

THE
UNIVERSITY
OF RHODE ISLAND

THINK BIG  WE DOSM



TRANSFORMATIONAL GOALS FOR THE 21ST CENTURY

PROGRESS REPORT FALL 2014

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TRANSFORMATIONAL GOALS
PROGRESS REPORT
FALL 2014

IN 2010, WE SHARED WITH THE UNIVERSITY OF RHODE ISLAND COMMUNITY, THE LEADERS OF OUR STATE, AND OUR MANY PARTNERS IN RHODE ISLAND A ROAD MAP DESIGNED TO TAKE URI TO THE NEXT LEVEL OF LEADERSHIP IN PUBLIC HIGHER EDUCATION.



1

Create a 21st century 24/7 learning environment

2

Increase the magnitude, prominence, and impact of research, scholarship, and creative work

3

Internationalize and globalize the University of Rhode Island

4

Build a community at URI that values and embraces equity and diversity

Now, four years later, we are encouraged by many areas of significant, quantifiable progress. From a historic gift that will catalyze brain disease research in Rhode Island to a historically high number of students of color, URI has a positive story to tell. Of course, there is always more work to be done, but focusing on these four areas has provided URI faculty, administrators, staff, and students a clear direction and purpose.

While each transformational goal is important in its own right, the integration of these goals—and the intentional collaborations involved in bringing them to life—makes them a powerful driving force. Conversations with the University’s senior leadership confirm that every vice president feels responsibility for the fulfillment of the goals in their entirety. For example, the Division of Administration and Finance provides the Division of Research and Economic Development with organizational and technical support in the areas of budgeting, accounting, human resources, space design/renovation and land and facilities-

related improvements to more effectively promote public/private partnerships and in-house collaborations.

Transformation of the University will have a broad and deep impact far beyond our campuses. Simply put, **a successful University of Rhode Island translates into a successful state of Rhode Island.** We take seriously our responsibility as the state’s flagship research institution to contribute in meaningful ways to Rhode Island’s educational and economic vitality.

“ Every member of the URI community plays a role in reaching our transformational aspirations. Working together, we can accomplish a great deal more than we ever thought possible. ”

-David M. Dooley, President

PROGRESS HIGHLIGHTS GOAL ONE:

CREATE A 21ST CENTURY 24/7 LEARNING ENVIRONMENT

For fall 2014, URI received 20,900 undergraduate applications and enrolled 3,150 freshmen—the highest number of applications and the largest first-year class in URI’s history. This is also the most diverse class ever, with 22 percent of freshmen and transfers self-identifying as students of color. It is also worth noting that since 2009, there have been overall increases for entering first-year students in both SAT and ACT composite scores, GPAs, and in URI’s selectivity rating. URI’s senior leadership works in concert to ensure that students have ample opportunities to learn inside and out of the classroom, to take advantage of the latest technologies and tools, and to become successful, contributing 21st century citizens.

HIGHLIGHTS:

During the University’s first-ever **J-Term** in January 2014, more than 400 students—four times the number predicted—participated in 21 undergraduate- and graduate-level on-campus and online courses and nine travel courses. Ninety-three students studied abroad.

Approximately 70 percent of URI students surveyed in the National Survey of Student Engagement indicated they participated in **experiential** learning through practicums, internships, field, co-op, or clinical assignments.

The Feinstein Providence Campus presented “Urbanscape,” a yearlong forum of lectures, community conversations, urban arts and culture exhibits, and student events.

The Honors Program presented colloquiums on health care and education, featuring speakers of national renown.

Since academic year 2010–11 the total number of students enrolled in online courses has grown 33 percent, from 4,911 to 6,532. Further, the number of students enrolled in blended courses (partially online courses) more than tripled from 744 in academic year 2011–12 to 2,656 in academic year 2013–14.

Twelve new faculty members were hired into four interdisciplinary clusters: Islamic and Mediterranean Studies, Sustainable Energy for the 21st Century, Water and Water Resources: Blue Economy, and Health and Wellness: Aging and the Lifespan. In addition, a

new Neurosciences cluster has been funded. The search will begin for three new faculty members as soon as the director of the new Ryan Institute for Neuroscience is appointed.

Twenty-five projects enhanced the student experience through innovative approaches using technology in the last two academic years. Projects included: Robot Programming for Freshman Engineers; DNA Analysis in Biological Anthropology; URI Virtual Arboretum; and Green Eating, along with the development of web learning software.

Since 2010, the Champlin Foundations has supported URI with grants of more than \$2.1M. Funded projects range from a state-of-the-art cardiovascular diagnostic learning collaborative for students in pharmacy, physical therapy, kinesiology, nursing, and other health-focused areas, to a motion analysis laboratory, to a teaching and design laboratory for ocean engineering and oceanography on URI's Narragansett Bay campus.

