning of all information architecture and dissemination. This is particularly critical given the complex decentralized, multi-location character of the University

Information must be present in the form it is needed. Whether there are new mobile devices and usages that demand certain displays of information or new social media platforms, the University must stay abreast of these trends and needs and implement accordingly. This is a significant commitment for the institution. Additionally, policies, guidelines and procedures must be created and adopted to once again ensure consistency and compliance.

Since the last NEASC self -evaluation, several new media sources have developed, such as the Connecticut Mirror and Connecticut News Junkie. As such, in addition to being responsive to

traditional media, the University must stay committed to providing timely and accurate information to all news sources in a 24/7 environment. Online resources are critical to providing quick accurate information to an ever-demanding and changing media population.

The proliferation of online information has facilitated the dissemination of information for all our constituents. Multiple resources are readily available at all times and the University is committed to publishing information on a regular and ongoing basis. However, this system also has inherent drawbacks with the possibility of outdated information or inaccurate information being published by third parties to the University. The University must remain committed to serve as the clearinghouse for all information, work rigorously to correct inaccuracies in the media and on external resources, such as Wikipedia, and ensure that staff throughout the University system are appropriately reviewing all information and archiving as appropriate to ensure that current information is clearly communicated in an official and efficient manner.

Standard Nine Exhibits

None provided.

Standard 10: Public Disclosure

Information	Web Addresses
How can inquiries be made about the institution? Where can questions be addressed?	http://www.uconn.edu/contact.php
Notice of availability of publications and of audited financial statement or fair summary	http://accountingoffice.uconn.edu/accounting-financial-reporting/
Institutional catalog	http://catalog.uconn.edu/contents/ http://gradcatalog.uconn.edu/
Obligations and responsibilities of students and the institution	http://community.uconn.edu/the-student-code-part-iii/ http://catalog.uconn.edu/student-resources/
Information on admission and attendance	http://admissions.uconn.edu/ http://catalog.uconn.edu/academic-regulations/#Den http://catalog.uconn.edu/academic-regulations/# http://gradcatalog.uconn.edu/guidelines-for-grad-study/admissions/ http://gradcatalog.uconn.edu/guidelines-for-grad-study/registration/
Institutional mission and objectives	http://academicvision.uconn.edu/introduction/mission-statement/ http://academicvision.uconn.edu/introduction/core-values/
Expected educational outcomes	http://geoc.uconn.edu/ca1-assessment-and-learning-outcomes/ http://geoc.uconn.edu/ca2-assessment-and-learning-outcomes/ http://geoc.uconn.edu/ca3-assessment-and-learning-outcomes/ http://geoc.uconn.edu/ca4-assessment-and-learning-outcomes/ http://geoc.uconn.edu/w-assessment-and-learning-outcomes/ http://geoc.uconn.edu/info-literacy-assessment-and-outcomes/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://uconn.edu/about.php
Requirements, procedures and policies re: admissions	http://admissions.uconn.edu/ http://grad.uconn.edu/
Requirements, procedures and policies re: transfer credit	http://admissions.uconn.edu/content/transfer/transfer-credit-guidelines http://gradcatalog.uconn.edu/guidelines-for-grad-study/standards-degree-requirements/ http://ece.uconn.edu/
A list of institutions with which the institution has an articulation agreement	http://admissions.uconn.edu/content/transfer/gap
Student fees, charges and refund policies	http://bursar.uconn.edu/undergraduate-tuition-and-fees/ http://bursar.uconn.edu/2014-2015-graduate-tuition-and-fees/ http://bursar.uconn.edu/checks-and-refunds/ http://bursar.uconn.edu/non-degree-student-refunds/
Rules and regulations for student conduct	http://community.uconn.edu/ http://gradcatalog.uconn.edu/guidelines-for-grad-study/scholarly-integrity/
Undergraduate Procedures for student appeals and complaints	http://community.uconn.edu/the-student-code-part-iv/
Graduate Procedures for student appeals and complaints	http://grad.uconn.edu/policies-and-procedures/
Other information re: attending or withdrawing from the institution	http://catalog.uconn.edu/academic-regulations/ http://gradcatalog.uconn.edu/guidelines-for-grad-study/registration/
Academic programs - UG	http://catalog.uconn.edu/academic-degree-programs/
Academic programs - Grad	http://gradcatalog.uconn.edu/fields-of-study/
Courses currently offered UG	http://catalog.uconn.edu/directory-of-courses/
Courses currently offered - Grad	https://student.studentadmin.uconn.edu/psp/CSGUECC/EMPLOYEE/HRMS/c/COMMUNITY_ACCESS.SSS_BROWSE_CATLG.GBL?PORTALPARAM_PTCNAV=HC_SSS_BROWSE_CATLG_GBL4&EOPP.SCNode=HRMS&EOPP.SCPortal=EMPLOYEE&EOPP.SCName=CO_EMPLOYEE_SELF_SERVICE&EOPP.SCLabel=Self%20Service&EOPP.SCPTfname=CO_EMPLOYEE_SELF_SERVICE&FolderPath=PORTAL_ROOT_OBJECT.CO_EMPLOYEE_SELF_SERVICE.HC_SSS_BROWSE_CATLG_GBL4&IsFolder=false
Other available educational opportunities	http://provost.uconn.edu/centers-and-institutes/
Other academic policies and procedures	http://catalog.uconn.edu/contents/ http://gradcatalog.uconn.edu/
Requirements for degrees and other forms of academic recognition - UG	http://catalog.uconn.edu/academic-regulations
Requirements for degrees and other forms of academic recognition - Grad	http://gradcatalog.uconn.edu/guidelines-for-grad-study/standards-degree-requirements/
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://catalog.uconn.edu/taflist/ http://gradcatalog.uconn.edu/guidelines-for-grad-study/graduate-faculty/