The Library's new Learning Commons opened, featuring group study rooms, study pods and booths, a laptop bar, a video and PowerPoint presentation practice room, and flexible social spaces.

A revitalized General Education program features 11 learning outcomes including: building knowledge of diverse peoples and cultures and of the natural and physical world; developing intellectual and interdisciplinary competencies for academic and lifelong learning; and exercising individual and social responsibilities. Students must demonstrate the ability to synthesize these multiple knowledge perspectives, competencies and responsibilities, and to adapt them to new settings.



\$334M was spent to improve or build facilities, through voter-approved bond issues, revenue bonds and asset protection allocation. In FY2012, \$86.4M in construction investments were completed, with an estimated \$57.2M benefiting the Rhode Island construction industry:

Center for Biotechnology & Life Sciences, a 138,000 sq. ft., technologically advanced facility, addresses the growing needs of the University's environmental, biotechnology and life sciences communities. Fourth floor fit-out was completed during FY 2013 utilizing RICAP funding from the state.

College of Pharmacy, a 148,000 sq. ft. building, opened in fall 2012, houses state-of-the-art teaching laboratories and classrooms, research laboratories, a cGMP pharmaceutical production facility, faculty and administrative offices, and outreach programs.

Center for Chemical and Forensic Sciences, a \$61M state bonded project, is under construction. Approximately 6,000 URI students take chemistry each year and 40 percent of students are required to take at least one chemistry course.

The National Institutes of Health funded the creation of a **Behavioral Change Research Center** on the first and second floors of Chafee Hall.

Outdoor Classrooms: A rain garden at the College of the Environment and Life Sciences filters water and features native plants; the **Heber W. Youngken Jr. Medicinal Garden**, named for the College of Pharmacy's founding dean, features 200 medicinal plants, 500 ornamental plants, 9 birch trees, sodded areas, walkways, benches shaped in the form of birch leaves, and a translucent sculptural frieze featuring panels that depict plant life in laboratory slides, designed for research and respite from the demands of 21st century life. The Rhode Island State Council on the Arts funded the courtyard portion of the project.

Ten learning/living communities in residence halls, including Hillside Hall—a new, LEED® certified residence hall housing 429 first-year students in nursing and pharmacy, a pharmacy living-learning community, and a global living-learning community developed to enhance interaction of students from diverse backgrounds.

An obsolete dining hall was transformed into the **Anna Fascitelli Fitness and Wellness Center**. The new **Ryan Family Student-Athlete Center**, including spaces for training and academic support, opened in spring 2014.

A new indoor challenge course facility and climbing wall complement the expanding **academic program in leadership**, which serves more than 200 students annually.

J-term 2014:
More than 400
students participated
in 21 undergraduate-
and graduate-level
courses

In fall 2012,
spring 2013, and
summer 2013, online
enrollments totaled
more than
6,000 students

2 post-
baccalaureate
certificate programs are
delivered online: Cyber
Security and Digital
Forensics

\$86.4M in
construction investments
completed

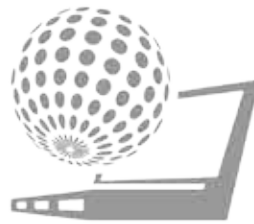


An estimated
\$57.2M
benefited the
Rhode Island
construction
industry



CREATING A 21ST CENTURY 24/7 LEARNING ENVIRONMENT

Outdoor
classrooms
designed for research
& respite



Ten learning/living
communities in residence
halls, including
Hillside Hall

A new,
LEED® certified
residence hall



New one-year
MBA in Strategic
Innovation designed for
today's economy

Anna Fascitelli
Fitness and
Wellness Center,
and new Ryan Family
Student-Athlete
Center



Student Success is a University priority.

URI is making steady progress on the caliber, quality, and potential of our students while promoting academic quality and value in the learning environment, thanks to initiatives and efforts in: enrolling highly qualified students; providing the right balance and mix of financial aid to achieve the optimal first-year class as well as supporting returning students; expanding academic support efforts; and advancing and improving the quality of learning, including an expansion of online and blended courses. Key initiatives include:

Finish What You Started, an integrative and innovative approach to advancing student degree completions, designed for students who left the University shy of just a few credits without completing their degrees. Students who enroll are connected with a degree completion advisor, on-the-spot readmission, and the potential to earn credit for out-of-classroom experiences. There have been more than 800 inquiries and 200 students have enrolled; nearly 70 students have now completed their degrees.

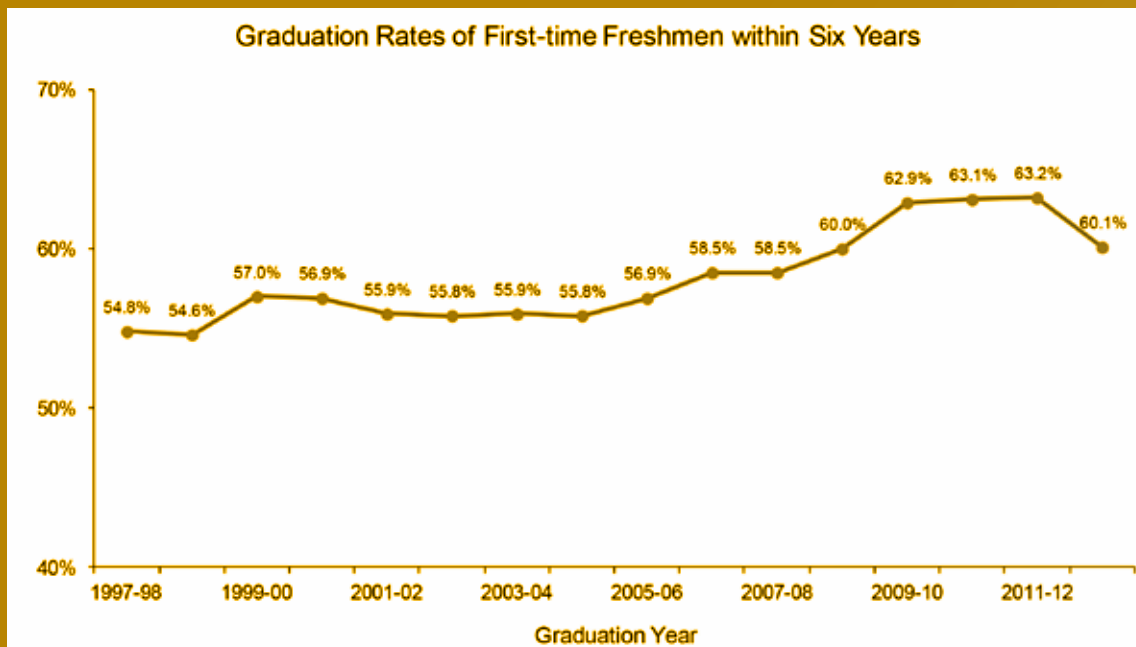
URI's Gateway to Completion (G2C) provides focused support in high failure courses—STEM and others—while assisting faculty in using the most current and effective teaching strategies to support student success.

Curricular Maps have been developed for every major at URI. These maps better ensure a clear path to fulfilling academic requirements, enabling students to better plan their courses and choices of major in conjunction with their career goals.



Credit completion rates by student class are improving steadily every year. This improvement will have a positive impact on degree completion and other factors (student indebtedness, retention, etc). In 2013–14,

approximately 70.6% of first-year students completed at least 30 credits as compared to just 45% in 2005. This substantial increase in credit completion reflects improved academic success.



Graduation rates have increased from about 55 percent to 63 percent since 2005. It is important to note, however, that these graduation rates do not reflect transfer students (approximately 21% of graduates), nor do they include those who graduated from the pharmacy program with a doctorate of pharmacy (their graduation rate is 87.1%).



PROGRESS HIGHLIGHTS GOAL TWO:

INCREASE THE MAGNITUDE, PROMINENCE, AND IMPACT OF RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Research and scholarship play a critical role in URI's ability to recruit and retain outstanding faculty and students toward the advancement of scholarship and new knowledge and are directly tied to economic development. Building partnerships stateside and overseas, investing resources where URI is strong, building where we can be competitive – all these efforts will result in new discoveries, practical applications of research, an increased number of patents and new businesses, job growth, and an expanded tax base in Rhode Island. A vast array of talents and an extraordinarily collaborative environment have contributed to significant progress toward this goal.

HIGHLIGHTS:

Graduate School of Oceanography (GSO):

GSO faculty, marine research scientists, and professional staff collectively generate more than \$30M each year in external funding, which accounts for nearly one-third of the University's total. Recent grants include:

- \$8.3M NSF omnibus Sea Grant for a variety of projects including: marine spatial planning for management of ocean resources; exploring local impact of climate change and appropriate legal responses; and developing sustainability practices for shell fishing industry
- \$6.5M from the U.S. Department of Agriculture to the Coastal Resources Center (CRC) for implementing the West Africa Analytical Support Services and Evaluations for Sustainable Systems (ASSESS) in agriculture, environment, and trade in 21 West African nations
- \$3.5M from PACT, Inc. to the CRC for USAID/Malawi FISH project
- \$3.36M from NSF for ship operations for the Endeavor
- \$2M from Bureau of Ocean Energy Management to identify ancient Native American archaeological sites under water