Information	Web Addresses
Names and positions of administrative officers	http://uconn.edu/administration.php
Names, principal affiliations of governing booard members	http://boardoftrustees.uconn.edu/members-of-the-board/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://uconn.edu/campuses.php
Programs, courses, services, and personnel not available in any given academic year.	http://registrar.uconn.edu/scheduling-section/
Size and characteristics of the student body	http://uconn.edu/fact-sheet-archive-2/
Description of the campus setting	http://uconn.edu/storrs-campus.php
Availability of academic and other support services	http://www.cap.uconn.edu/sss.html http://clasadvising.uconn.edu/ http://wellness.uconn.edu/ http://counseling.uconn.edu/ http://isss.uconn.edu/ http://offcampus.uconn.edu/
Range of co-curricular and non-academic opportunities available to students	http://studentactivities.uconn.edu/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://uconn.edu/campus-life/arts-culture/ http://digitalcommons.uconn.edu/
Institutional goals for students' education	http://iss.uconn.edu/ http://academicvision.uconn.edu/sustaining-excellence-in-undergraduate-education/ http://academicvision.uconn.edu/achieving-excellence-in-graduate-education/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.oir.uconn.edu/InstResearch.html
Total cost of education, including availability of financial aid and typical length of study	http://financialaid.uconn.edu/ http://financialaid.uconn.edu/cost/ http://grad.uconn.edu/financial-resources/
Expected amount of student debt upon graduation	http://web9.uits.uconn.edu/faid/toolbox/loancalc/loan-calculator.php
Statement about accreditation	http://accreditation.uconn.edu/about-accreditation/