Environment and Life Sciences (CELS)

- Two grants totaling \$22M from National Institutes of Health to study dengue fever and other viral hemorrhagic fevers with the goal of developing vaccines.
- \$2M from NSF for watershed evaluation
- \$1.2M Natural Resource Sciences award from U.S. Fish and Wildlife Service via RI Dept. of Environmental Management for conservation genetics and applied ecology to support wildlife management of New England Cottontail (*sylvilagus transitionalis*)

Pharmacy:

- \$14M Innovation grant from the CMS Center for Medicare and Medicaid Innovation
- Collaborative grant from Pfizer Medical Education Group to boost the pneumonia vaccination rate among elderly populations
- \$550,483 from NIH to explore a new pharmacotherapy for alcohol dependence

Nursing:

- \$2.4M, 5-year grant from the National Institutes of Health
- \$748,121, 3-year grant from the Health Resources and Services Administration
- \$686,000, 2-year grant from the Health Resources and Services Administration
- \$600,000+ from Robert Wood Johnson Foundation
- \$247,363 Governor's Workforce Board Partnership Grant
- \$3.8M for research, graduate program development and student traineeships

Arts & Sciences:

- \$2.9M NIH-funded Behavioral Change Research Center completed
- \$2.6M from BASF/Germany for developing electrolytes in lithium batteries
- \$1M from Defense Threat Reduction Agency to explore killing biological organisms in packaging

Human Science and Services

- \$1.2M NSF grant to recruit and support science, technology, engineering and math majors to become teachers. The Noyce Scholars program recruits STEM majors and professionals for careers in K–12 education and provides them with funding through the early years of their careers.
- \$1M Osher Lifelong Learning Institute Endowment gift.

Engineering

- \$1.2M from Gulf of Mexico Research Initiative to chemical engineering for exploration of potential new oil dispersants to minimize oil spills and their environmental impact
- \$850,000 over three years to electrical engineering from NSF to develop a new computing and communications architecture known as reflex tree, inspired by human neural circuits and suitable for future smart cities.

Rhode Island IDeA Network of Biomedical Research Excellence (RI-INBRE) an initiative that has successfully expanded biomedical research capacity at nearly all of Rhode Island's universities and colleges has been awarded \$18.8M in federal funding to expand the program over the next five years. INBRE has been funded by the NIH since 2001 with \$42M in grants to URI as the lead institution. With this most recent grant, the interrelated research areas of cancer, neuroscience and molecular toxicology will now be the focus of the program.

The University of Rhode Island partners with Brown University, Rhode Island College, Providence College, Bryant University, Roger Williams University and Salve Regina University in RI-INBRE. The Community College of Rhode Island is an affiliate of the network, and its students participate in research opportunities at URI.

SUPPORT FROM RHODE ISLAND CONGRESSIONAL DELEGATION:

CYBERSECURITY	NATIONAL SECURITY	RESEARCH LEADER
Three symposia on cybersecurity, supported by Congressman Langevin	Private sector collaborations on countering explosive devices. With support from Senator Reed, URI receives funding through one of six DHS Centers of Excellence.	With the support of Senator Whitehouse, URI is taking the lead on research related to ocean sustainability and coastal resilience.
		

Additional awards:

- **\$20M EPSCoR** (Experimental Program to Stimulate Competitive Research) grant: URI manages this five-year award that brings together nine R.I. research institutions in a diversity of areas including genomics and sequencing, proteomics, and marine science.
- All six FY2013 Science and Technology Advisory Council (STAC) Research Alliance Collaborative Research grants involved URI researchers. In FY2014, the STAC has been designated to oversee the new \$500,000 SBIR program.
- \$638,939 from NSF-STEM to support undergraduate scholarships for students majoring in math and computer science.
- **\$470,125**, three-year NSF grant to **Rhode Island Technology Enhanced Sciences (RITES) partnership** to extend its STEM PD model to the computer science (CS) discipline. RITES partner districts along with faculty in CELS, CS and cybersecurity are implementing pilot courses, collecting data on their effectiveness, and exploring mechanisms to use them to fulfill existing secondary graduation requirements and dual enrollment requirements at URI.

\$98M in research awards received in FY2012:¹

- \$154.1M of economic impact
- 1,467 jobs created by the URI research enterprise at an average salary of \$64,973
- \$37.9M tax revenue (\$12.4M for state and local taxes, \$25.5M for federal taxes)
- Competitive research grants awarded to the University increased 64 percent since 2007, with 80 percent of research funding coming from the federal government.
- In FY2011 and FY2012, URI Research Foundation filed 46 U.S. intellectual property applications, was awarded 22 new patents, entered into 10 agreements for use of the University's intellectual property, assisted in the formation of three new companies engaged in the commercialization of University research and received two U.S. trademarks.
- During the first eight months of FY2013, the pace of technology transfer accelerated even further, with completion of **21 intellectual property agreements** and formation of **four new companies**.

¹ Most recent year for which data is available



George & Anne Ryan Institute for Neuroscience:

Thanks to the largest individual gift in URI history, **\$15M from Tom '75 and Cathy Ryan**, the Ryan Institute was established in FY2014. Drawing on the expertise of faculty and researchers from URI's Interdisciplinary Neuroscience Program, the Institute serves as the coordinating hub for URI's neuroscience research and educational activities, and will bring even greater funding and focus to these areas. Leveraging URI's research strengths in pharmacology/drug discovery, neuroengineering, and neuropsychology, the Institute will stimulate cooperation among the well-established neuroscience program at Brown University, the basic research programs of the Brown Institute for Brain Science, the Norman Prince Neurosciences Institute at Rhode Island Hospital that focuses on clinical

neuroscience, the U.S. Department of Veterans Affairs, and other regional and national entities working to develop and deliver treatments for central nervous system disorders.

Emerging companies to be formed under a newly approved Intellectual Properties Policy:

- pHLIP Diagnostics, developing unique cancer diagnostics in partnership with Yale and Sloan Kettering
- Seeram Botanicals, developing new botanical products working with the Canadian Maple Federation
- **Interdisciplinary research** is on the rise across campus from the humanities to the social sciences, from Engineering to the Harrington School of Communication and Media

The Rhode Island Consortium for Nanoscience and Nanotechnology

focuses on nanomaterials, nanohealth, nanotools, and nanoenergy and combines research expertise at URI and Brown University. The Consortium has established relationships with 44 companies; a portion of its \$1.25M enabling grant is directed towards seed funding for the private sector partners to explore the various uses of nanotechnologies in their companies.

Nursing 2.0

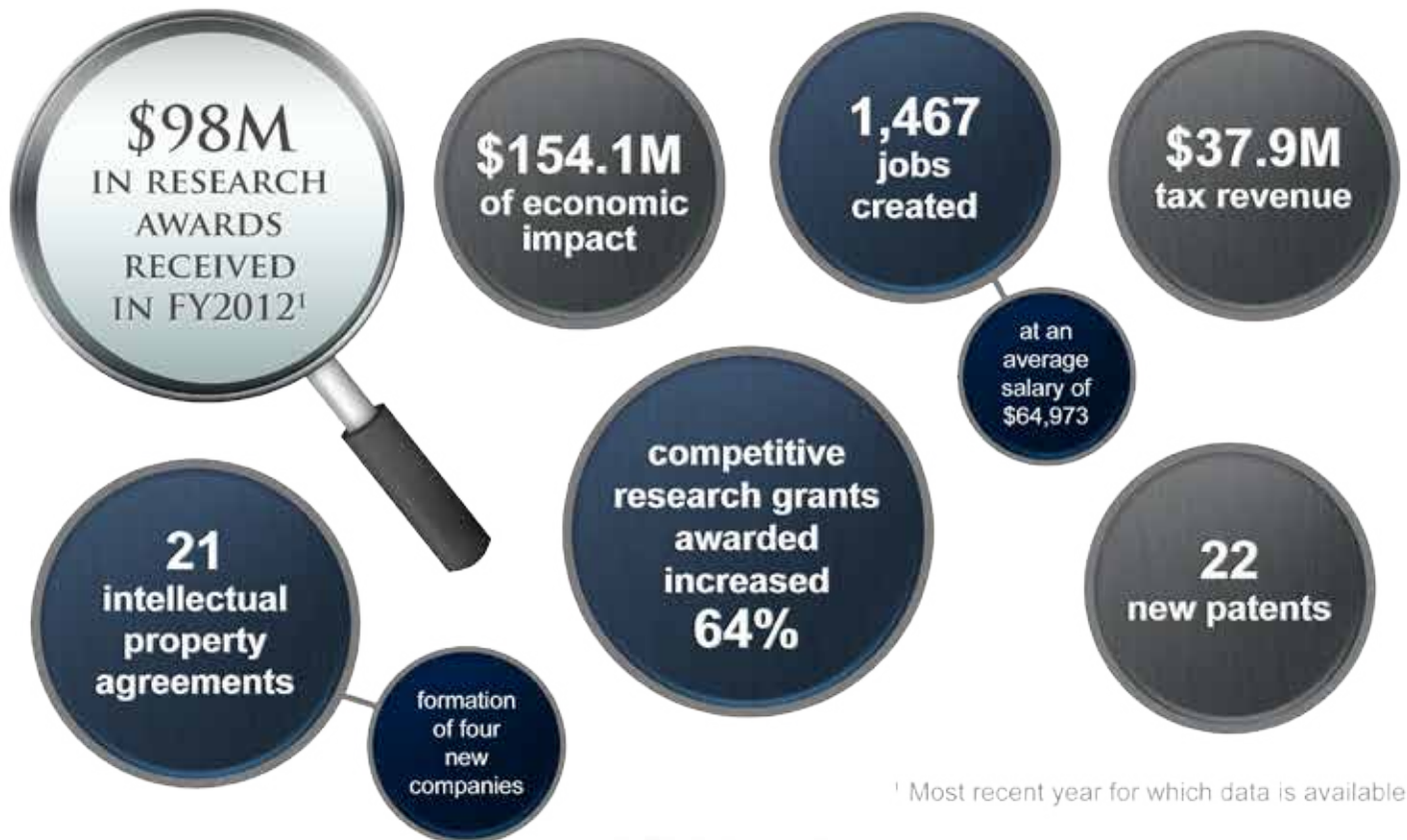
A potential combined nursing center with Rhode Island College is on the horizon. Sharing space in the former South Street Power Station in Providence, the Center is also slated to house Brown University administrative offices and space for start-ups and other small technology-based companies.