Revised July 2016
Standard 10: Public Disclosure

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	March 2008 March 2014	http://community.uconn.edu/the-student-code-appendix-a/ http://policy.uconn.edu/?p=3282	Office of Vice President for Student Affairs
Intellectual property rights	-- Aug 2012	http://research.uconn.edu/technology-commercialization/resources-for-faculty/faqs-ownership-of-ip/ http://policy.uconn.edu/?p=3247	Office of Vice President for Research
Conflict of interest	Feb 2014 Jan 2015 -- May 2014	http://policy.uconn.edu/?p=387 - in code of ethics http://policy.uconn.edu/?p=382 - financial, in research http://research.uconn.edu/fcoi-home/ http://audit.uconn.edu/wp-content/uploads/sites/832/2014/10/2014_05_19_COI-Form.pdf	Office of Provost; Office of Audit, Compliance and Ethics
Privacy rights	Feb 2015	http://www.ferpa.uconn.edu/ http://policy.uconn.edu/?p=368	University Registrar; University Privacy Officer
Fairness for students	May 1996 --	http://dos.uconn.edu/student-bill-of-rights-2/ http://www.cap.uconn.edu/sss/index.html	Division of Student Affairs; Center for Academic Programs
Fairness for faculty	Sept 2013 June 2014	http://policy.uconn.edu/by-laws/ http://provost.uconn.edu/promotion-tenure-and-reappointment-ptr/	Office of the Provost
Fairness for staff	Sept 2013	http://provost.uconn.edu/promotion-tenure-and-reappointment-ptr/	Office of the Provost
Academic freedom	Feb 2011 Feb 2009 --	http://policy.uconn.edu/?p=140 http://policy.uconn.edu/?p=479 http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm	University Technology Information Services American Association of University Professors Website
Other: Code of Conduct	Feb 2011 March 2008 Dec 2008 Jan 2013	http://policy.uconn.edu/?p=140 http://policy.uconn.edu/?p=380 http://policy.uconn.edu/?p=384 http://policy.uconn.edu/?p=2718	Office of Audit, Compliance and Ethics
Other: Compliance Training	Jan 2009	http://policy.uconn.edu/?p=151	Office of Audit, Compliance and Ethics
Other: Human Subjects Research	Feb 2011	http://policy.uconn.edu/?p=406	Office of Vice President for Research
Non-discrimination policies			
Recruitment and admissions	2014 Dec 2011	http://catalog.uconn.edu/admission/ http://ode.uconn.edu/wp-content/uploads/sites/833/2015/02/Title-IX-Dec-20111.pdf http://grad.uconn.edu/current-students/a-scholars-life/diversity/	Undergraduate Admissions Graduate School
Employment	Oct 2012	http://policy.uconn.edu/?p=102	Office of Diversity and Equity
Evaluation	April 2014 Oct 2014	http://lr.uconn.edu/resources/performance-appraisals-for-classified-employees/ http://lr.uconn.edu/resources/supervisors/ucpea-merit-and-performance-evaluations/	Office of Faculty and Staff Labor Relations
Disciplinary action	Nov 2012 April 2010	http://lr.uconn.edu/resources/resolving-employee-performance-problems/ http://lr.uconn.edu/resources/procedures-regarding-potential-disciplinary-action/	Office of Faculty and Staff Labor Relations
Advancement	June 2014	http://guide.uconn.edu/promotion-tenure-reappointment/	Office of the Provost
Other: complaint process	--	http://ode.uconn.edu/discrimination/complaint-procedures/	Office of Diversity and Equity
Resolution of grievances			
Students	-- Jan 2014	http://community.uconn.edu/to-file-an-appeal/ http://gradcatalog.uconn.edu/	Office of Community Standards
Faculty	Sept 2013	http://policy.uconn.edu/by-laws/	Office of the President; Office
Staff	Sept 2013	http://policy.uconn.edu/by-laws/	Office of the President; Office
Other			

Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
Student Consumer Rights	--	http://www.heoa.uconn.edu/	Coordinated by Office of Audit, Compliance and Ethics
Board of Trustees	July 2014	http://boardoftrustees.uconn.edu/members-of-the-board/	UConn Board of Trustees
Electronic Data Security	May 2012 June 2007	http://policy.uconn.edu/?p=2439 http://policy.uconn.edu/?p=325	University Technology Information Services
e-Policy Library	--	http://policy.uconn.edu/	University Technology Information Services
University Senate ByLaws	--	http://policy.uconn.edu/by-laws/	University Senate