New, apartment-style living for graduate, medical, and upper-level nursing students; a ground-floor restaurant and retail space; a new parking structure; and improvements to the public space along the Providence River and connection to new public park are also included in the project. More than 1,500 construction-related jobs, a total of \$248M in economic output, and more than \$90M in employee compensation are projected.

College of Engineering

To accommodate growing enrollment, expanded research, and corporate collaborations, a \$125M bond for new, state-of-the-art engineering facilities is on the November 2014 Rhode Island ballot; an additional \$20M in private contributions will fund new equipment.

RESEARCH AND SCHOLARSHIP PROGRESS



GEORGE & ANNE RYAN INSTITUTE FOR NEUROSCIENCE:

Thanks to the largest individual gift in URI history, **\$15M from Tom '75 and Cathy Ryan**, the Ryan Institute was established in FY2014. The Institute will serve as the coordinating hub for URI's interdisciplinary neuroscience research and educational activities, and will bring even greater funding and focus to these areas

PROGRESS HIGHLIGHTS GOAL THREE:

INTERNATIONALIZE AND GLOBALIZE THE UNIVERSITY OF RHODE ISLAND

Like other research institutions, URI must seek out and explore worldwide research, educational, and economic partnerships. Exporting our strengths in areas such as coastal development, climate change, aquaculture, ocean engineering, and cybersecurity to emerging markets will in turn bring new economic opportunities to Rhode Island.

Likewise, we take seriously our responsibility to prepare students to live and work in a global economy. In addition to expanding our international presence, increasing the number of graduates fluent in languages other than English, and encouraging students to study abroad will help to shape a URI without borders.

Highlights:

International undergraduate enrollment has seen a fourfold increase, from 50 students in 2008–09 to 212 in 2013–14. Nearly 10 percent of all graduate students—289—are international, with a 23 percent increase over the same time period.

International undergraduate application numbers for fall 2013 enrollment increased by 25 percent over the previous year.

Ten learning/living communities in residence halls, including Hillside Hall, which features a global living-learning community developed to enhance interaction of students from diverse backgrounds. A Global Ambassador lives in the residence hall.

International Engineering Program: More than 200 students participate in this unique five-year dual-degree program offering a B.S. in engineering and a B.A. in a foreign language, as well as a learning/living experience. IEP students also intern for a full year abroad and

often are hired by international firms upon graduating from the program. Since 1990, the IEP has placed more than 470 students in paid internships in Germany, France, Switzerland, Italy, Liechtenstein, Spain, Mexico, Brazil, Canada and China.

In 2014, Spanish IEP was selected to participate in “**100,000 Strong in the Americas,**” an initiative of President **Barack Obama’s** to increase the number of U.S. students studying in Latin America to 100,000 and the number of Latin Americans studying in the United States to 100,000.

In 2012, the Institute of International Education presented IEP with its **Andrew Heiskell Award for Innovation in International Education**, calling the program “a model for engineering and language educators across the country.”

Nearly \$595,000 in **Demers Study Abroad Fellowships** have been awarded to 61 URI students, alumni, faculty and staff in the past four years. In FY2014, Fellowships were awarded in French, German, Kinyarwanda, Mandarin, and Spanish. Also of note: more **students are studying foreign languages**. In FY2013, students spent more than 14,000 credit hours in foreign language classes, an increase of nearly four percent over FY2009.

Efforts to advance strategic global partnerships with key universities throughout the world:

Since 2009, **45 new partnerships/agreements have been signed with 33 international educational institutions**, representing student, faculty, and/or research exchanges, with several also resulting in the creation of joint degree programs. Partnership institutions may be found worldwide, in France, India, Germany, Korea, Japan, Taiwan, Denmark, Spain, Chile, Italy, Indonesia, and China, where 14 such agreements have been established. Six other partnerships in China, Chile, France, and Indonesia are pending formal signatures as of the publication date of this report.

URI welcomed the first seven out of 25 staff members from the **Indonesian Ministry of Marine Affairs and Fisheries**, who are enrolled in graduate programs at URI. This is the result of a 5-year partnership that URI signed this year with the Indonesian government to help train future marine and fisheries leaders for their country. Five more students will arrive in January 2015.

URI faculty are continuing to visit Indonesia to set up future field sites for students in fisheries, water resource management, coastal management and environmental sciences. Three CELS faculty traveled in June, and three will be going in the fall.

URI is a host institution for the **Brazilian Scientific Mobility Program**, and we are in our second year of hosting students from all over Brazil. The numbers of Brazilians coming to URI to study for a year is continuing to increase with 51 arriving this fall.

The ACE English Language Institute is in its third year at URI. This fall we are hosting the most diverse group of students yet, representing China, India, Syria, Vietnam, Saudi Arabia, Turkey, Brazil and Libya.

URI has begun its first partnership with **Education Service Providers** internationally to assist with international recruitment of undergraduate students. This will enhance our ability to reach out to students in more countries.

URI is hosting our first **Fulbright Language Teaching Assistant** in the Arabic program. URI students will have the opportunity to improve their cultural and language development in Arabic working with this TA from Egypt.

The Distinguished Visiting International Scholars initiative has brought four international scholars a year to URI since 2009. Scholars spend a week interacting with not only the University community, but also the community at large.

Grand Challenge courses are interdisciplinary general education courses that engage students and facilitate their exploration of multiple perspectives in areas of contemporary significance. Topics for courses address many global challenges in the world today. Students are exposed to critical issues they will face during their lifetimes, building a foundation for lifelong learning and a thoughtful and active engagement with the world. Examples of interdisciplinary courses include: Challenges of the Information Age; Race, Gender & Sexual Identity; Environmental Communications & Wetlands; Financial Literacy & Conscious Capitalism; and Creating a Culture of Care.

\$595,000

IN DEMERS STUDY ABROAD FELLOWSHIPS AWARDED TO URI IN THE PAST FOUR YEARS

IN FY2013, FELLOWSHIPS WERE AWARDED IN FRENCH, GERMAN, KINYARWANDA, MANDARIN, AND SPANISH



More students are studying foreign languages. In FY2013, students spent more than 14,000 credit hours in foreign language classes, an increase of nearly four percent over FY2009.

Approximately 25 percent of students double major, with one major in a foreign language.

SINCE 2009, 45 NEW PARTNERSHIPS/AGREEMENTS HAVE BEEN SIGNED WITH 33 INTERNATIONAL EDUCATIONAL INSTITUTIONS.



PROGRESS HIGHLIGHTS GOAL FOUR: BUILD A COMMUNITY AT URI THAT VALUES AND EMBRACES EQUITY AND DIVERSITY

With the 2012 appointment of its first-ever associate vice president and chief diversity officer, URI cemented its commitment to valuing differences “as essential to a more enriched community and a more relevant education.” As a member of the president’s senior staff, the associate vice president is charged with designing, implementing and monitoring the progress of strategies that foster diversity and community at URI across all divisions, departments, and activities—infusing a consciousness of diversity into the fabric of the community and the culture of the University.

The Office of Community, Equity, and Diversity (CED) encompasses the Office of Affirmative Action and Equal Opportunity, the Women’s Center, the Multicultural Center, and the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Center. The Office also serves as a resource to more than 30 student organizations and campus offices that focus on diversity.

From 2012–13, the new associate vice president engaged in a full year of multi-level assessment, attending one-on-one meetings with senior university leaders; collecting data from surveys and questionnaires; meeting with focus groups of students; faculty and staff; and conducting open community discussions. The process of assessing the institution’s diversity and inclusion needs is ongoing.

HIGHLIGHTS:

18 percent of URI students identify themselves as people of color. Diversity has increased by about one percent per year in each of the past four years, with the greatest increase in Latino/Hispanic students.

Overall, students of color and international students represent nearly 21 percent of all students. Faculty diversity has increased from 10.6 percent to 15 percent during the past five years.

The Multiculturalism and Diversity Enhancement Fund awarded **several faculty grants of \$3,000 each to support curricular change, faculty development, and research on multicultural competence.** The **College of Nursing** used funding to support the **integration of multicultural competency** into the nursing curriculum.

Four Multicultural Faculty Fellowships, designed to create a diversity pipeline to faculty positions at URI, have been awarded—at the Harrington School of Communication and Media, in Biological Sciences, in Psychology, and in Computer Science and Statistics.

The College of Human Science and Services and the **URI Multicultural Center** piloted a course called **ACCESS: Achieving College and Career Excellence Through Student Success**. The purpose of the course is to academically and socially support and mentor first generation students and students of color and then have these students mentor future first generation students.

20,000 Voices Open Spaces Day: An innovative and transformative conference on the URI Kingston campus in spring 2013 drew 500 community members in person and an additional 500 via live streaming. Recommendations for future campus initiatives, committees and the CED strategic plan were generated from subcommittees representing a diversity of interests.

Voices Carry: Embody the Change, the follow-up to 20,000 Voices, served as the official launch of the URI **Diversity Inclusion Project**. Twenty workshops created by students, faculty, and staff explored issues ranging from hidden bias to support for student veterans; more than 200 people attended.

Each unit of CED offered specific training sessions:

- LGBTQ: Safe Zone training
- Affirmative Action: Unconscious Bias and Sexual Harassment awareness
- Women’s Center: peer advocate training and a presentation on peer mentoring
- Multicultural Center: multicultural competence
- CED: minority recruitment and retention



Equity Council, an umbrella organization for four **presidential commissions:**

- Status of Women
- Status of LGBTQ – the University broke ground on a new LGBTQ Center in April 2014
- Status of Faculty, Staff, and Students of Color
- Equity and Inclusion for People with Disabilities

Presidential Commissions convened to “serve as catalysts and advocates in diversifying and strengthening URI,” particularly in areas pertaining to diversity and equity.

Division Diversity Committees:

Each of the five divisions reporting directly to the president also supports a diversity committee, which sets goals and implements strategies around institutional diversity, equity and inclusion.

College Diversity Committees:

Similarly, each college has a committee to discuss priorities relative to diversity, equity and inclusion.

College Diversity Coordinators: To foster diversity in STEM (Science, Technology, Engineering and Math), diversity coordinators were placed in the Colleges of Engineering, Environment and Life Sciences, and Arts and Sciences and in the Graduate School, to recruit and retain students of color, and to direct them toward success in professions, preparing them to become productive participants in the global marketplace.

The Interdisciplinary Neuroscience Program has successfully instituted strategies to attract and retain women and students of color.

Athletics: Athletics has initiated many diversity protocols. As a microcosm of the University, with students and coaches of different races, genders, and sexual orientations, Athletics is committed to creating a safe and accepting environment where it is okay to be “who you are.”

The Talent Development Program

continues to serve record numbers of low-income, disadvantaged students through academic, social, and transition programming. More than 1,000 Talent Development prospective students and their families attended the orientation in spring 2013 with more than 450 enrolled in the summer program.

Campus Pride, the leading national organization for student leaders and campus groups working to create a safer college environment for LGBT students, **has awarded URI its highest honor, placing the University in its top-50 LGBTQ-friendly universities in the nation.**

The ranking is based on a five-star continuum of progress for LGBTQ-friendly practices, policies, and programs. URI received five out of five stars overall, as well as five out of five stars in nine of the ten categories measured, demonstrating the University’s commitment to creating a welcoming environment for all students.

URI SENIOR LEADERSHIP

DAVID M. DOOLEY, PRESIDENT

DONALD H. DEHAYES, PROVOST & VICE PRESIDENT
FOR ACADEMIC AFFAIRS

LINDA A. ACCIARDO, INTERIM EXECUTIVE DIRECTOR
OF COMMUNICATIONS AND COMMUNITY RELATIONS

THORR D. BJORN, DIRECTOR OF ATHLETICS

MICHELLE S. CURRERI, CHIEF OF STAFF

THOMAS R. DOUGAN, VICE PRESIDENT FOR
STUDENT AFFAIRS

MICHAEL SMITH, PRESIDENT, URI FOUNDATION

GERALD SONNENFELD, VICE PRESIDENT
FOR RESEARCH AND ECONOMIC DEVELOPMENT

NAOMI R. THOMPSON, ASSOCIATE VICE PRESIDENT
FOR COMMUNITY, EQUITY AND DIVERSITY

CHRISTINA VALENTINO, VICE PRESIDENT FOR
ADMINISTRATION AND FINANCE

UNIVERSITY
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